THE EFFECTIVENESS OF STORY MAPPING STRATEGY WITH PICTURE SERIES IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

THESIS

By

VERANI RAHAYU
NIM. 147011

SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA JOMBANG
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
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THESIS

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2019

APPROVAL SHEET

This is to certify that the Sarjana's Thesis of Verani Rahayu has been approved by the thesis advisor for further approval by the Board of Examiners.

Jombang, 29 January 2019

Advisor

Daning Hentasmaka, M.Pd
NIP/NIK.0104770053

MOTTO

YOU DON'T HAVE TO BE TGREAT TO START
BUT
YOU HAVE TO START TO BE GREAT

Approval Sheet

Thesis by Verani Rahayu, student number 147011 entitled *"The Effectiveness of Story Mapping Strategy With Picture Series In Teaching Reading Comprehension of Narrative Text"* was examined by the Board of Examiners on February 06th, 2019

Boards of Examiners

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v

DEDICATION

Alhamdulillah thanks to Allah who has given me mercies and blessing me so the researcher can finish this thesis. This thesis will be dedicated to :

1. My beloved father Wasis and mom Sasunah who has given me attention, care, love, and also support to finish my thesis as soon as possible and for my families are Feris susanto, Mega wulandaru Hastorini, Affan Rizky Ramadhan, Andik Rahmatulloh, Nanik Fatmawati, and Fadhil Abyan Ramadhan. They like an oxygen for me.

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ABSTRACT

The objective of this research is to know the effectiveness of teaching reading strategy using story mapping at senior high school students. Story mapping strategy is a strategy that gives impact to teaching learning process. The researcher used story mapping strategy with picture series since that strategy help the students in reading achievement.

The researcher used quasi-experimental design as the research design. The tenth grade students were chosen as the subject of this research, there are two classes of first graders one class as experimental group and one class as control group. The experimental group was taught by using story mapping strategy with picture while the control group was taught without using story mapping strategy with picture series. Pretest and posttest were kinds of instrument which were used in this research. The pretest was given before the treatment to know the ability of students actually in comprehending narrative text before getting treatment and the posttest was given after the treatment to know the ability of students actually in comprehending narrative text after getting treatment. The researcher gave posttest to both the groups. The researcher use statistical technique to analyze the data by using SPSS 23.0 program for windows. Since the data fulfill the assumption of normality and homogeneity, the researcher used Independent sample t-test to test the hypothesis

The result of data analysis the mean score of experimental group is 83.25 while the mean of control group is 63.00 and difference mean score of both groups is 20.25 indicates that the difference is significant and the result of the Sig. 2-tailed 0.000 is lower than alpha value 0.05. It means the null hypothesis is rejected and the alternative hypothesis is accepted. The researcher conclude that story mapping strategy with picture series in teaching reading comprehension of narrative text is effective.

ABSTRAK

Rahayu, Verani. 2019. *Efektivitas Strategi Pemetaan Cerita Dengan Seri Gambar Dalam Mengajar Pemahaman Membaca Teks Naratif.* Jurusan Bahasa Inggris STKIP PGRI JOMBANG. Pembimbing: Daning Hentasmaka, M.Pd.

Kata kunci: Efektivitas, Strategi Pemetaan Cerita, Teks Naratif

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas strategi membaca pengajaran menggunakan pemetaan cerita pada siswa SMA. Strategi pemetaan cerita adalah strategi yang memberi dampak pada proses belajar mengajar. Peneliti menggunakan strategi pemetaan cerita dengan seri gambar karena strategi itu membantu siswa dalam prestasi membaca.

Peneliti menggunakan desain quasi-eksperimental sebagai desain penelitian. Siswa kelas X dipilih sebagai subjek penelitian ini, ada dua kelas kelas satu kelas sebagai kelompok eksperimen dan satu kelas sebagai kelompok kontrol. Kelompok eksperimen diajarkan dengan menggunakan strategi pemetaan cerita dengan gambar sedangkan kelompok kontrol diajarkan tanpa menggunakan strategi pemetaan cerita dengan seri gambar. Pretest dan posttest adalah jenis instrumen yang digunakan dalam penelitian ini. Pretest diberikan sebelum perlakuan untuk mengetahui kemampuan siswa sebenarnya dalam memahami teks naratif sebelum mendapatkan perawatan dan posttest diberikan setelah perawatan untuk mengetahui kemampuan siswa sebenarnya dalam memahami teks naratif setelah mendapatkan perawatan. Peneliti memberikan posttest kepada kedua kelompok. Peneliti menggunakan teknik statistik untuk menganalisis data dengan menggunakan program SPSS 23.0 untuk windows. Karena data memenuhi asumsi normalitas dan homogenitas, peneliti menggunakan Independent sample t-test untuk menguji hipotesis

Hasil analisis data skor rata-rata kelompok eksperimen adalah 83,25 sedangkan rata-rata kelompok kontrol adalah 63,00 dan skor rata-rata perbedaan kedua kelompok adalah 20,25 menunjukkan bahwa perbedaannya signifikan dan hasil Sig. 2-tailed 0,000 lebih rendah dari nilai alpha 0,05. Ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima. Peneliti menyimpulkan bahwa strategi pemetaan cerita dengan seri gambar dalam pengajaran membaca pemahaman teks naratif efektif.

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Jombang, 29 Januari 2019

Researcher

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LIST OF ABBREVIATION

STKIP   : Sekolah Tinggi Keguruan dan Ilmu Pendidikan

PGRI   : Persatuan Guru Republik Indonesia

MA   : Madrasah Aliyah (Senior High School)

IPS   : Ilmu Pengetahuan Sosial

IPA   : Ilmu pengetahuan Alam

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CHAPTER I

INTODUCTION

CHAPTER I

INTRODUCTION

In this chapter the researcher will presents the background of study, objective of study, hypothesis, scope and limitation, significance of study, and definition of key terms.

A. Background of the Research

Reading is an activity to understand a text in order to obtain information. The information can be in the form of entertainment, knowledge, education and other which are related to life. In this case reading activities can not be abandoned because most knowledge gained from reading activities. The more we read the more information and knowledge we will obtain.

There are some definitions which are provided by some experts about reading. According to Mackay (1979) reading is an active process, the readers forms a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation. In this way reading can also be said as an important activity especially for students to get information and enrich their knowledge. Moreover, Simanjuntak (1988 : 3) says reading is a process of putting the readers in contact and communicates with ideas. Whereas according to Bernhardt (1991 : 5) reading is viewed as not merely taking written information on the printed matter but also attributing a meaning-extracting process as the essence of the act of reading. Westwood (2001 : 10) states readers must use information already to acquired to filter, interpret,

organize, reflect upon and establish relationships with the new incoming information on the page. Based on the above definition it is concluded that Reading is the process of placing the reader in contact and communicating with the idea, reading not only takes written and communicating with the idea, reading not only takes written.

information, but also connected to the process of extracting meaning as the essence of reading action. In this case the reader has an important role to filter, reflect and establish relationships in communicating.

Reading comprehension is ability to construct and extract meaning from a written text (Maestropieri & Scruggs, 1997). As said by Snow (2002 : 11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the process of understanding related to the information symbolized in written text that has been conveyed author and then connect to the background knowledge to understand the intent or message conveyed by the author. The message contained in the text is conveyed with the purpose of learning as this can be said as a moral value, it can be found in narrative texts.

Focusing on narrative text, Mark and Anderson define and describe it as follows. According to Mark and Anderson (2003 : 3) narrative text is a text that tells a story and, in doing so, entertains the reader in which there is a description of an event in the story coincided from the beginning, the middle to the end. Stories in narrative texts can be either real or fiction. Regarding Mark and Anderson (2003 : 13) describe many different types of narrative ; namely humor,

comedy, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. Narrative text has generic structure among these are orientation, complication, resolution, and re-orientation.

Discussing more about narrative text, Chatman (1993 : 3) classifies narrative text into four basic elements : characters, setting, plot, and conclusion. Character is the doer of the story, involved physical appearances of character, personality. Setting it means time and place are where the action occurs detail that describes weather, time of day, time of year, scenery, etc. Plot is what happens in the story, part of plot inciting incident, development, climax, resolution, and denouement. Elements of story is components of the story builder, if a story does not have an element then it can not be said a story.

In understanding the elements of story there are several strategies to facilitate reading comprehension one of them is by using story mapping strategy. This strategy is used after reading the text and then identified the elements of the story builders (includes characters, settings, plots, problems, resolutions, coda or conclusion) that are applied in graphic or chart form which make it easy to understand. As said by Bounlineau.et.al (2004 : 27) story mapping is a strategy for teaching improved reading comprehension which directs students' attention to district and relevant literary text elements of stories using a specific structure. According to Adler (2004) get in first hand resource story mapping is used to chart the story structure.

The reason of the researcher using story mapping strategy in teaching reading is because the story mapping strategy has several advantages. Some

advantages of story mapping reading presented by Mendiola (2011 : 2) are : The story map is a highly effective, practical way to help students organize story content into a coherent whole; it is an effective strategy for exceptional and low achieving students(it improve comprehension of materials that are above their instructional levels); teachers become more involved in thinking about the structure of the story they are to teach and how each part of story relates to the others; these concrete representations aid students in visualizing the story; students can more easily see how the story pieces mesh; knowledge they continually apply when they predict what might happens next in one story after together; it enables students to store information in their personal schema more efficiently and facilities the recall of story elements more completely and accurately; Based on some of the benefits of story mapping strategy; researcher believes that this strategy is beneficial for teaching reading on narrative text.

Many studies have investigated the use of story mapping strategy regarding to the teaching and learning of reading. Among of those is research that has been done by Aditya (2017) with the title Improving Students' Reading Comprehension Ability Through Story Mapping Strategy at SMA NEGERI 1 Terusan Nunyai. This study is a classroom action research. The results of this study explain that story mapping helps the students to find out the information of the text easier. All aspects of reading are improved after been taught using story mapping evidenced by the increase in their post test. This study suggests using other types of text and other English language skills.

Another study on story mapping strategy was done by Romli (2014) entitled Improving the Students' Reading Comprehension of Narrative Text Through Story Mapping. This study is also included a classroom action research. The results show significant increases on students' reading score before and after implementing story mapping. It means that story mapping helpful in improving students' reading comprehension. This study suggests for the further research story mapping can be used on the subjects with different class levels.

Conducting an experimental research on similar topic, Hanai (2015) investigated the effect of direct instruction of literary text elements with story mapping on reading comprehension. With the purpose to examine the effect of direct instruction of literary text elements with story mapping on reading comprehension, the result of this study proved that story mapping is effective to be used to teach reading comprehension in fourth grade students of Community Christian School (CCS). The researcher gave suggestions for the further research that story mapping strategy can be combined with other learning media in order to increase the effectiveness of story mapping strategy.

Can be concluded from several suggestions from previous research for the further research story mapping strategy can be applied to the different subjects with different grade, using another types of text, another English language skills and using learning media in order to increase the effectiveness of story mapping strategy.

Based on the previous research above, researcher found a gap that has not been touched in the previous studies. The gap is the implementation of story

mapping strategy in previous studies without any use of media. So that researcher do research entitled **"THE EFFECTIVENESS OF STORY MAPPING STRATEGY WITH PICTURE SERIES IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT".**

B. Scope and Limitation

In this research, the scope of the research is the use of story mapping strategy with picture series in teaching reading comprehension of narrative text . And the limitation is in identifying elements of story on narrative text especially folktale of first grade of senior high school students.

C. Statements of the Problem

The researcher formulated the problem as follows :

Is there any significant difference on students' reading comprehension of narrative text between those who are taught by using story mapping strategy with picture series and those who are not ?

D. Objective of the Research

Based on the formulation of the problem in above, the objective of study are :

To know significant difference on students' reading comprehension of narrative text between those who are taught by using story mapping strategy with picture series and those who are not.

E. The significance of study

1. Theoretical Significance

The results of this study are expected to be combined with other media which can improve all aspects of English language skills.

2. Practical Significant

For Teachers

This strategy can be implemented on teaching reading activities to facilitate the teacher in explaining the elements of the story on narrative text.

For Further Researcher

For further research, the results of this study is expected to be applied to other skills such as writing activities, and other types of text for example report text, descriptive text, procedure text. And it can be applied with other medias or combined with other strategies.

F. Definition of key terms

Effectiveness : The measure to which experimental group had a higher results than control group

Reading comprehension : An activity to comprehend a text containing the story through the elements of the story builder with the aim to retrieve information; themes , character, plot, setting, and problem contained in the text that has been conveyed through the writer

Narrative text : A story that tells traditional story that is told in a well-written article of fiction and history which is told in a coherent or systematic manner

Story mapping : Strategy in teaching reading which is presented on a piece of paper that contains a visual graph of a story

Elements of story : Elements which form story includes themes , character, plot, setting, and problem.

Picture series *:* A media that uses images, in which the images must match the story presented and arranged according to the storyline from the beginning, middle until the ending of story.

Significant difference : Confidence level in a strategy, which if the value of effectiveness increases from before it can be said that there is a significant difference.

Conventional Strategy : Strategy in teaching reading which is in the form of group discussions

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlight the theories to the topic of the research entitled " The Effectiveness of Story Mapping Strategy With Picture Series In Teaching Reading Comprehension of Narrative Text".

A. Theoretical Base of Independent Variable.

1. Story Mapping

a. Story Mapping Strategy

Story mapping is a strategy for teaching improved reading comprehension which direct students' attention to distinct and relevant literary text elements of stories using a specific structure (Boulineau et al. 2014). Maestas and Croll (1985) in Davis (1994 : 353) demonstrate this using a reader – directed story mapping study guide procedure structured to take readers' attention to the elements of story (e.g., setting, problem, goal, action). Based on the two theories it can be understood that story mapping is a strategy in improving reading comprehension with mapping procedures in determining story elements

The term of story mapping consists of two words, they are story and mapping. Based on Hornby in Oxford Advanced Learner's Dictionary of Current English (2005 : 1512) story is a description of events people that the writer or speaker has invented in order to entertain people. According to Romli (2014)

mapping is a drawing to describe or give information about something, especially the way it is arranged and organized.

According to Faris (2004 :345) mapping will illustrate a way to provide an overview of a story, it may consist of brief information about characters, setting, problem, goal, events and resolution. Romli (2014) defined that the word of 'map' is added with –*ing* becomes *Mapping.* It means a sketch or drawing that shows location or relation between things or place. He gives conclusion that story mapping is graphic or semantic visual representation story and story mapping referred as word mapping or idea mapping.

Based on the above definitions, that the story mapping is a graphic or sketch depiction that illustrates the relationship between the topic of the story and components story builder. The following is the example of story mapping given by Faris (2004) .
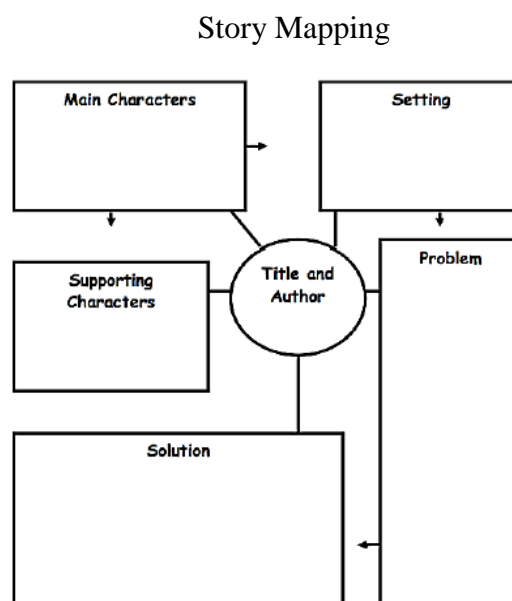
Story Mapping

Figure 2.1 Story Mapping (Faris, 2004)

b. The Purposes of Story Mapping

Faris (2004 : 512) states that there are some purposes of story mapping, they are :

1) Enhances meaning with mental imagery

2) Links past experience to the word and ideas in the text.

3) Allows readers to create mental images from words in the text.

4) Enables readers to places themselves in the story

5) Strengthens a reader's relationship to the text.

6) Stimulates the imaginative thinking

7) Brings joy to reading

8) Heightens engagement with text.

c. The Technique of Using Story Mapping Strategy

The following steps are the general procedures to follow when preparing a basic story mapping as suggested by Faris (2004) :

1). Step 1

Introduce to the students the concept of story mapping together with what benefits for students are. Tell the students that story mapping would be helpful to develop their reading comprehension of a story. Make them sure using story mapping give more understanding about narrative text.

2). Step 2

Explain the major components of story mapping through identifying a story first concerning to the figure out the title, the theme of the story, the important characters and personality traits of specific participants of story, after that identifying orientation or significant plot developments. It leads to sequence of action to note characters' attempt in overcoming problems, then evoke to get the solution. A teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story mapping from are defined.

3). Step 3

Direct them when the students commit errors to reread the story using guidance question even modelling to help them come up with an appropriate response, to make the students get the focus on the target of reading.

4). Step 4

Ask students to read independently. Encourage to write answer using key words only while the teacher is still questioning such as 'who is the main character? What is he like? Where does the story take place? What problem does happen mostly? How is the end of the story? Etc'. After that give some comments to the students for appropriately identifying story mapping elements. And then evaluate the answers to make sure them fix to the appropriate questions.

5). Step 5

Have students through selected stories and complete the story map worksheet on their after students use story mapping technique independently. And then, check students responses and share individuality with those students requiring additional guidance and support them.

    6). Step 6

Prepare some exercises and give them to the students to evaluate. It measure the students' comprehension of the story . it has done individually through to take students daily score.

d. The Advantages of Story Mapping Strategy

As said Mendiola (2011 : 2) there are some advantages of story map reading strategies as follows :

1) The story map is a highly effective, practical way to help students organize story content into coherent whole.
2) It is an effective strategy for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).
3) Teacher become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.
4) These concrete representations aid student in visualizing the story.

5) Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.

6) It enables students to store information in their personal schema more efficiently and facilities the recall of story more completely and accurately.

2.   Picture Series

1.   Picture Series as instructional media

According to Latuheru in Sa'diyah (2008) the use of instructional media can give advantages in the teaching – learning process. They are :

1) Attracting and increasing students' attention

2) Helping to cope with the differences of the students' experience due to differences in their social and economic backgrounds

3) Providing learning experience that may be difficult to get in any other way

4) Helping arrange the experience the students acquire systematically to promote their cognitive development

5) Helping develop students' ability to do self-learning based on their experience and facts they learn

6) Decreasing verbalism (using verbal language whether oral or written) in the learning processes

One of the instructional media that can be used in the teaching of reading is picture series. Picture series as instructional media in teaching learning process.

According to Nurhayati (2004 : 178), picture series is one of the media which is used in reading class.

Based on theory above, picture series are media in teaching learning and able to attract students' attention and increase students concentration. With picture series model the story is composed from the beginning to the problems o until the end of the story coherently.

B. Theoretical Base of Dependent Variable

1. Reading

1) Definition of reading

Nuttal (1982) in Aditya (2017) defines reading is the meaningful interpretation of printed or written verbal symbols. Another sense, according to Simanjuntak (1988 : 8) reading is a process of putting the readers in contact and communicates with ideas. Whereas Finocchano and Bronomano (1973 : 199) say reading is bringing and getting meaning from the printed or written materials. It means that Reading is a form of communication between the reader with something symbolized in the form of writing in this activity the reader must be able to get a meaning from what has been written by the author.

As said by Brown (2004 : 187), there are 2 types of skills in reading, micro skill and macro skill. Below is the explanation of micro and macro skills for reading comprehension :

1). micro-skills for Reading Comprehension

a) Discriminate among the distinctive graphemes and orthographic

patternts of English.

b) Retain chunks of language of different lengths in short-term memory.

c) Process writing ar efficient raate of speeed to suit the purpose

d) Recognize grammatical word classes (noun, verb, etc.).

system (e.g, tense, agreement, pluralization) patterns, rules, and elliptical form.

e). Recognize a core of words, and interpret word order patterns and their significant.

f). Recognize that a particular meaning may be expected in different grammatial forms.

g). Recognize cohesive devices in written discourse and their role in significant the realtionship between and among clauses.

2). Macro-Reading Skill for Comprehension

a) Recognize the rhetorical forms of written discourse and their significant for interpretation

b) recognize the communicate function of written texs, according form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From describe event, ideas, etc, infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and axemplification.

e)   Distinguish between literal and implied meanings.

f)   Detect culturally specific references and interpret them a in context of the appropriate cultual schemata.

g)   Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing th meaning of words from context, and activating schemata for the interpretation of the texts.

Based on the explanation above, reading skill is defined into two skills. They are micro and macro skills. This research focuses on two aspects of macro skills, among them; recognize the communication function of written texs, according form and purpose and From describe event, ideas, etc, infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and axemplification.

2)   The strategy of reading

In reading there are several strategies that readers usually use in comprehending a text. According to Brown (2004 : 188) there are some principal strategies of reading comprehension :

1. Identify the purpose in reading.

2. Use graphemic rules and patterns to aid in bottom-up decoding (essecially for beginning level learners).

3. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced level)

4. Skim the text for main ideas.

5. Scan the text for specifit information.

6. Use semantic mapping or clussterring.

7. Guess when you are not certain.

8. Analyze vocabulary

9. Distinguish between literal and implied meaning.

10. Capitalize on discourse markes to process relationships.

This research used semantic mapping or clussterring. As said Romli (2014) defined that the word of 'map' is added with –*ing* becomes *Mapping* it mean a sketch or drawing that shows location or relation between things or place, so Romli's give conclusion that story map is graphic or semantic visual representation story and story mapping referred as word mapping or idea mapping.

3)   Teaching Reading

Kimbly and Garmezy in Brown (2000 : 7) define that teaching is the activities to show or help students to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge. Brown (2000 : 7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and

facilitating learning, enabling the learners to learn, setting the conditions for learning". Whereas learning is the activities of students to get new knowledge.

From above definition, it can be concluded that teaching is process of guiding students to gain new knowledge. While learning is an activity in which students gain new knowledge. We can conclude that role of teacher is an important part in teaching reading as facilitator, motivator, and as provider of knowledge through reading activities..

4) Teaching Reading At Senior High School

According to Harmer (2007 : 101 – 102), there is some principles of reading at senior high school, as follow as :

Principle 1 : *Encourage students to read as often and as much as possible.*

The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

Principle 2   : *Students need to be engaged with what they are reading.*

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and activities they are asked to do while dealing with it.

Principle 3   : *Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.*

Of course, it is important for students to study reading text in class in order to find out such things as the way use language, the number of paragraphs they contain and how many times they use relative clauses. But, the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to response to that message in some way.

Principle 4 : *Prediction is a major factor in reading.*

Principle 5 : *Match the task to the topic when using intensive reading text.*

Once a decision has been taken about what reading text the students are going to read, teacher need to choose good reading task- the right kind of question, appropriate activities before during and after reading and useful study exploitation, etc.

Principle 6: *Good teachers exploit reading texts to the full.*

Any reading text is full of sentences, words, ideas, etc. Where students have been doing reading, teacher should use whatever opportunities present them to provoke useful feedback.

above are the principles used in developing their reading and knowledge skills with the aim the students are able to comprehend the text well.

5) Reading comprehension

Reading is an active skill. In reading students not only read but they must be able to guess what the author convey in the text and students must be able to find

it through examination and identification with the aim to get the true meaning of the text that has been read. As stated by Grellet (1996 : 8) that reading is an active skill that involves guessing, predicting, checking and asking oneself question.

Regarding comprehension, Hennings (1997 : 245) states that comprehension means interacting and constructing meaning with the text. Whereas according to Grellet (1996 : 3), understanding a written text means extracting the required information from it. It means that the reader should be able to retrieve messages or important information contained in the text that has been presented and that have been in read. The reading activity is said to succeed when reading is able to understand the text implicitly or explicitly. It is supported by Boss and Vaughn (1991:144) who state that comprehension is the ultimate goal of the reading process. Moreover, Mc Whorter (1989:90) says that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

6) Narrative Text

1) Definition of narrative text

According to Anderson(1993) there are two types of text, they are : literary text and factual text. Narrative is included in literary text. Narrative text is text which contains story with the aim to entertain the reader. As said by Anderson (1998 : 3), narrative is text that tells a story and, in doing so, entertains the audience. The term of narrative usually using written or spoken language.

Regarding of story builder Chatman (1993 : 3) classifies narrative text into four basic elements :

a) Characters

Character is the doer of the story, involved physical appearances of character, personality

b) Setting

Setting it means time and place are where the action occurs detail that describes weather, time of day, time of year, scenery, etc

c) Plot

Plot is what happens in the story, part of plot inciting incident, development, climax, resolution, and denouement.

d) Conclusion.

Conclusion is the ending of the story include the moral value based on the story.

There are some types of narrative according to National Literacy book (2013 : 13-16) as follow :

a). Myths   : To provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one

b). Folktale   : To provide information about the way particular people lived, and what they believed. And also help us to reflect on

our own lives because they often deal with issues that are cross-cultural and relevant today.

c). fairy tale : Fairy tales were originally intended for adults and children. They were passed down orally to amuse and to convey cultural information that influences behaviour, such as where it is safe to travel and where it is dangerous to go. Fairy tales are found in most cultures and many derive from the oldest stories ever told. Some modern fairy tales could be included in the more recently categorised genre of 'fantasy'.

d). fable : A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue.

Based on the several types of narrative text, this research focuses on folktale.

2) The Schematic Structures Of Narrative Text.

Narrative text has generic structure in constructing a text, in generic structure Anderson (1993 : 3) says there are some of generic structure, as follow :

a). Orientation : That sets the scene (when and where) and introduce the participants in a story (who).

b). Complication : Where a crisis a rises and something happen in the story.

c). Resolution : The characters solve the problem create in the complication.

d). Coda : That provides a comment or moral based on what has been learned from the story (an optional step).

3). Folktale

According to Pullum (1987) folktales are an art form that originated in many countries or cultures considerably before books, magazine, television, and another. While as said Dundes (1965:282) folktale is fictional and dramatically told stories. It means that an art that was present before the print media which could be a fictional and historical story.

Further, Gray (2007) underlines the advantages of folktales in reading comprehension class as follow:

1. It provides student's interest and can motivate them to read, thus increase their reading proficiency.
2. It serves as an example of certain types of language patterns and structure like vocabulary usage and syntax.
3. It provides personal enjoyment to students. Establishing an emotional and aesthetic connection between readers and the text. And also helping

contribute to personal growth.

4. It provides "genuine" or "authentic" material. Folktales as one of literature works are usually not written for specific purpose of teaching a language and are intended for native speakers. They can be important supplement to other types of "authentic" course materials like cartoon, city maps, timetable, and advertisement.

5. It provides students understanding and appreciates cultures and beliefs different from their own.

C. Previous Study

There are many previous study using story mapping strategy as the strategy in teaching reading comprehension. They are :

The first previous research from Alturki (2017) entitled *The Effectiveness Of Using Group Story Mapping To Improve Reading Comprehension Of Students Disabilities*. This strategy required students with learning disabilities concern in reading comprehension to identify the elements of story and the researcher applied the story mapping strategy on group with Four participants from 6th grade. This research used a post-test-only design applying a control group and experimental group and the analyzed the data using quantitative analyzed. This result of this research showed that using the group story mapping strategy helped students with learning disabilities to comprehend the text more easily. Can be seen from their graph illustrated the means scores increased with the vulnerability of 2.25 to 3.

The second previous study by Hannay (2015) with title 'Effect Of Direct Instruction Of Literary Text Elements With Story Mapping On Reading Comprehension'. This participants of this study from 4th grade include the 18 students on the Community Christian School, the instrument on this research using interview and classroom treatment and also using experimental with mixed research design followed a qualitative and quantitative. And the result of this research showed statistically significant increase in reading comprehensions scores from the pre-test and post-test as well as large margins of positive gain for students with and without special learning disabilities, and can be seen Fifteen out of the 18 students completed the pretest and posttest and are included in the histogram chart. The largest range of improvement from pretest to posttest scores was in the range of 31-45 point difference. Six out of 15 students improved in the 31-35 point range 40% of the fourth-grade class improved in the 31-35 point range.

The second largest range of improvement from pretest to posttest scores was in the range of 46-60 point difference. Four out of 15 students improved in the 46-60 range. Adding the two highest range improvement columns together, 67% of the class improved in their pretest to posttest scores in the range of 31 to 60 points. All students made improvements, and the test scores proved growth with the treatment.

The third previous research from Romli (2014) entitled "Improving The Students' Reading Comprehension Of Narrative Text Through Story Mapping". The objective of the research was to get empirical evidence of the improving

students' reading comprehension of narrative text through story mapping method. The method of this research was classroom action research. The subject of this research was the 2nd Grade of MTs tarbiyatul Falah Bogor at Academic Year 2013/2014 with total number of students 35. The research instruments were the observation sheet, interview guidelines, questionnaire and test form. Based on the results of data analysis since pre-test up post-test of cycle 2, the average of study result gained in tests with the average value was 65.14. Whereas in post-test of first cycle after applying story mapping method had enhanced 10.29 point or 15.79% from pre-test being 75.43. Next, the second cycle had enhanced 17.43 point from pre-test or 26.75% to the average value being 82.57. Based on the learning activities which have occurred the enhancing from the first to second cycle. From this research findings, it showed that story mapping method could improve the students' reading comprehension of narrative text.

The fourth previous research by Aditya (2017) with title *Improving students' reading comprehension ability through story mapping strategy at SMA NEGERI 1 TERUSAN NUNYAI.* This research was classroom action research and using quantitative one group pre-test and post test design The population of this research was the first grade students of SMA Negeri 1 Terusan Nunyai. The sample was class X MIA 5 consisting of 32 students taken random by using lotery. The instruments for collecting data were reading test (pretest and post test), observation sheet and interview guide.

The result of this research showed that teaching reading using story mapping strategy improved students' reading comprehension ability. It could be

seen from the improvement from the result of the mean score in the pretest and posttest, the gain was 12.3687, from 58.7594 in the pretest up to 71.1281 in the posttest. The data were analyzed by using t-test in which significance was determined by $p<0.05$. The aspect of reading that improved the most was specific information, the gain was 16.8%. By using Story Mapping, students were easy to comprehend the text and got detail information from the text. Story Mapping also made the students more active and creative in learning process.

The last previous study from Kurniawan (2013) entitled "Improving student's reading comprehension on narrative text through story mapping strategy". The objective of this research to describe the process of improving students' reading comprehension of narrative text through story mapping strategy in SMP NEGERI 12 Sungai Raya, it was conducted to the 9th year students. The researcher conducted a classroom action research. Achievement test, observation checklist and field note used as the tools of data collecting. The research findings showed that story mapping strategy was appropriate for teaching reading comprehension. Students' mean score increased from 56.68 to 73.19. The students were able to map out basic components of the story such as setting, problem, goals, action, and outcomes. Story mapping provides structure and organization so students were able to comprehend the story more effective.

D. Conceptual Framework

Language Skills by Hussain (2015:02)

Receptive Skills (Reading, Listening) **Reading**

Productive Skills (speaking, Listening)

Micro

Macro : communication function, connections between event, deduce cause and effect and detected, main idea.

Learning Strategies for Reading comprehension by Watson & Irene (2002:04)

LearningMedia : Picture Series

Story Mapping / Semantic Mapping

Narrative Text

Is there any significant difference on students' reading comprehension of narrative text by using story mapping strategy with picture series and those who are not ?

CHAPTER III
RESEARCH METHOD

This chapter discusses the methods of the research which include : research design, research variable, population and sample, data collection, instruments of research, and data analysis.

A. Research Design

This research uses experimental design especially quasi − experimental design because to find out the effects that arise as a result of the treatment. As said by Borg and Gall (1989 : 639) experimental research is a powerful research method to establish cause-and-effect relationship. There are some types of experimental research according to Latief (2016 : 93) says some of them are true experimental, quasi-experimental, and pre-experimental. In this study the researcher uses quasi-experimental. As said by Ary, et al (2010:316) Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. According Latief (2016 : 100) in quasi experimental research comparing two different intact groups.

In quasi-experimental design applied in this research, the researcher is going to use two groups ; control group and experimental group. For calculating the data that has been obtained on research the researcher using statistical analysis of numerical data which is then described.

Table 3.1(Nonrandomized control group, pretest-posttest design)

Group	Pretest	Independent variable	Posttest
E	O_1	X	O_2
C	O_1	-	O_2

Source : Ary et al. (2010 : 316)

Note :

E   : Experimental group (the group will be taught by using story mapping with picture series media).

C   : Control group (the group will not be taught by using story mapping strategies with picture series media).

O_1 : Pre – Test

O_2 : Post – Test

X   : Treatment in experimental group (used story mapping strategy with picture series media) .

The treatments given to experimental group and control group are different. The difference are in the procedures of teaching reading, in experimental group taught by using story mapping strategy with picture series media, but in control group taught by using conventional strategy which is in the form of group discussions The detail illustration of the treatments are presented in the table 3.2.

Table 3.2 teaching procedure of experimental group and control group

| Teaching procedures of experimental group (story mapping strategy with picture series)	Teaching procedures of Control group (group discussions)
1. The reseacher explain about narrative text folktale, generic structure, generic feature, and elements of the narrative text 2. Explain about steps story mapping strategy 3. The reseacher showing a picture series to stimulate the students' imagination and to predict the contains of the story before reading. 4. After the reseacher explain about narrative text and explain about story mapping strategy and showing picture series, the reseacher gave students narrative text "Batu Kuwung" then the students applying story mapping to identify the elements of story 5. After finished finding the elements of the story students are asked to find a partner to ensure their answers by sharing their thoughts 6. The researcher check students responses and then answer the question based on the text. And the questions provided includes And the questions provided includes themes , character, plot, setting, and problem.	1. The reseacher explain about narrative text folktale, generic structure, generic feature of the narrative text. After the reseacher explain about narrative text folktale, generic structure, generic feature, and elements of the narrative text. 2. The researcher make a group 1 group consist of 4-5 students in each group students are asked to find the element of a story 3. The researcher give the students narrative text " Batu Kuwung" and then each group will discuss the story elements contained in the story 4. The researcher gives several written questions according to the story and students answer individually. And the questions provided includes And the questions provided includes themes , character, plot, setting, and problem.
1. The reseacher explain about narrative text folktale, generic structure, generic feature, and elements of the narrative text 2. Explain about steps story mapping strategy 3. And then The reseacher showing a picture series to stimulate the students' imagination and to predict the	1. The reseacher explain about narrative text folktale, generic structure, generic feature of the narrative text, after the reseacher explain about narrative text folktale, generic structure, generic feature, and elements of the narrative text. The researcher give the students narrative text " Telaga Biru" .

contains of the story before reading. 4. After the reseacher explain about narrative text and explain about story mapping strategy and showing picture series, the reseacher give students narrative text "Telaga Biru" then the students applying story mapping to identify the elements of story 5. After finished finding the elements of the story students are asked to find a partner to ensure their answers by sharing their thoughts 6. The researcher check students responses and then answer the question based on the text. And the questions provided includes themes , character, plot, setting, and problem.	2. The researcher make a group 1 group consist of 4-5 students in each group students are asked to find the element of a story 3. The researcher give the students narrative text " Telaga Biru" and then each group will discuss the story elements contained in the story 4. The researcher gives several written questions according to the story and students answer individually. And the questions provided includes And the questions provided includes themes , character, plot, setting, and problem. .

And for the detail explanation as the interpretation of teaching procedures of experimental group, for the first activity carried out in the experimental group was the researcher explaining about narrative text including generic structure, language feature and also elements of story and did not forget that the researcher also explained the strategy that would be used, namely strategy story mapping. After that the researcher began to present a picture series related to the stories to be learned, this was to stimulate the students' imagination after that the researcher began asking questions about the events that occurred in the text to students randomly. The researcher began to provide text related to the picture series that had been presented and students began reading it for approximately 5 minutes and identified with the strategy story mapping on a piece of paper that graphed the story builder elements that the researcher had given.

After students are able to complete, students are asked to pair up to share information and at the end the researcher checks the results of identification that has been done and confirms the story based on the picture series that has been presented. after everything is finished the researcher gives questions to each student based on the text that has been discussed.

For the second meeting activity is not much different from the activities at the first meeting only different narrative texts are presented, for details of the results of the implementation of the strategy will be presented below :
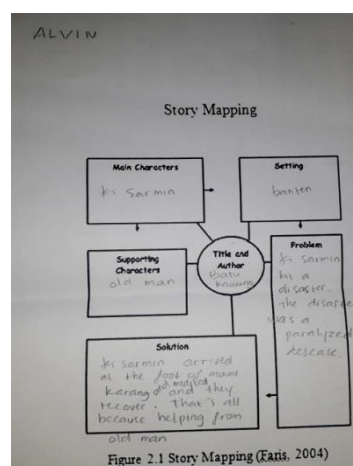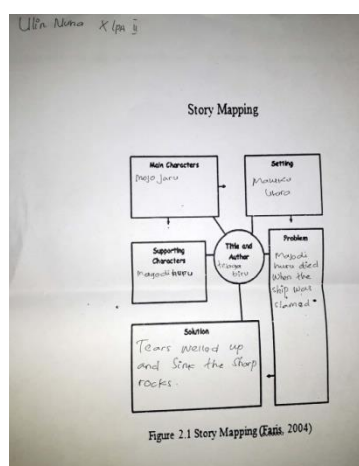
And for the detail explanation as the interpretation of teaching procedures of control group, for the first activity carried out in the control group was the researcher explaining about narrative text including generic structure, language feature and also elements of story, meanwhile the researcher also presents a narrative text and the researcher asks the students to make a group, one group consist of 4-5 students and their task is to find the elements of the story.

After they are able to complete the task, the researcher divides into 4 groups where the first group is a character group in which they must confirm and share information about the main characters and supporting characters in the story, the second is setting, the third is problem and the last is solution, and after that representatives from each group come forward to present the results of the discussion. after everything is finished the researcher confirms and gives questions to each student based on the text that has been discussed.

For the second meeting activity is not much different from the activities at the first meeting only different narrative texts are presented.

B. Variables of the Research

Setyosari (2010 : 163) defines variable as everything that would be the object of observation in the research. In addition Sugiyono (2014:38) defines it as everything that shaped what is set by the researcher to be studied so that obtained information about it, then drawn conclusions.

There are two types of variable in this research : independent variable and dependent variable. As said by Ary et. Al (2010:26), the manipulated variable is called the experimental treatment or the independent variable and the observed and measured variable is called the dependent variable.

The two variables in this research are:

a). Independent Variable (X) : Teaching reading comprehension by using story mapping strategy with picture series.

b). Dependent Variable (Y) : Students' achievement in reading comprehension

C. Population and Sample

Establish the population and sample of a study is something that should not be missed, because it is the subject of research. According to Arikunto (2006 : 130-131) population is a total member of research respondent while sample is part of population which is investigated. The population of this research was the first grade students. And in this study researcher used clustered random sampling, Cluster sampling technique involves the random selection of groups that already exists. Instead of selecting a sample of first grade students at MA Al-Bairuny Jombang are divided into four classes among them X IPA 1, X IPA 2 and X IPS 1, X IPS 2. The sample of the research were X IPA 1 and X IPA 2. Those classes were chosen as the sample of the research based on teacher's recommendation. To know whether the groups are equel, the researcher conducted homogeneity test by using SPSS 23.0 the result of homogeneity it as follow :

Table 3.3 Test of Homogeneity of Variances

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
P r e t e s t	Equal variances assumed	2.828	.101	.717	38	.478	2.000	2.791	-3.650	7.650
	Equal variances not assumed			.717	34.451	.478	2.000	2.791	-3.669	7.669

The table shows that the sig.(2-tailed) of the equal variances assumed is .478 The significant value in the test is higher than the level of significance 0.05. It means that the mean scores of pretest of both groups are not different significantly. In other words, it can be said that the students in X IPA 1 and X IPA 2 homogeneous achievement in reading skill before being given treatment.

To decide which class would be the experimental and control group, the researcher flipped a coin. The result of flipped the coin is X IPA 2 as experimental group and X IPA 1 as the control group.

D. Data Collection Procedures

Procedures of data collection is how researcher get data. This is very important in a study because in this method explains how researcher get data that

will be processed later. Here the researcher will explain how to collect data from beginning to end:

1) Preparing the instruments of the research

2) Asking permission to the headmaster of school "MA Al-Bairuny" to conduct try out and research

3) Discussing with English teacher to determine the class that would be as subject of the research

4) Giving pre-test in the first meeting in control group and experimental group

5) Giving treatment for control group by teaching reading narrative text without story mapping strategy with picture series and for experimental group by teaching reading narrative text using story mapping strategy with picture series

6) giving post-test for control group and experimental group.

Table 3.4 Research Activity

Meeting	Date	Activities
1.	15 January 2019	Pretest in control group
		Pretest in experimental group
2.	16 January 2019	Meeting in experimental group
		Meeting 1 in control group
3.	17 January 2019	Meeting 2 in control group
		Meeting 2 in experimental group
4.	19 January 2019	Posttest in experimental group
		Posttest in control group

E. Research Instruments

Instrument is a tool used in research in collecting data. In this study, researcher uses a written test with a multiple-choice. The test is given to students with the aim to know the ability of students in comprehending narrative text.

Brown (2003 : 3) says test is a method of measuring a person's ability, knowledge or performance in a given domain. researcher do two types of test namely pre-test and post-test. Types of this test to measure the students' ability and prove the effectiveness of story mapping strategy with picture series in comprehending narrative text.

1. Pre-test.

Pre test is test given to student when the researcher start the study. This is done to determine the ability of students actually in comprehending narrative text before getting treatments from the researcher. Pre-test is presented in the form of multiple choice which consist of 20 questions with four indicators of questions among others ; interpreting word phrase in text with a number of questions 5, interpreting implicit detailed information with a number of questions 8, finding explicit detailed information with a number of questions 6, and finding the main idea with number of questions 2. All of the questions relates with the elements of the story includes theme, character, plot, problem and setting. To determine the final score, the researcher uses the valuation technique below :

$$\frac{jumlah\ soal\ benar}{jumlah\ soal\ keseluruhan}\ x\ \ 100 = (final\ score)$$

1. Post test

Post test is used by researcher to determine the ability of students in comprehending narrative text after receiving treatment. As in pre-test, the post-test is also presented in the form of multiple choice which consist of 20 questions with different questions. And there are four indicators of questions among others ; interpreting word phrase in text with a number of questions 6, interpreting implicit detailed information with a number of questions 6, finding explicit detailed information with a number of question 6, and finding the main idea with number of questions 2. All of the questions relates with the elements of the story includes theme, character, plot, problem, and setting. To determine the final score, the researcher uses the valuation technique below :

$$\frac{jumlah\ soal\ benar}{jumlah\ soal\ keseluruhan}\ x\ 100 = (final\ score)$$

Before the instruments are used in collecting data, the instruments must be tested for validity and reliability as this is important and influential on the results of the research.

1. **Validity**

According to Latief (2016 : 236) validity means correctness of the assessment. In this research validation applied include : construct validity and content validity.

As said Latief (2016 : 238) construct validity evidence comes from the assessment instrument used. Assessment instrument is always designed to measure specific knowledge or skill of group of people. Whereas according to Latief (2016 : 236) the process of determining the extent to which a set of test tasks provides a relevant and representative sample of the domain of task under consideration it means content validity.

To get the content and construct validity of the test, the researcher consulted to expert. The experts who are involved in the process of validating content and construct of the test are three experts. The three experts which consist of two English lecturers of STKIP PGRI JOMBANG and one English teacher of MA AL-BAIRUNY Sambongdukuh Jombang. The complete result of experts' validation of content the instruments must be accordance with the applicable curriculum that is K13, the sourced from standardized books and reliable sources and to complete result of construct validity in appendix 2.

After the consultation and ensured construct and content validity the researcher do try out. Try out are needed with the aim of knowing the instrument is reasonable or not for research. Try out was conducted at MA AL-BAIRUNY to X IPS 1 and X IPS 2 students on 7th and 8th January 2019 which was not the subject of the research.

The result of test try out will be analysed using SPSS 23.0 for windows to calculate its validity. If sig. value is below the alpha value $\alpha = 0.05$ the test can be considered valid, and otherwise if sig. value is above the alpha value can be considered not valid. The results of validity analysis by using SPSS 23.0 for

windows showed that there are forty two of sixty questions valid, but the researcher only used 40 questions because the researcher only need 20 questions for pre-test and 20 questions for post-test.

2. Reliability

According to Ary (2010 : 336) states Reliability of measuring instrument is the degree of consistency with which it measures whatever it is measuring. It means that reliability to measure the level of consistency the result of the test. And in calculating the reliability the researcher using SPSS 23.0 program to windows with Cronbach's alpha is used. Below is the table explained that the instrument in use can be said reliable.

Table 3.4 Criteria of construct reliability

Reliability Coefficient	Interpretation
0,800 <rxy≤ 1,000	Very high
0,600 <rxy≤ 0,800	High
0,400 <rxy≤ 0,600	Enough
0,200 <rxy≤ 0,400	Low
0,000 <rxy≤ 0,200	Very low

Source : Arikunto (2002:171)

Based on table 3.2 it can be interpretation which have criteria very high, high, enough, low, very low.

Based on the reliability analysis from the try out pretest score the result of Cronbach's Alpha is .872 with N= 20 its means that the reliability of the test is very high.

The table of reliability statistic is presented below

Table 3.5 Reliability Statistics of pretest

Reliability Statistics

Cronbach's Alpha	N of Items
.872	20

And on the reliability analysis from the try out posttest score the result of Cronbach's Alpha is .860 with N= 22 its means that the reliability of the test is very high.

The table of reliability statistic is presented below

Table 3.6 Realibility Statistics of post test
Reliability Statistics

Cronbach's Alpha	N of Items
.860	22

F. Data Analysis

In quantitative research data analysis used to answer the research problem which have been formulated in previous chapter. Data obtained from the post - test results are analyzed by using independent sample t-test. This is to answer the research problem that is "*is there any significant difference on students' reading comprehension of narrative text between those who are taught by using story mapping strategy with picture series and those who are not ?*". To know whether the different is significant or not, we need to see the mean score experimental and control group when the mean score of experimental group higher than mean score of control group it can be said that story mapping strategy with picture series is effective. The data analysis will be conducted by using SPSS. and using statistical test types including test of assumptions that are normality and

homogeneity, and also using independent sample t-test because the researcher want to find out the significant difference between experimental group and control group with compare means from two groups, whether the two groups have different means significantly. The complete discussion of the result of the data analysis will be presented in chapther IV.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter conveyed the finding and discussion of the result. The finding explained about the result of data analysis which answered the research's problem.

A. Finding

The objective of this research is to know whether there is different in students' reading comprehension between taught by using story mapping strategy with picture series and students whom taught without using story mapping strategy with picture series. The researcher conducted the analysis to test the null hypothesis (Ho) whether it is rejected or can not be rejected. The null hypothesis (Ho) is there is no significant difference on students' reading comprehension of narrative text between those who are not taught by using story mapping strategy with picture series and those who are not. The alternative hypothesis (Ha) there is significant difference on students' reading comprehension of narrative text between those who are not taught by using story mapping strategy with picture series and those who are not. Before testing the hypothesis, the researcher conducted test of assumption of normality and homogeneity.

1. The Normality Test

After getting the score of post-test of experimental and control group, the researcher calculated the normality from post-test of experimental and control

groups, The researcher conducted the test of normality by using SPSS 23.0 program for windows. If the significance value of the test is more than 0.05 it means that the data have normal distribution. The result of test of normality is presented in table 4.1

Table 4.1 Test of Normality

Tests of Normality

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	experim ental	.176	20	.105	.922	20	.108
	Group	.149	20	.200[*]	.938	20	.219

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

a. Lilliefors Significance Correction

The table 4.1 shows that the significance value of post-test in the experimental group both in Kolmogorov-Smirnov (sig = 0.105) and Shapiro wilk (sig = 0.108), are more than alpha 0.05. It means that the posttest score in experimental group are normally distributed. The significance value of post test in control group as showed by Kolmogorov-Smirnov and Shapiro Wilk tables are 0.200 and 0.219. Both of them are below 0.05. That is the data of posttest in control group are normally distributed.

Since the data fulfill the assumption of normality the data were analyzed by using independent t-test. The complete discussion of the results of data analyzed will be presented below.

2. The Homogeneity Test

After calculating the normality of post-test, the researcher calculated the homogeneity of post-test. If the data significance based on mean if the results of the homogeneity test is more than 0.05 it means that the both groups are homogeneous. The result of the test of normality is presented in the table 4.2

Table 4.2 Test of Homogeneity of variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	3.291	1	38	.078
	Based on Median	3.240	1	38	.080
	Based on Median and with adjusted df	3.240	1	37.533	.080
	Based on trimmed mean	3.247	1	38	.079

The table shows that significance value of posttest is .078 The significance value in the test is more than the alpha value (0.05). It means that the data of the both groups are homogeneous.

Based on the result of normality test both of the groups have normal distributions, and the result of homogeneity test reveals that the data in both of the groups are homogeneous. Considering the result of normality and homogeneity tests, the researcher used Independent Sample T- test to test the hypothesis. The result of Independent Sample T-test is as follow.

3. Independent Sample t-test

After the homogeneity test and normality test were carried out in this study, the researchers conducted a difference test. test the difference in this study using independent samples t-test with SPSS 23.0 program for windows. The result of Independent samples t-test will be presented in table 4.4

Table 4.3 Descriptive Group Statistics

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	20	83.25	5.447	1.218
	Control	20	63.00	7.847	1.755

Based on the table 4.3, the mean of experimental group is 83.25 while the mean of control group is 63.00. It means that the mean score of experimental group which is taught by using story mapping strategy with picture series is higher than control group which is taught without using story mapping strategy with picture series. It means that there is different in students' reading comprehension between experimental group and control group. The mean different between experimental group and control group is 20.25.

To know whether the different is significant or not we need to see the table 4.4 of independent sample t-test.

Table 4.4 The results of Independent Sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	3.291	.078	9.480	38	.000	20.250	2.136	15.926	24.574
	Equal variances not assumed			9.480	33.860	.000	20.250	2.136	15.908	24.592

Based on the table 4.4, after analyzing the data obtain by using SPSS 23.0 program for windows, the result shows that Sig. 2-tailed is 0.000 below the alpha value 0.05. It can be concluded that H_0 can be rejected, so the result of the test indicates that there is significant difference in students' reading comprehension of narrative text between students taught by using story mapping strategy with picture series and students taught without using story mapping strategy with picture series.

B. Discussion

After analyzing the data, the researcher discussed the result of the data analysis by relating the finding with the theories used in the research. Based on

the result of data analysis the researcher concluded story mapping strategy with picture series are effective in teaching reading comprehension in narrative text. This is based on the result of Equal variances assumed which shows the Sig. 2-tailed 0.000 that is indicates significant difference between experimental group which is taught by using story mapping strategy and control group which is taught without by using story mapping strategy. Furthermore the mean of descriptive group statistics shows that the experimental group got higher score than control group. It means that the treatment give positive influence to students' reading comprehension in narrative text.   The final conclusion it can be said that story mapping strategy with picture series in teaching reading comprehension of narrative text is effective. Since, mean score of experiment group significant higher than mean score of control group

The implementation of story mapping strategy with picture series as the treatment in this research were based on the theories by Faris (2004:345) story mapping strategy a way to provide an overview of a story, it consist of brief information about characters, setting, problem, resolution, as stated by Mendiola (2011:2) story mapping is highly effective, practical way to help students organize story content into coherent whole. And also according Latuheru (2008) that story mapping can helping arrange the experience the students acquire systematically to promote their cognitive development.

The result of this research also support the result some related previous research about story mapping strategy (Aditya, 2017 ; Romli, 2014). That using a story mapping strategy makes it easier for students to comprehend the contents of

the story in narrative text. The previous researches were done by Aditya(2017) and Romli (2014), who found that the use of this strategy were appropriate to enhance the students' comprehension

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter discuss conclusion and suggestion, made based on the finding and discussion in the previous chapter.

A. **Conclusion**

This research concern about teaching reading comprehension by using story mapping strategy with picture series. The researcher conducted the research on 15 January until 19 January 2019. Based on the data analysis by using independent sample t-test with SPSS 23.0 program for windows and the answer of the research problem is there is significant difference in teaching reading comprehension of narrative text between students taught by using story mapping strategies and students without taught story mapping with picture series, as shown by the Sig.2-tailed .000 which is lesser than 0.05. Further more the mean show that the experimental group got higher result than control group. So, overall, it can be concluded that story mapping strategy with picture series is effective in teaching reading comprehension of narrative text.

B. **Suggestion**

Finally, it is known that teaching reading comprehension by using story mapping strategy with picture series at the first grade students of MA AL-BAIRUNY shows the better result. Based on the result, the researcher gives some suggestions. Theoretically, the researcher hope with story mapping strategy with picture series to be able to improve all English skill. Practically, for the teacher

researcher hope this study will give the teachers information about the story mapping strategy with picture series in teaching reading comprehension of narrative text, and for further researcher the researchers can use other types of text and types of skills with different subject and this research can be used as a reference.

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APPENDICES

APPENDIX   1

CONTENT OF VALIDATY OF PRE-TEST AND POST-TEST

Includes 3 Experts :

1. **Lailatus Sa'adah, M.Pd**
   (English Lecture STKIP PGRI JOMBANG)

2. **Chalimah, M.Pd**
   (English Lecture STKIP PGRI JOMBANG)

3. **Binti Khalwiatin, S.Pd**
   (English Teacher of MA-ALBAIRUNY)

CONTENT VALIDITY OF PRE-TEST

Question	Indicator	Scale
1.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
2.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
3.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
4.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
5.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4

6.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
7.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
8.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
9.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
10.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
11.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 2 3 4

12.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
13.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
14.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
15.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
16.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
17.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4

18.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
19.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
20.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
21.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
22.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
23.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
24.	• Matching with indicator :	

	interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
25.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
26.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
27.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
28.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
29.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	

30.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1　2　3　4	

Information of scale :

1　　: High
2　　: Good
3　　: Average
4　　: Low

Expert Validator

Lailatus Sa'adah, M.Pd.

CONTENT VALIDITY OF POST-TEST

Question	Indicator	Scale
1.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
2.	• Matching with indicator : finding explicit detailed information • Clearness question • Appropriate the students level	1 ②3 4
3.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
4.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
5.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
6.	• Matching with indicator :	

	finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
7.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
8.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
9.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
10.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
11.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
12.	• Matching with indicator :	

	finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
13.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
14.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
15.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
16.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
17.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
18.	• Matching with indicator : finding main idea	1 ② 3 4

	• Using good grammatical • Clearness question • Appropriate the students level	
19.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
20.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
21.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
22.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
23.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
24.	• Matching with indicator : finding main idea	1 ②　3　4

	• Using good grammatical • Clearness question • Appropriate the students level	
25.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
26.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
27.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
28.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
29.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
30.	• Matching with indicator : interpret the word phrase	1 ②3 4

	• Using good grammatical • Clearness question • Appropriate the students level	

Information of scale :

    1   : High
    2   : Good
    3   : Average
    4   : Low

Expert Validator

Lailatus Sa'adah, M.Pd.

CONTENT VALIDITY OF PRE-TEST

Question	Indicator	Scale
1.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
2.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
3.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
4.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
5.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4

6.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
7.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
8.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
9.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
10.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
11.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 2 3 4

12.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
13.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
14.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
15.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
16.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
17.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4

18.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
19.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
20.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
21.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
22.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
23.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
24.	• Matching with indicator :	

	interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
25.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
26.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
27.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
28.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
29.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4

30.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4

Information of scale :

1	: High
2	: Good
3	: Average
4	: Low

Expert Validator

Chalimah, M.Pd.

CONTENT VALIDITY OF POST-TEST

Question	Indicator	Scale
1.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	① 2 3 4
2.	• Matching with indicator : finding explicit detailed information • Clearness question • Appropriate the students level	① 2 3 4
3.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	① 2 3 4
4.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	① 2 3 4
5.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	① 2 3 4
6.	• Matching with indicator :	

Note: The Questions in the post test are taken from the government /official book for teachers so that I consider that it has been made through discussion of the experts.

CHALIMAH

	finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
7.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
8.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
9.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
10.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
11.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
12.	• Matching with indicator :	

	finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
13.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
14.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
15.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
16.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
17.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
18.	• Matching with indicator : finding main idea	1 ② 3 4

	• Using good grammatical • Clearness question • Appropriate the students level		
19.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
20.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
21.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
22.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
23.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
24.	• Matching with indicator : finding main idea	1 ② 3 4	

	• Using good grammatical • Clearness question • Appropriate the students level	
25.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
26.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
27.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
28.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
29.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
30.	• Matching with indicator : interpret the word phrase	1 ②3 4

	• Using good grammatical	
	• Clearness question	
	• Appropriate the students level	

Information of scale :

1 : High
2 : Good
3 : Average
4 : Low

Expert Validator

Chalimah, M. Pd.

CONTENT VALIDITY OF PRE-TEST

Question	Indicator	Scale
1.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
2.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
3.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
4.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
5.	• Matching with indicator : Interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4

6.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
7.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
8.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
9.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
10.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4
11.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 2 3 4

12.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
13.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
14.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
15.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
16.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
17.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4

18.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
19.	• Matching with indicator : finding main idea • Using good grammatical • Clearness question • Appropriate the students level	1 ②3　4
20.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3　4
21.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②　3　4
22.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3　4
23.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3　4
24.	• Matching with indicator :	

	interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
25.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
26.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
27.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
28.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
29.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4

	30.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 2 3 4

Information of scale :

1	: High
2	: Good
3	: Average
4	: Low

Expert Validator

Binti Khalwiatin, S.Pd

CONTENT VALIDITY OF POST-TEST

Question	Indicator	Scale
1.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
2.	• Matching with indicator : finding explicit detailed information • Clearness question • Appropriate the students level	1 ②3 4
3.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 2 ③ 4
4.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
5.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4
6.	• Matching with indicator :	

	finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
7.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
8.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
9.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
10.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
11.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 (2) 3 4
12.	• Matching with indicator :	

		finding main idea	1 (2) 3 4
		• Using good grammatical	
		• Clearness question	
		• Appropriate the students level	
13.		• Matching with indicator : interpret implicit detailed information	1 (2) 3 4
		• Using good grammatical	
		• Clearness question	
		• Appropriate the students level	
14.		• Matching with indicator : finding main idea	1 (2) 3 4
		• Using good grammatical	
		• Clearness question	
		• Appropriate the students level	
15.		• Matching with indicator : interpret implicit detailed information	1 (2) 3 4
		• Using good grammatical	
		• Clearness question	
		• Appropriate the students level	
16.		• Matching with indicator : finding explicit detailed information	1 (2) 3 4
		• Using good grammatical	
		• Clearness question	
		• Appropriate the students level	
17.		• Matching with indicator : interpret the word phrase	1 (2) 3 4
		• Using good grammatical	
		• Clearness question	
		• Appropriate the students level	
18.		• Matching with indicator : finding main idea	1 (2) 3 4

	• Using good grammatical • Clearness question • Appropriate the students level		
19.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
20.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
21.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
22.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
23.	• Matching with indicator : interpret implicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
24.	• Matching with indicator : finding main idea	1 ② 3 4	

	• Using good grammatical • Clearness question • Appropriate the students level		
25.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
26.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
27.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
28.	• Matching with indicator : finding explicit detailed information • Using good grammatical • Clearness question • Appropriate the students level	1 ② 3 4	
29.	• Matching with indicator : interpret the word phrase • Using good grammatical • Clearness question • Appropriate the students level	1 ②3 4	
30.	• Matching with indicator : interpret the word phrase	1 ②3 4	

	- Using good grammatical - Clearness question - Appropriate the students level	

Information of scale :

1	: High
2	: Good
3	: Average
4	: Low

Expert Validator

Binti Khalwiatin, S.Pd

APPENDIX 2

CORRELATION OF PRE TEST

		Total
Q1	Pearson Correlation	.568''
	Sig. 2-tailed	.006
	N	22
Q2	Pearson Correlation	.529''
	Sig. 2-tailed	.004
	N	22
Q3	Pearson Correlation	.615''
	Sig. 2-tailed	.002
	N	22
Q4	Pearson Correlation	.611''
	Sig. 2-tailed	.003
	N	22
Q5	Pearson Correlation	.722''
	Sig. 2-tailed	.000
	N	22
Q6	Pearson Correlation	-.001
	Sig. 2-tailed	.996
	N	22
Q7	Pearson Correlation	-.509''
	Sig. 2-tailed	.016
	N	22
Q8	Pearson Correlation	.159
	Sig. 2-tailed	.481
	N	22
Q9	Pearson Correlation	.526''
	Sig. 2-tailed	.012
	N	22
Q10	Pearson Correlation	.560''
	Sig. 2-tailed	.007
	N	22
Q11	Pearson Correlation	.233
	Sig. 2-tailed	.296
	N	22
Q12	Pearson Correlation	.607''
	Sig. 2-tailed	.003
	N	22
Q13	Pearson Correlation	-.154
	Sig. 2-tailed	.493

		N	22
Q14	Pearson Correlation		.670''
	Sig. 2-tailed		.001
	N		22
Q15	Pearson Correlation		-.160
	Sig. 2-tailed		.476
	N		22
Q16	Pearson Correlation		.529''
	Sig. 2-tailed		.011
	N		22
Q17	Pearson Correlation		.621''
	Sig. 2-tailed		.002
	N		22
Q18	Pearson Correlation		-.156
	Sig. 2-tailed		.489
	N		22
Q19	Pearson Correlation		.560''
	Sig. 2-tailed		.007
	N		22
Q20	Pearson Correlation		-.047
	Sig. 2-tailed		.837
	N		22
Q21	Pearson Correlation		.509''
	Sig. 2-tailed		.016
	N		22
Q22	Pearson Correlation		.569''
	Sig. 2-tailed		.006
	N		22
Q23	Pearson Correlation		.048
	Sig. 2-tailed		.831
	N		22
Q24	Pearson Correlation		.495''
	Sig. 2-tailed		.019
	N		22
Q25	Pearson Correlation		.059
	Sig. 2-tailed		.794
	N		22
Q26	Pearson Correlation		.450'
	Sig. 2-tailed		.036
	N		22
Q27	Pearson Correlation		.017
	Sig. 2-tailed		.942
	N		22
Q28	Pearson Correlation		.546''

	Sig. 2-tailed	.009
	N	22
Q29	Pearson Correlation	.509''
	Sig. 2-tailed	.016
	N	22
Q30	Pearson Correlation	.494''
	Sig. 2-tailed	.020
	N	22
Total	Pearson Correlation	1
	Sig. 2-tailed	
	N	22

CORRELATION OF POST TEST

		Total
Q1	Pearson Correlation	.454'
	Sig. 2-tailed	.034
	N	22
Q2	Pearson Correlation	.573''
	Sig. 2-tailed	.005
	N	22
Q3	Pearson Correlation	.073
	Sig. 2-tailed	.748
	N	22
Q4	Pearson Correlation	.565''
	Sig. 2-tailed	.006
	N	22
Q5	Pearson Correlation	.033
	Sig. 2-tailed	.085
	N	22
Q6	Pearson Correlation	.015
	Sig. 2-tailed	.948
	N	22
Q7	Pearson Correlation	.586''
	Sig. 2-tailed	.004
	N	22
Q8	Pearson Correlation	-.195
	Sig. 2-tailed	.385
	N	22
Q9	Pearson Correlation	.458'
	Sig. 2-tailed	.032
	N	22
Q10	Pearson Correlation	-.472'
	Sig. 2-tailed	.027
	N	22
Q11	Pearson Correlation	.475'
	Sig. 2-tailed	0.25
	N	22
Q12	Pearson Correlation	.063
	Sig. 2-tailed	.781
	N	22
Q13	Pearson Correlation	.591''
	Sig. 2-tailed	.004
	N	22
Q14	Pearson Correlation	.544''
	Sig. 2-tailed	.009
	N	22

Q15	Pearson Correlation	.570''
	Sig. 2-tailed	.006
	N	22
Q16	Pearson Correlation	-.117
	Sig. 2-tailed	.605
	N	22
Q17	Pearson Correlation	.529'
	Sig. 2-tailed	.011
	N	22
Q18	Pearson Correlation	-.021
	Sig. 2-tailed	.927
	N	22
Q19	Pearson Correlation	.475'
	Sig. 2-tailed	.025
	N	22
Q20	Pearson Correlation	.447'
	Sig. 2-tailed	.037
	N	22
Q21	Pearson Correlation	.462'
	Sig. 2-tailed	.035
	N	22
Q22	Pearson Correlation	.529'
	Sig. 2-tailed	.011
	N	22
Q23	Pearson Correlation	.570''
	Sig. 2-tailed	.006
	N	22
Q24	Pearson Correlation	.512'
	Sig. 2-tailed	.015
	N	22
Q25	Pearson Correlation	.501'
	Sig. 2-tailed	.017
	N	22
Q26	Pearson Correlation	-.063
	Sig. 2-tailed	.781
	N	22
Q27	Pearson Correlation	.616''
	Sig. 2-tailed	.002
	N	22
Q28	Pearson Correlation	.609''
	Sig. 2-tailed	.003
	N	22
Q29	Pearson Correlation	.505'
	Sig. 2-tailed	.016

	N	22
Q30	Pearson Correlation	.456
	Sig. 2-tailed	.033
	N	22
Total	Pearson Correlation	1
	Sig. 2-tailed	
	N	22

APPENDIX 3

TRY OUT SCORE

No	Nama	Nilai Try out Pretest	Nilai Try out Posttest
1	Akmal R	66,6	89,91
2	Anesa P	73,26	79,92
3	Anisa Alya	29,97	76,59
4	Astid F	36,63	39,96
5	Avivatul S	76,59	39,96
6	Dian A.A	39,96	63,27
7	Dinar A	49,95	66,6
8	Lailatul M	53,28	49,95
9	Agus S	26,97	46,62
10	Hasan Fauzi	53,28	56,61
11	M. Rizky	53,28	53,28
12	M.Novianto	69,9	43,29
13	M. Rafi A	73,26	26,64
14	M.Risqi R	49,95	46,62
15	Putri Agustin	69,93	59,94
16	Rika F	56,61	16,65
17	Umi	46,62	49,95
18	Risma R	69,93	49,95
19	Siti Maryam	56,61	36,63
20	Siti N.Fitriani	83,25	66,6
21	Tia Rachmania	73,26	53,28
22	Yulia L	76,59	36,63

APPENDIX 4

EXPERIMENTAL SCORE

No.	Name	Score	
		Pre-test	Post-test
1.	Abdulloh Nur afandi	45	80
2.	Adinda Aprilia	50	85
3.	Alvin Lailatul	55	80
4.	Annisa Nur F	60	85
5.	Astrit Febrianti	60	80
6.	Danu Prasetyo	55	75
7.	Fara Habibah	60	90
8.	Farah Nurina D	65	85
9.	Fahrur Rozy	55	80
10.	Lailatul Mufidah	60	75
11.	M. Ma'shum	60	85
12.	Marshanda Fridika	65	90
13.	Novi Nur R	70	85
14.	Renyta S.W	65	80
15.	Riska Purnama S	65	85
16.	Rizal Adityan	60	90
17.	Robert Latahzamye	70	95
18.	Sri Wulandari	65	85
19.	Ulin Nuha	70	80
20.	M. A. Haris	75	75

CONTROL SCORE

No.	Name	Score	
		Pre-test	Post-test
1.	Ali Syaifuddin	60	65
2.	Ahmad Siddiqin	55	55
3.	Arif Adi S	45	70
4.	Fito Martasah P	50	65
5.	M. Yoga P	45	60
6.	M. Alifuddin M	55	55
7.	Agnes Octaviani R	65	60
8.	Fajar Kurniasari	70	65
9.	Fiky Nilam C	65	70
10.	Firly Safitri	70	60
11.	Izza Tilla	75	50
12.	Lailatus Sa'diyah	75	55
13.	Nur Alful L	80	50
14.	Rani Rahmawati	75	60
15.	Rina Rahmawati	70	75
16.	Rima Kumala S	65	60
17.	Syaflyn Salma K	60	75
18.	Yusnia H	55	70
19.	Agil Alwi Shihab	65	75
20.	Cindy Arista	70	65

APPENDIX   5

LESSON PLAN EXPERIMENTAL GROUP

includes

1. Lesson Plan Experimental Group Meeting 1

2. Lesson Plan Experimentla Group Meeting 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**: MA Al - Bairuny**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: X / II**
Materi Pokok	**: Narrative Text**
Alokasi Waktu	**: 2 x 45 menit**

A. Kompetensi Inti

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

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. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8   Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi

3.8.1   Understand about narrative text
3.8.2   Identification language feature especially for story builder in narrative text
3.8.3   Categories the story builder in narrative text using story mapping strategy with picture series.

3.8.4   Apply the strategy of story mapping strategy with picture series in narrative text.

D. Tujuan Pembelajaran

1. Students be able to understand about the narrative text
2. Student be able to analyze the language feature especially story builder of narrative text
3. Students able to categories the story builder in narrative text by using story mapping strategy with picture series.
4. Students be able to Apply the strategy of story mapping strategy with picture series in narrative text.

E. Materi Pembelajaran

What is Narrative?

1. **Definition of Narrative**
   Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
2. **Generic Structure of Narrative**
   A narrative text consists of the following structure:
   1. Orientation: Introducing the participants and informing the time and the place
   2. Complication: Describing the rising crises which the participants have to do with
   3. Resolution: Showing the way of participant to solve the crises, better or worse

3. **Examples and structures of the text**
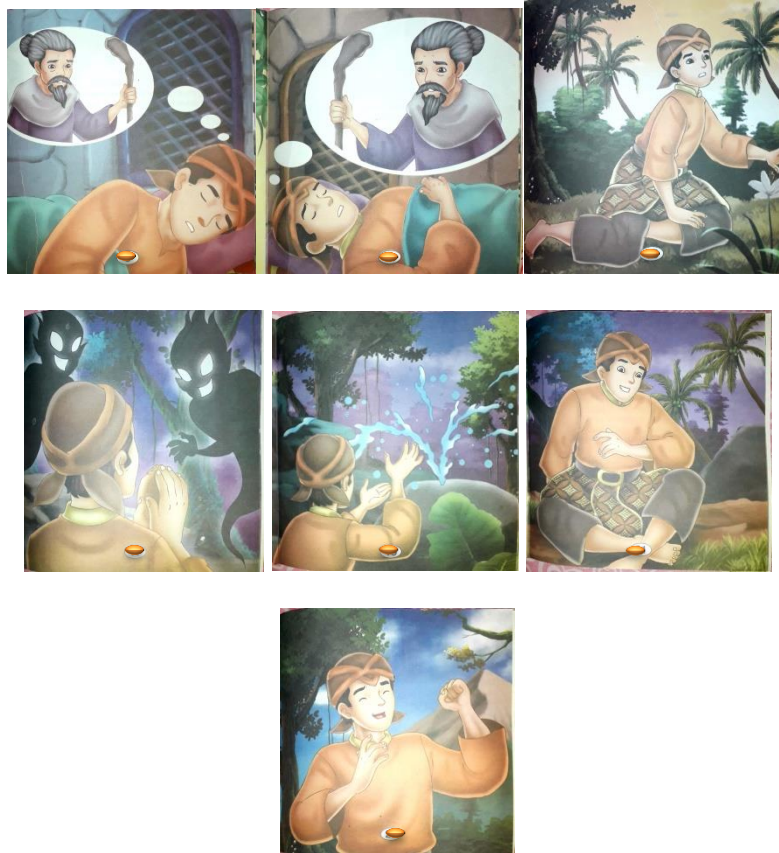
Batu Kuwung

Orientation   In the area of Banten, lived very rich merchant named Ki Sarmin. Although he was very rich, but he was not arrogant, he is very kind and helpful

Complication 1   One time, he hit a disaster. The disaster was a paralyzed disease. Suddenly his legs could not move and no one can heal.

Resolution 1   Ki Sarmin tried bravely and patiently facing the disease. There was not much he can do except pray to the Almighty to be healing.

Complication 2   One night, an old man came to Ki Sarmin in a dream. "go to the foot of mount Karang. Found a concave stone, then meditate for forty nights on the stone. At the end your meditation, hot water will radiate from the stone. Bath with that water, and you would be healed" the old man said.

At the first Kisarmin disregard the draem, but the next night, it turns out the same dream came again. So he decided to try to follow the old man in his dream.

He went to the foot of mount Karang alone. After a

long and laborious journey. He arrived at the foot of mount Karang, after that he looking for concave stone which the man's meant in his dream. Finally Kisarmin succeed to find the stone and started meditated on the stone.

Ki Sarmin strive meditated although it was not easy, he got a lot of temptation. The temptations are spooky and scary.

Resolution 2   Finally, he successfully completed his meditation for forty days and forty nights. Ki Sarmin came down from the concave stone. From the stone then gushing water. Ki Sarmin then showered with water.

Out of the shower, Ki Sarmin felt her body is very fresh. Then he tried to move his feet, and was not in thought, his legs can be moved back to normal.

Ki Sarmin was grateful for his recovery. Then, with great joy. Ki Sarmin go home and telling properties of water in the concave stone and stone then became famous and known as Batu Kuwung

F. Strategy dan Model Pembelajaran

Strategy Pembelajaran   : story mapping strategy
Model Pembelajaran   : Think pair share

G. Kegiatan Pembelajaran

– Kegiatan pendahuluan (**15 Menit**)

1. First greeting : Assalamualaikum.
2. Lead to pray together
3. Second greating : Good morning…. How are you today ?
4. Check students attendance list
5. Memberikan stimulus mengenai materi kepada peserta didik
6. Menjelaskan kompetensi materi yang akan di pelajari.

– Kegiatan Inti

No.	Teacher	Students	Time
1.	Menjelaskan tentang narrative text	Memperhatikan penjelasan dari guru	
2.	Menyajikan contoh terkait narrative text.	Memperhatikan contoh text yang di sajikan	**60 Menit**

3.	Bertanya kepada siswa tentang kejadian / cerita yang ada di dalam text yang telah di sajikan sebagai contoh	Mejawab pertanyaan guru tentang kejadian / cerita yang terjadi di dalam text	
4.	Menyajikan picture series	Siswa memperhatikan dengan seksama	
5.	Bertanya tentang kejadaian apa yang telah terjadi yang terdapat dalam picture series	Siswa menjawab terkait pertanyaan yang di barikan guru	
6.	Menyajikan teks berdasarkan picture series yang telah di sajikan	Siswa menerima dan membaca teks	
7.	Mengaplikasikan dan menganalisis teks dengan menggunakan strategy story mapping dalam menemukan unsur pembangun cerita dalam text yang telah di sajikan. A. Menjelaskan mengenai story mapping strategy B. Meminta siswa untuk mengidentifikasi elements of story (story builder) berdasarkan story mapping strategy C. Menginstruksi siswa unuk berpasangan untuk sharing jawaban yang sebenarnya D. Mengecek hasil identifikasi E. Memberikan evaluasi berdasarkan teks yang telah di analisis.	Siswa menganalisis dan mengaplikasikan strategy story mapping dalam menemukan unsur pembangun cerita dalam text yang telah di sajikan.	

– Kegiatan Penutup

1. Guru mereview materi yang telah disampaikan

2. Gutu dan peserta didik memberi penguatan tentang materi yang telah di sampaikan.

3. Guru menutup kegiatan belajar dengan do'a

4. Guru mengucapkan salam.

H. Penilaian Hasil Belajar

Indikator Pencapaian	bentuk / teknik penilaian
Menjawab pertanyaan berdasarkan teks yang telah di sajikan.	scoring system

I. Scoring System

$$\frac{jumlah\ soal\ benar}{jumlah\ soal\ keseluruhan}\ x\ 100 = Nilai\ Akhir$$

J. Media, Alat dan Sumber Pembelajaran.

Media : Picture Series

Source : English Book

English teacher   Researcher

Binti Khalwiatin, S.Pd   **Verani Rahayu**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**: MA Al - Bairuny**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: X / II**
Materi Pokok	**: Narrative Text**
Alokasi Waktu	**: 2 x 45 menit**

A. Kompetensi Inti

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

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. Kompetensi Dasar

3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi

3.9.1 Understand about narrative text

3.9.2 Identification language feature especially for story builder in narrative text

3.9.3 Categories the story builder in narrative text using story mapping strategy with picture series.

3.9.4   Apply the strategy of story mapping strategy with picture series in narrative text.

D.   Tujuan Pembelajaran

5. Students be able to understand about the narrative text
6. Student be able to analyze the language feature especially story builder of narrative text
7. Students able to categories the story builder in narrative text by using story mapping strategy with picture series.
8. Students be able to Apply the strategy of story mapping strategy with picture series in narrative text.

E.   Materi Pembelajaran

What is Narrative?

4. **Definition of Narrative**
   Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
5. **Generic Structure of Narrative**
   A narrative text consists of the following structure:
   1. Orientation: Introducing the participants and informing the time and the place
   2. Complication: Describing the rising crises which the participants have to do with
   3. Resolution: Showing the way of participant to solve the crises, better or worse
6. **Examples and structures of the text**

Telaga Biru

In Gelela territory, hamlet Lisawa in north Maluku. That Hamlet is very prosperous, but they has little trouble the water. Meanwhile, live a couple who love each other the name of the couple is Magodihuru and Mojojaru.

Magohiduru is a young man from a modest family, he had to go wander to find rthe money, Mgohiduru asking permission to his beloved Mojojaru, Mojojaru very sad to remove her beloved boyfriend and they made a promise to keep their relation .

Many months passed, Mojojaru looked very sad. One day she heard the news that the ship of Magodihuru was returned to Lisawa, Mojojaru very happy to hear the news, but the ship did not back with Magodihuru, Magodihuru die when the ship was slammed and Mojojaru become increasingly sad and emotionally devastated, she decided to find a place to calm himself.

Mojojary went away from her home, her family has been loking for days but their can not to found her. While Mojojaru were shealting under a big tree, Mojojaru crying lamenting the departure of her boyfriend. Her tears flowed more profusely, that tears welled up and sink the sharp rocks that are around the big tree. And finally Mojojaru drowned in her pwn tears. At the time formed a lake the water as clear transparent as tears of women. Although it is under the tree but it always looks clean, it's named Blue lake.

F. Strategy dan Model Pembelajaran

Strategy Pembelajaran   : story mapping strategy
Model   Pembelajaran   : Think pair share

G. Kegiatan Pembelajaran

– Kegiatan pendahuluan (**15 Menit**)

1. First greeting : Assalamualaikum.
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4. Check students attendance list
5. Memberikan stimulus mengenai materi kepada peserta didik
6. Menjelaskan kompetensi materi yang akan di pelajari.

– Kegiatan Inti

No.	Teacher	Students	Time
1.	Menjelaskan tentang narrative text	Memperhatikan penjelasan dari guru	
2.	Menyajikan contoh terkait narrative text.	Memperhatikan contoh text yang di	

			sajikan	**60 Menit**
3.	Bertanya kepada siswa tentang kejadian / cerita yang ada di dalam text yang telah di sajikan sebagai contoh		Mejawab pertanyaan guru tentang kejadian / cerita yang terjadi di dalam text	
4.	Menyajikan picture series		Siswa memperhatikan dengan seksama	
5.	Bertanya tentang kejadaian apa yang telah terjadi yang terdapat dalam picture series		Siswa menjawab terkait pertanyaan yang di barikan guru	
6.	Menyajikan teks berdasarkan picture series yang telah di sajikan		Siswa menerima dan membaca teks	
7.	Mengaplikasikan dan menganalisis teks dengan menggunakan strategy story mapping dalam menemukan unsur pembangun cerita dalam text yang telah di sajikan. H. Menjelaskan mengenai story mapping strategy I. Meminta siswa untuk mengidentifikasi elements of story (story builder) berdasarkan story mapping strategy J. Menginstruksi siswa unuk berpasangan untuk sharing jawaban yang sebenarnya K. Mengecek hasil identifikasi L. Memberikan evaluasi berdasarkan teks yang telah di analisis.		Siswa menganalisis dan mengaplikasikan strategy story mapping dalam menemukan unsur pembangun cerita dalam text yang telah di sajikan.	

− Kegiatan Penutup

a. Guru mereview materi yang telah disampaikan

b. Gutu dan peserta didik memberi penguatan tentang materi yang telah di sampaikan.

c.   Guru menutup kegiatan belajar dengan do'a

d.   Guru mengucapkan salam.

M. Penilaian Hasil Belajar

Indikator Pencapaian	bentuk / teknik penilaian
Menjawab pertanyaan berdasarkan teks yang telah di sajikan.	scoring system

N. Scoring System

$$\frac{jumlah\ soal\ benar}{jumlah\ soal\ keseluruhan}\ x\ 100 = Nilai\ Akhir$$

English teacher

Researcher

Binti Khalwiatin, S.Pd

Verani Rahayu

APPENDIX 6

LESSON PLAN CONTROL GROUP

Includes

1. **Lesson Pan Control Group Meeting 1**

2. **Lesson Plan Control Group Meeting 2**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**: MA Al - Bairuny**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: X / II**
Materi Pokok	**: Narrative Text**
Alokasi Waktu	**: 2 x 45 menit**

C. Kompetensi Inti

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

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.

D. Kompetensi Dasar

3.10 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi

3.10.1 Understand about narrative text

3.10.2 Identification language feature especially for story builder in narrative text

3.10.3 Categories the story builder in narrative text using story mapping strategy with picture series.

3.10.4 Apply the strategy of story mapping strategy with picture series in narrative text.

K. Tujuan Pembelajaran

9. Students be able to understand about the narrative text
10. Student be able to analyze the language feature especially story builder of narrative text
11. Students able to categories the story builder in narrative text by using story mapping strategy with picture series.
12. Students be able to Apply the strategy of story mapping strategy with picture series in narrative text.

L. Materi Pembelajaran

What is Narrative?

7. **Definition of Narrative**
   Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
8. **Generic Structure of Narrative**
   A narrative text consists of the following structure:
   1. Orientation: Introducing the participants and informing the time and the place
   2. Complication: Describing the rising crises which the participants have to do with
   3. Resolution: Showing the way of participant to solve the crises, better or worse

9. **Examples and structures of the text**

Batu Kuwung	
Orientation	In the area of Banten, lived very rich merchant named Ki Sarmin. Although he was very rich, but he was not arrogant, he is very kind and helpful
Complication 1	One time, he hit a disaster. The disaster was a paralyzed disease. Suddenly his legs could not move and no one can heal.
Resolution 1	Ki Sarmin tried bravely and patiently facing the disease. There was not much he can do except pray to the Almighty to be healing.
Complication	One night, an old man came to Ki Sarmin in a dream. "go to the foot of mount Karang. Found a concave

2	stone, then meditate for forty nights on the stone. At the end your meditation, hot water will radiate from the stone. Bath with that water, and you would be healed" the old man said.
	At the first Kisarmin disregard the draem, but the next night, it turns out the same dream came again. So he decided to try to follow the old man in his dream.
	He went to the foot of mount Karang alone. After a long and laborious journey. He arrived at the foot of mount Karang, after that he looking for concave stone which the man's meant in his dream. Finally Kisarmin succeed to find the stone and started meditated on the stone.
	Ki Sarmin strive meditated although it was not easy, he got a lot of temptation. The temptations are spooky and scary.
Resolution 2	Finally, he successfully completed his meditation for forty days and forty nights. Ki Sarmin came down from the concave stone. From the stone then gushing water. Ki Sarmin then showered with water.
	Out of the shower, Ki Sarmin felt her body is very fresh. Then he tried to move his feet, and was not in thought, his legs can be moved back to normal.
	Ki Sarmin was grateful for his recovery. Then, with great joy. Ki Sarmin go home and telling properties of water in the concave stone and stone then became famous and known as Batu Kuwung

M. Strategy dan Model Pembelajaran

Strategy Pembelajaran : Conventional Strategy
Model Pembelajaran : Group Discussion

N. Kegiatan Pembelajaran

– Kegiatan pendahuluan (**15 Menit**)

7. First greeting : Assalamualaikum.
8. Lead to pray together
9. Second greating : Good morning…. How are you today ?
10. Check students attendance list
11. Memberikan stimulus mengenai materi kepada peserta didik
12. Menjelaskan kompetensi materi yang akan di pelajari.

– Kegiatan Inti

No.	Teacher	Students	Time
1.	Menjelaskan tentang narrative text	Memperhatikan penjelasan dari guru	
2.	Menyajikan contoh terkait narrative text generic structure hingga unsur pembangun cerita.	Memperhatikan contoh text yang di sajikan	**60 Menit**
3.	Guru membentuk grup dalam 1 grup terdapat 4-5 anggota	Siswa membentuk group sesuai dengan instruksi yang telah di berikan	
4.	Meminta siswa untuk mendiskusikan secara kelompok mengenai mengidentifikasi unsur pembangun cerita	Siswa mengidentifikasi unsur pembangun cerita bersama kelompok	
5.	Guru memberikan beberapa pertanyaan secara individual sesuai dengan teks yang telah di diskusikan	Siswa mengerjakan tugas yang telah di berikan secara individu	

– Kegiatan Penutup

1. Guru mereview materi yang telah disampaikan
2. Gutu dan peserta didik memberi penguatan tentang materi yang telah di sampaikan.
3. Guru menutup kegiatan belajar dengan do'a
4. Guru mengucapkan salam.

O. Penilaian Hasil Belajar

Indikator Pencapaian	bentuk / teknik penilaian
Menjawab pertanyaan berdasarkan teks yang telah di sajikan.	scoring system

P. Media, Alat dan Sumber Pembelajaran.

Media : -

Source : English Book

English teacher

Binti Khalwiatin, S.Pd

Researcher

Verani Rahayu

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**: MA Al - Bairuny**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: X / II**
Materi Pokok	**: Narrative Text**
Alokasi Waktu	**: 2 x 45 menit**

E. Kompetensi Inti

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

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. Kompetensi Dasar

3.11 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi

3.11.1 Understand about narrative text
3.11.2 Identification language feature especially for story builder in narrative text
3.11.3 Categories the story builder in narrative text using story mapping strategy with picture series.

3.11.4 Apply the strategy of story mapping strategy with picture series in narrative text.

Q. Tujuan Pembelajaran

13. Students be able to understand about the narrative text
14. Student be able to analyze the language feature especially story builder of narrative text
15. Students able to categories the story builder in narrative text by using story mapping strategy with picture series.
16. Students be able to Apply the strategy of story mapping strategy with picture series in narrative text.

R. Materi Pembelajaran

What is Narrative?

10. Definition of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

11. Generic Structure of Narrative

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

12. Examples and structures of the text

Telaga Biru

In Gelela territory, hamlet Lisawa in north Maluku. That Hamlet is very prosperous, but they has little trouble the water. Meanwhile, live a couple who love each other the name of the couple is Magodihuru and Mojojaru.

Magohiduru is a young man from a modest family, he had to go wander to find rthe money, Mgohiduru asking permission to his beloved Mojojaru, Mojojaru very sad to remove her beloved boyfriend and they made a promise to keep their relation .

Many months passed, Mojojaru looked very sad. One day she heard the news that the ship of Magodihuru was returned to Lisawa, Mojojaru very happy to hear the news, but the ship did not back with Magodihuru, Magodihuru die when

the ship was slammed and Mojojaru become increasingly sad and emotionally devastated, she decided to find a place to calm himself.

Mojojary went away from her home, her family has been loking for days but their can not to found her. While Mojojaru were shealting under a big tree, Mojojaru crying lamenting the departure of her boyfriend. Her tears flowed more profusely, that tears welled up and sink the sharp rocks that are around the big tree. And finally Mojojaru drowned in her pwn tears. At the time formed a lake the water as clear transparent as tears of women. Although it is under the tree but it always looks clean, it's named Blue lake.

S. Strategy dan Model Pembelajaran

Strategy Pembelajaran   : Conventional Strategy
Model   Pembelajaran   : Group Discussion

T. Kegiatan Pembelajaran

– Kegiatan pendahuluan (**15 Menit**)

1. First greeting : Assalamualaikum.
2. Lead to pray together
3. Second greating : Good morning…. How are you today ?
4. Check students attendance list
5. Memberikan stimulus mengenai materi kepada peserta didik
6. Menjelaskan kompetensi materi yang akan di pelajari.

– Kegiatan Inti

No.	Teacher	Students	Time
1.	Menjelaskan tentang narrative text	Memperhatikan penjelasan dari guru	
2.	Menyajikan contoh terkait narrative text generic structure hingga unsur pembangun cerita.	Memperhatikan contoh text yang di sajikan	**60 Menit**
3.	Guru membentuk grup dalam 1 grup terdapat 4-5 anggota	Siswa membentuk group sesuai dengan instruksi yang telah di berikan	
4.	Meminta siswa untuk	Siswa	

	mendiskusikan secara kelompok mengenai mengidentifikasi unsur pembangun cerita	mengidentifikasi unsur pembangun cerita bersama kelompok	
5.	Guru memberikan beberapa pertanyaan secara individual sesuai dengan teks yang telah di diskusikan	Siswa mengerjakan tugas yang telah di berikan secara individu	

– Kegiatan Penutup

1. Guru mereview materi yang telah disampaikan
2. Gutu dan peserta didik memberi penguatan tentang materi yang telah di sampaikan.
3. Guru menutup kegiatan belajar dengan do'a
4. Guru mengucapkan salam.

U. Penilaian Hasil Belajar

Indikator Pencapaian	bentuk / teknik penilaian
Menjawab pertanyaan berdasarkan teks yang telah di sajikan.	scoring system

V. Scoring System

$$\frac{jumlah\ soal\ benar}{jumlah\ soal\ keseluruhan}\ x\ 100 = Nilai\ Akhir$$

W. Media, Alat dan Sumber Pembelajaran.

Media : -

Source : English Book

English teacher

Binti Khalwiatin, S.Pd

Researcher

Verani Rahayu

APPENDIX 7

BLUE PRINT OF PRE-TEST AND POS-TEST IMPLEMENTATION

BLUE PRINT POST TEST TEST IMPLEMENTATION

School : MA AL-BAIRUNY
Lesson : English (Reading Skill)
Grade / Semester : X / 1

Number of questions : 20
Types of questions : Multiple Choice

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal	Keterkaitan dengan unsur cerita	Bentuk test	No.soal
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, da n prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan,	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaanny a. 4.8 Menangkap	Narrative text	3.8.1 siswa mampu menafsirkan frasa kata dalam teks	Character : 3,5,11,16, 18 Problem : 19. Plot : 20	Multiple choice	3, 5, 11, 18, 19, 20
			3.8.2 siswa mampu menafsirkan informasi rinci tersirat	Plot 1 Theme : 4, 6 Problem : 8, 10, 13		1, 4, 6, 8, 10, 13

					2, 7, 12, 15, 16, 17
dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	3.8.3 siswa mampu menemukan informasi rinci tersurat	Problem : 2, 12, 16, 17 Character : 7, Plot : 15		
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.		3.8.4 siswa mampu menemukan main idea dalam teks	Setting : 9 Plot : 14		9,14

BLUE PRINT PRE TEST TEST IMPLEMENTATION

School : MA AL-BAIRUNY

Lesson : English (Reading Skill)

Grade / Semester : X / II

Number of questions : 20

Types of questions : Multiple Choice

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal	Keterkaitan dengan unsur cerita	Bentuk test	No. soal
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,da n prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan,	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaanny a. 4.8 Menangkap	Narrative text	3.8.1 siswa mampu memahami frasa kata dalam teks 3.8.2 siswa mampu memahami informasi rinci tersirat	Character : 3, 20 Setting : 8 Plot : 14 Problem : 17 Character : 1, 5, 15, 16, Plot : 4, 19 Problem : 11	Multiple choice	3, 8, 14, 17, 20 1, 4, 5, 11, 12, 15, 16, 19

dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat		3.8.3 siswa mampu menemukan informasi rinci tersurat	Theme : 12, Plot : 2, 9 Setting: 6 Character : 7 Problem : 18	2, 6, 7, 9, 18
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.			3.8.4 siswa mampu menemukan main idea dalam teks	Problem : 10, 13	10, 13

APPENDIX 8

QUESTION FOR PRE-TEST AND POST-TEST

APPENDIX 9

THE RESULT TEST OF EXPERIMENTAL GROUP

Includes :

1.   **The Highest Score**

2.   **The Lowest Score**

Name. Robert Latahzanixe   Class.... X .I.PA. II

Choose A, B,C, D or E for the correct answer!   B = 1
                                                               S = 19   (95)

Text 1.

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wifeSidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife.Not long afterward, a son was born. The baby's birth gave much happiness to the young mother.However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very illTwo years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on hear bed"Ah, witched women, Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river"Oh my god! How will I know who kill my child?" moaned Sidapaksa.Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them "Sidapaksa, look here' Beside me is our child. He himself will tell you who drowned him," the taller one spoke "Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke. Then, one two flowers vanished into the water. They left their fragrance behind Since then, people ca'l the city on its banks of the river Banyuwangi Banyu means water and wangi means fragrant

(Source : Modul Bahasa Inggris-unit 3)

1 How did Sidapaksa know that the baby disappeared?
  a Listen to stories and incitement from his mother   ✓
  b. See the condition of a weak wife helpless
  c. When I got home there was nothing in his room
  d. See from the newspaper
  e. Hear from royal guard

2. How can Mother Sidapksa throw her granddaughter into the river?
  a The mother-in-law was not liked by her daughter-in-law   S
  b Sidapaksa did not want the presence of grandchildren
  c. Accidentally when Sidapaksa decided and slipped on the river
  d. His grandchildren is naughty

e. The Sidapaksa's mother don't like children

3. "He _drew_ his Kris"
   the underlined word can be replaced by..
   a. pulled
   b. cut
   c. got
   d. gave
   e. borrowed

Text 2.

Tangkupan Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java. _(Source : Modul Bahasa Inggris-Unit3)_

4. From the text above, we can conclude that.....
   a. Sangkuriang is a man who wants to marry his biological mother
   b. Sangkuriang a child who is devoted to parents
   c. Dayang sumbi is a long separated wife of sangkuriang
   d. Tumang is sangkuriang's favorite dog
   e. Sangkuriang, a man who is full of responsibility, wants to marry Wayungyang

Text 3

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai

Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to thecouple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted theseed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

5. " ... , an <u>incredible</u> thing happened."
   The underlined word means ....
      a. untouchable
      b. unbelievable
      c. common
      d. usual
      e. available

6. What can we learn from the story?
      a. We should live separately from our parents
      b. We have to listen to our parent's advice.
      c. We have to prepare a good paddy field
      d. We should refuse other people's help
      e. We must live alone without paying attention to others

7. Which statement is TRUE according to the story ?
      a. Kiai Gede has supernatural powers
      b. Arrogant Kiai Gede does not want to share with others
      c. Kiai Gede's daughter named Jaka Pandelengan
      d. Jaka Pandelengan is generous person
      e. Jaka Pandelengan is a son-in-law who wants to listen to the advice of parents

Teks 4

The legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in sea. Actually, they were friends. But when they were hungry they were very greedy. They did not want to share their food, they would fight for it and never stop fighting until one of them gave up

It was very hot day Sura and Baya were looking for some food. Suddenly Baya saw a goat "yummy, this is my lunch." said Baya "No way ! this is my lunch. You are greedy ! I had no eaten for two days !" said Sura. Then Sura and Baya fought again. After several hours, they were very tired. Sura had

'plan to stop their had behavior." I am tired for fighting Baya said Sura. "Me too, what should we do to stop fighting? do you have idea?" asked Baya. "Yes, I do let's sare our territory. I live in the water, so I look for food in the sea, and you live on the land, right? so, you look for food also on the land. The border is the beach, so we will meet again, do you agree? asked Sura. "Hmmm... let me think about it. Ok, I agree from today I will never go to the sea again, my place is on the land" said Baya. Then they both lived in different places. But, one day Sura went to the land and looked for some food in the river he was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke his promise " Hey, what are you doing here? this is my place your place in the sea!" "But, there is water in the river, right?so, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura hit Baya's tail. Baya did the same think to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya. It's from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city. *(Source : E-book abdi guru)*

8. Why did Sura and Baya fight?
   a. They were hunting.
   b. They were hungry.
   c. They were rivals.
   d. They liked having fight.
   e. They were joking

9. What is main idea of the last paragraph ?
   a. Surabaya got its name from arena of Sura and Baya fight.
   b. Sura and Baya are good friends
   c. shark and crocodile are reptils
   d. Sura and Baya conflict.
   e. The place of hidden Sura and Baya

10. What we do learn from this story ?
    a. keeping promise
    b. Solidarity
    c. Commitment
    d. Appreciate one's right
    e. fight solve the problem

11. "Sura **broke** his promise"
    The Underlined word can be replace by ...
    a. repaired
    b. hoped
    c. disturbed
    d. refused
    e. slowed

'plan to stop their had behavior." I am tired for fighting Baya said Sura. "Me too, what should we do to stop fighting? do you have idea?" asked Baya. "Yes, I do let's sare our territory. I live in the water, so I look for food in the sea, and you live on the land, right? so, you look for food also on the land. The border is the beach, so we will meet again, do you agree? asked Sura. "Hmmm... let me think about it. Ok, I agree from today I will never go to the sea again, my place is on the land" said Baya. Then they both lived in different places. But, one day Sura went to the land and looked for some food in the river he was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke his promise " Hey, what are you doing here? this is my place your place in the sea!" "But, there is water in the river, right?so, this is also my place!" said Sura.

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Malin kundang

An old woman and her son lived in a little village, her son was called Malin Kundang. They were very poor, but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother did not allow him, but finally she let him go with tears.

Malin kundang worked hard in big town. And in short time became a rich man. However, he completely forgot his poor old mother. Some years latter, he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin kundang pretended not to know her. He said "you are not my mother, go away!". His mother became very sad and before she went away, she said "Oh Maliin kundnag, you are wicked son, you will never be safe now, you and your money will turn into stone".

Someday later, his ship left the harbor. The sea was calm but when he reached the open the sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang" we can see the stone from air manis, a village on the coast of West Sumatera near Padang. *(Source. E-book Buku Guru reading 2)*

12. Why did Malin Kundang feel ashamed to confess his mother ? Because....
    a. He forgot his mother
    b. He could not pay the tax
    c. His mother did big mistake
    d. His mother was a poor old woman
    e. His mother was a whore

13. What do you learn from the story of Malin Kundang?
    a. No need to care for parents
    b. Leave our old mom
    c. give our mom money
    d. Meet our mom
    e. Don't be a child who betrays parents

14. What is main idea last paragraph ?
    a. Malin is embarrassed to have a poor mother
    b. Malin left his mother in town
    c. The ship malin hit by a storm so it sank malin and turned it into stone
    d. All Malin money fell in the middle of the sea
    e. Mrs. Malin always prays for success in the city

15. How was malin's life in the village?
    a. Descendants of a wealthy family
    b. Generous family
    c. Live with his old and poor mother
    d. Live in the kingdom
    e. Live spree with family

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 was crying.

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.

(Source : Britishcourse.com)

16. How did prabu and queen treat her daughter?
    a. given life experience provision
    b. spoil her daughter
    c. taught to live independently
    d. do not care about her daughter
    e. let live without rules

17. Why did the queen cry on her daughter's birthday?
    a. because the treatment of his child was not respect him
    b. moved by his daughter's kindness
    c. because of the kindress of its citizens
    d. because happily blessed with a beautiful princess
    e. for getting a diamond necklace

18. *"They presented it for you to **express** their happiness"*
    The underlined word can be replaced by....
    a. give
    b. eliminate
    c. keep away
    d. Convey
    e. add

Text 7

Bromo Mountain

Long long time ago there lived a couple in the village near the top of mount Bromo. Joko Seger is his name. He lived peacefully with his wife Roro Anteng. But they were not happy because after some time they did not have any children. Then Joko Seger meditated in mount Bromo asking for god to give them children.

Some times later Joko Seger had a dream. In his dream he was told that he would have descendants but on one condition. The god asked him to sacrifice his children to the crater of mount Bromo. If he refused to sacrifice, then the god will be angry. Without thinking twice Joko Seger agreed to the condition.

After that every year Roro Anteng gave birth to twenty five children. They were very happy and they loved their children so much that they were reluctant to sacrifice them to the crater. They did not give anything to the crater. Then something happened.

One day there was a big eruption of mount Bromo. Smoke, fire, not cloud of ash came out of its crater. The earth was trembling. The sky was dark. Animals ran away from the mountain. People were very scared since some of them became victims of the hot cloud.

Joko Seger and Roro Anteng remembered their promise to god. He realized that god was very angry. So he decided to sacrifice one of his sons. Then he went to the crater with his youngest son Kusuma. Because Joko Seger did not really want to sacrifice his son to the crater, he tried to hide him. But

suddenly an eruption began and made Kusuma fall. Afterwards, Kusuma, who had fell to the crater, gave a voice, "I have to be sacrificed by my parents so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender.)"

Since then on Joko Seger and Roro Anteng gave offerings to the crater. Every year on the 14th day of the month of Kesada the people of Tengger held a ceremony to give offering

19. "*Because Joko Seger did not really want to __sacrifice__ his son to the crater*"
    The underlined word can be replace by

    a. give up
    b. add
    c. take
    d. bring
    e. throw

Text 8

The Legend of Semarang City

Long time ago, a King namely Made Pandan lived in Demak Sultanate. He had a son called Prince Pandan Aran. Before the king died he asked his son to spread the Moslem religion to Java Island and asked him to get married first. Prince Pandan Aran went to the western direction. He arrived at the area which was full of tamarine tree and they grew very rare. Because of that, the area was called as Semarang which meant asem or tamarine that grew arang or rare. He continued going to the south direction and arrived at Tuntang. In that place, he and his wife were robbed.

All of his properties were given to the robbers. Arriving at the certain area he and his wife saw a man was taking a sack of rice then he asked him " what are you taking friend? it look so heavy. He answered " I am taking a sack of sand", not long time the sack of rice change into sand, until now this area was famous as "wedi" which mean "sand" located in the south of Klaten. Prince Pandan Aran was buried in Tembayat village located in the south of Klaten City

20. "*he asked his son to __spread__ the Moslem religion*"
    The underlined word can be replaced by
    a. Emit
    b. Expanse
    c. steam
    d. scope
    e. refuse

Name. Lailatul Munjbih   Class. X IPA 2

Choose A, B, C, D or E for the correct answer!

Text 1.

k = 5
s = 15 × 5 = 75

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wifeSidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife.Not long afterward, a son was born. The baby's birth gave much happiness to the young mother.However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very illTwo years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on hear bed"Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!" He said in a rough and angry voice."Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river"Oh my god! How will i know who kill my child?" moaned Sidapaksa.Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them."Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke."Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke. Then, one two flowers vanished into the water. They left their fragrance behind Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant

(Source . Modul Bahasa Inggris-unit 3)

1. How did Sidapaksa know that the baby disappeared?
    a. Listen to stories and incitement from his mother
    b. See the condition of a weak wife helpless
    c. When I got home there was nothing in his room
    d. See from the newspaper
    e. Hear from royal guard

2. How can Mother Sidapksa throw her granddaughter into the river?
    a. The mother-in-law was not liked by her daughter-in-law
    b. Sidapaksa did not want the presence of grandchildren
    c. Accidentally when Sidapaksa decided and slipped on the river
    d. His grandchildren is naughty

e. The Sidapaksa's mother don't like children

3. "He _drew_ his Kris"
   the underlined word can be replaced by
   a. pulled
   b. cut
   c. got
   d. gave
   e. borrowed

Text 2.

Tangkupan Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang out si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java. _(Source : Modul Bahasa Inggris-Unit3)_

4. From the text above, we can conclude that.....
   a. Sangkuriang is a man who wants to marry his biological mother
   b. Sangkuriang a child who is devoted to parents
   c. Dayang sumbi is a long separated wife of sangkuriang
   d. Tumang is sangkuriang's favorite dog
   e. Sangkuriang, a man who is full of responsibility, wants to marry Wayungyang

Text 3

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai

Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples

5. " ... , an <u>incredible</u> thing happened."
   The underlined word means ....
   a. untouchable
   b. unbelievable
   c. common
   d. usual
   e. available

6. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field
   d. We should refuse other people's help
   e. We must live alone without paying attention to others

7. Which statement is TRUE according to the story ?
   a. Kiai Gede has supernatural powers
   b. Arrogant Kiai Gede does not want to share with others
   c. Kiai Gede's daughter named Jaka Pandelengan
   d. Jaka Pandelengan is generous person
   e. Jaka Pandelengan is a son-in-law who wants to listen to the advice of parents

Teks 4

The legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in sea. Actually, they were friends. But when they were hungry they were very greedy. They did not want to share their food, they would fight for it and never stop fighting until one of them gave up

It was very hot day Sura and Baya were looking for some food. Suddenly Baya saw a goat "yummy, this is my lunch." said Baya "No way ! this is my lunch. You are greedy ! I had no eaten for two days !" said Sura. Then Sura and Baya fought again. After several hours, they were very tired. Sura had

plan to stop their bad behavior." I am tired for fighting Baya said Sura. "Me too, what should we do to stop fighting? do you have idea?' asked Baya. "Yes, I do let's sare our territory. I live in the water, so I look for food in the sea, and you live on the land, right? so, you look for food also on the land. The border is the beach, so we will meet again, do you agree? asked Sura. "Hmmm… let me think about it. Ok, I agree from today I will never go to the Sea again, my place is on the land" said Baya. Then they both lived in different places. But, one day Sura went to the land and looked for some food in the river he was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke his promise " Hey, what are you doing here? this is my place your place in the sea!". "But, there is water in the river, right?so, this is also my place!" said Sura.

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8. Why did Sura and Baya fight?
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10. What we do learn from this story ?
    a. keeping promise
    b. Solidarity
    c. Commitment
    d. Appreciate one's right
    e. fight solve the problem

11. *"Sura **broke** his promise"*
    The Underlined word can be replace by …
    a. repaired
    b. hoped
    c. disturbed
    d. refused
    e. slowed

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 was crying.

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.

16. How did prabu and queen treat her daughter?
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    b. spoil her daughter
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17. Why did the queen cry on her daughter's birthday?
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18. *"They presented it for you to **express** their happines."*
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    b. eliminate
    c. keep away
    d. Convey
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Text 7

Bromo Mountain

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Some times later Joko Seger had a dream. In his dream he was told that he would have descendants but on one condition. The god asked him to sacrifice his children to the crater of mount Bromo. If he refused to sacrifice, then the god will be angry. Without thinking twice Joko Seger agreed to the condition.

After that every year Roro Anteng gave birth to twenty five children. They were very happy and they loved their children so much that they were reluctant to sacrifice them to the crater. They did not give anything to the crater. Then something happened.

One day there was a big eruption of mount Bromo. Smoke, fire, hot cloud of ash came out of its crater. The earth was trembling. The sky was dark. Animals ran away from the mountain. People were very scared since some of them became victims of the hot cloud.

Joko Seger and Roro Anteng remembered their promise to god. He realized that god was very angry. So he decided to sacrifice one of his sons. Then he went to the crater with his youngest son Kusuma. Because Joko Seger did not really want to sacrifice his son to the crater, he tried to hide him. But

Text 6

"Legend of Talaga Warna"

Long, long ago there was a kingdom in West Java. The kingdom was ruled by a king. People called their king His Majesty Prabu. Prabu was a kind and wise king. No wonder if that country was prosperous. There's 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, very sad. Some old men and women who was respected by Prabu 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 as a gift to a little princess. This baby grew as a beautiful teenager then.

Prabu and Queen loved their daughter so much. They gave what ever she wanted. It made Princess 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 compare with her. In a few days, Princess would be 17 years old. So, people of that kingdom went to palace. They brought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There were really many presents. Then Prabu stored them in a building. Some times he could take them to give to his people.

Prabu only took some gold and jewels. Then she 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 welcomed 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 growing 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

Text 5.

Malin kundang

An old woman and her son lived in a little village, her son was called Malin Kundang. They were very poor, but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother did not allow him, but finally she let him go with tears.

Malin kundang worked hard in big town. And in short time became a rich man. However, he completely forgot his poor old mother. Some years latter, he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin kundang pretended not to know her. He said "you are not my mother, go away!". His mother became very sad and before she went away, she said "Oh Maliin kundnag, you are wicked son, you will never be safe now, you and your money will turn into stone".

Someday later, his ship left the harbor. The sea was calm but when he reached the open the sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang" we can see the stone from air manis, a village on the coast of West Sumatera near Padang. (Source: E-book Buku Guru reading 2)

12. Why did Malin Kundang feel ashamed to confess his mother ? Because....
    a. He forgot his mother
    b. He could not pay the tax
    c. His mother did big mistake
    d. His mother was a poor old woman
    e. His mother was a whore

13. What do you learn from the story of Malin Kundang?
    a. No need to care for parents
    b. Leave our old mom
    c. give our mom money
    d. Meet our mom
    e. Don't be a child who betrays parents

14. What is main idea last paragraph ?
    a. Malin is embarrassed to have a poor mother
    b. Malin left his mother in town
    c. The ship malin hit by a storm so it sank malin and turned it into stone
    d. All Malin money fell in the middle of the sea
    e. Mrs. Malin always prays for success in the city

15. How was malin's life in the village?
    a. Descendants of a wealthy family
    b. Generous family
    c. Live with his old and poor mother
    d. Live in the kingdom
    e. Live spree with family

suddenly an eruption began and made Kusuma fall. Afterwards, Kusuma, who had fell to the crater, gave a voice, "I have to be sacrificed by my parents so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender.)"

Since then on Joko Seger and Roro Anteng gave offerings to the crater. Every year on the 14th day of the month of Kesada the people of Tengger held a ceremony to give offering

19. *"Because Joko Seger did not really want to __sacrifice__ his son to the crater"*
   The underlined word can be replace by
   a. give up
   b. add
   c. take
   d. bring
   e. throw

Text 8

The Legend of Semarang City

Long time ago, a King namely Made Pandan lived in Demak Sultanate. He had a son called Prince Pandan Aran. Before the king died he asked his son to spread the Moslem religion to Java Island and asked him to get married first. Prince Pandan Aran went to the western direction. He arrived at the area which was full of tamarine tree and they grew very rare. Because of that, the area was called as Semarang which meant asem or tamarine that grew areng or rare.He continued going to the south direction and arrived at Tunjang. In that place, he and his wife were robbed.

All of his properties were given to the robbers. Arriving at the certain area he and his wife saw a man was taking a sack of rice then he asked him " what are you taking friend? it look so heavy. He answered " I am taking a sack of sand", not long time the sack of rice change into sand, until now this area was famous as "wedi" which mean "sand" located in the south of Klaten. Prince Pandan Aran was buried in Tembayat village located in the south of Klaten City

20. *"he asked his son to __spread__ the Moslem religion"*
   The underlined word can be replaced by....
   a. Emit
   b. Expanse
   c. steam
   d. scope
   e. refuse

APPENDIX   10

THE RESULT TEST OF CONTROL GROUP

Includes :

1. **The Highest Score**

2. **The Lowest Score**

Name. Syaflyn Salma Khurrin'in   Class..... X - IPA I

Choose A, B,C, D or E for the correct answer!   S = 5

Text 1.   B = 15 × 5 = 75

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wifeSidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife.Not long afterward, a son was born. The baby's birth gave much happiness to the young mother.However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very illTwo years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on hear bed"Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice."Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river"Oh my god! How will I know who kill my child?" moaned Sidapaksa.Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them."Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke "Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke. Then, one two flowers vanished into the water. They left their fragrance behind Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant

(Source : Modul Bahasa Inggris-unit 3)

1. How did Sidapaksa know that the baby disappeared?
   a. Listen to stories and incitement from his mother
   b. See the condition of a weak wife helpless
   c. When i got home there was nothing in his room
   d. See from the newspaper
   e. Hear from royal guard

2. How can Mother Sidapksa throw her granddaughter into the river?
   a. The mother-in-law was not liked by her daughter-in-law
   b. Sidapaksa did not want the presence of grandchildren
   c. Accidentally when Sidapaksa decided and slipped on the river
   d. His grandchildren is naughty

f. The Sidapaksa's mother don't like children

3. "He _drew_ his Kris"
   the underlined word can be replaced by
   a. pulled
   b. cut
   c. got
   d. gave
   e. borrowed

Text 2.

Tangkupan Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.   *(Source : Modul Bahasa Inggris-Unit3)*

4. From the text above, we can conclude that
   a. Sangkuriang is a man who wants to marry his biological mother
   b. Sangkuriang a child who is devoted to parents
   c. Dayang sumbi is a long separated wife of sangkuriang
   d. Tumang is sangkuriang's favorite dog
   e. Sangkuriang, a man who is full of responsibility, wants to marry Wayungyang

Text 3

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai

Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to thecouple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted theseed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

5. " ... , an **incredible** thing happened."
   The underlined word means . ..
   a. untouchable
   b. unbelievable
   c. common
   d. usual
   e. available

6. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field.
   d. We should refuse other people's help
   e. We must live alone without paying attention to others

7. Which statement is TRUE according to the story ?
   a. Kiai Gede has supernatural powers
   b. Arrogant Kiai Gede does not want to share with others
   c. Kiai Gede's daughter named Jaka Pandelengan
   d. Jaka Pandelengan is generous person
   e. Jaka Pandelengan is a son-in-law who wants to listen to the advice of parents

Teks 4

The legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in sea. Actually, they were friends. But when they were hungry they were very greedy. They did not want to share their food. they would fight for it and never stop fighting until one of them gave up.

It was very hot day Sura and Baya were looking for some food. Suddenly Baya saw a goat "yummy, this is my lunch." said Baya "No way ! this is my lunch. You are greedy ! I had no eaten for two days !" said Sura. Then Sura and Baya fought again. After several hours, they were very tired. Sura had

plan to stop their bad behavior." I am tired for fighting Baya said Sura. "Me too, what should we do to stop fighting? do you have idea?" asked Baya. "Yes, I do let's sare our territory. I live in the water, so I look for food in the sea, and you live on the land, right? so, you look for food also on the land. The border is the beach, so we will meet again, do you agree? asked Sura. "Hmmm... let me think about it. Ok, I agree from today I will never go to the sea again, my place is on the land" said Baya. Then they both lived in different places. But, one day Sura went to the land and looked for some food in the river he was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke his promise " Hey, what are you doing here? this is my place your place in the sea!". "But, there is water in the river, right?so, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura hit Baya's tail. Baya did the same think to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya. It's from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city. *(Source : E-book abdi guru)*

8. Why did Sura and Baya fight?
    a. They were hunting.
    b. They were hungry.
    c. They were rivals.
    d. They liked having fight.
    e. They were joking

9. What is main idea of the last paragraph ?
    a. Surabaya got its name from arena of Sura and Baya fight.
    b. Sura and Baya are good friends
    c. shark and crocodile are reptils
    d. Sura and Baya conflict
    e. The place of hidden Sura and Baya

10. What we do learn from this story ?
    a. keeping promise
    b. Solidarity
    c. Commitment
    d. Appreciate one's right
    e. fight solve the problem

11. *"Sura **broke** his promise"*
    The Underlined word can be replace by ...
    a. repaired
    b. hoped
    c. disturbed
    d. refused
    e. slowed

Text 5.

Malin kundang

An old woman and her son lived in a little village, her son was called Malin Kundang. They were very poor, but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother did not allow him, but finally she let him go with tears.

Malin kundang worked hard in big town. And in short time became a rich man. However, he completely forgot his poor old mother. Some years latter, he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin kundang pretended not to know her. He said "you are not my mother, go away!". His mother became very sad and before she went away, she said "Oh Maliin kundnag, you are wicked son, you will never be safe now, you and your money will turn into stone".

Someday later, his ship left the harbor. The sea was calm but when he reached the open the sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang" we can see the stone from air manis, a village on the coast of West Sumatera near Padang. *(Source: E-book Buku Guru reading 2)*

12. Why did Malin Kundang feel ashamed to confess his mother ? Because....
    a. He forgot his mother
    b. He could not pay the tax
    c. His mother did big mistake
    d. His mother was a poor old woman
    e. His mother was a whore

13. What do you learn from the story of Malin Kundang?
    a. No need to care for parents
    b. Leave our old mom
    c. give our mom money
    d. Meet our mom
    e. Don't be a child who betrays parents

14. What is main idea last paragraph ?
    a. Malin is embarrassed to have a poor mother
    b. Malin left his mother in town
    c. The ship malin hit by a storm so it sank malin and turned it into stone
    d. All Malin money fell in the middle of the sea
    e. Mrs. Malin always prays for success in the city

15. How was malin's life in the village?
    a. Descendants of a wealthy family
    b. Generous family
    c. Live with his old and poor mother
    d. Live in the kingdom
    e. Live spree with family

Text 6

"Legend of Talaga Warna"

Long, long ago there was a kingdom in West Java. The kingdom was ruled by a king. People called their king His Majesty Prabu. Prabu was a kind and wise king. No wonder if that country was prosperous. There's 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, very sad. Some old men and women who was respected by Prabu 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 as a gift to a little princess. This baby grew as a beautiful teenager then.

Prabu and Queen loved their daughter so much. They gave what ever she wanted. It made Princess 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 compare with her. In a few days, Princess would be 17 years old. So, people of that kingdom went to palace. They brought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There were really many presents. Then Prabu stored them in a building. Some times he could take them to give to his people.

Prabu only took some gold and jewels. Then she 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 welcomed 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 growing 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 was crying.

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.

16. How did prabu and queen treat her daughter?
  a. given life experience provision
  b. spoil her daughter
  c. taught to live independently
  d. do not care about her daughter
  e. let live without rules

17. Why did the queen cry on her daughter's birthday?
  a. because the treatment of his child was not respect him
  b. moved by his daughter's kindness
  c. because of the kindness of its citizens
  d. because happily blessed with a beautiful princess
  e. for getting a diamond necklace

18. *"They presented it for you to __express__ their happiness"*
  The underlined word can be replaced by....
  a give
  b. eliminate
  c. keep away
  d. Convey
  e. add

Text 7

Bromo Mountain

Long long time ago there lived a couple in the village near the top of mount Bromo. Joko Seger is his name. He lived peacefully with his wife Roro Anteng. But they were not happy because after some time they did not have any children. Then Joko Seger meditated in mount Bromo asking for god to give them children.

Some times later Joko Seger had a dream. In his dream he was told that he would have descendants but on one condition. The god asked him to sacrifice his children to the crater of mount Bromo. If he refused to sacrifice, then the god will be angry. Without thinking twice Joko Seger agreed to the condition.

After that every year Roro Anteng gave birth to twenty five children. They were very happy and they loved their children so much that they were reluctant to sacrifice them to the crater. They did not give anything to the crater. Then something happened.

One day there was a big eruption of mount Bromo. Smoke, fire, hot cloud of ash came out of its crater. The earth was trembling. The sky was dark. Animals ran away from the mountain. People were very scared since some of them became victims of the hot cloud.

Joko Seger and Roro Anteng remembered their promise to god. He realized that god was very angry. So he decided to sacrifice one of his sons. Then he went to the crater with his youngest son Kusuma. Because Joko Seger did not really want to sacrifice his son to the crater, he tried to hide him. But

suddenly an eruption began and made Kusuma fall. Afterwards, Kusuma, who had fell to the crater, gave a voice, "I have to be sacrificed by my parents so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender.)"
Since then on Joko Seger and Roro Anteng gave offerings to the crater. Every year on the 14th day of the month of Kesada the people of Tengger held a ceremony to give offering

19. "*Because Joko Seger did not really want to __sacrifice__ his son to the crater*"
The underlined word can be replace by
 a. give up
 b. add
 c. take
 d. bring
 e. throw

Text 8

The Legend of Semarang City

Long time ago, a King namely Made Pandan lived in Demak Sultanate. He had a son called Prince Pandan Aran. Before the king died he asked his son to spread the Moslem religion to Java Island and asked him to get married first. Prince Pandan Aran went to the western direction. He arrived at the area which was full of tamarine tree and they grew very rare. Because of that, the area was called as Semarang which meant asem or tamarine that grew arang or rare. He continued going to the south direction and arrived at Tuntang. In that place, he and his wife were robbed.

All of his properties were given to the robbers. Arriving at the certain area he and his wife saw a man was taking a sack of rice then he asked him " what are you taking friend? it look so heavy. He answered " I am taking a sack of sand", not long time the sack of rice change into sand, until now this area was famous as "wedi" which mean "sand" located in the south of Klaten. Prince Pandan Aran was buried in Tembayat village located in the south of Klaten City

20. "*he asked his son to __spread__ the Moslem religion*"
The underlined word can be replaced by....
 a. Emit
 b. Expanse
 c. steam
 d. scope
 e. refuse

Name... A . giddiqin

Class.... X ....

Choose A, B,C, D or E for the correct answer!

Text 1.

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wifeSidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife.Not long afterward, a son was born. The baby's birth gave much happiness to the young mother.However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared. the young mother was very sad. She could neither eat nor sleep. She became very illTwo years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on hear bed"Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice."Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn`t do it" replied his wife calmly

Sidapaksa took his wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river"Oh my god! How will I know who kill my child?" moaned Sidapaksa.Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke."Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke. Then, one two flowers vanished into the water. They left their fragrance behind Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant

(Source : Modul Bahasa Inggris-unit 3)

1. How did Sidapaksa know that the baby disappeared?
   a. Listen to stories and incitement from his mother
   b. See the condition of a weak wife helpless
   c. When I got home there was nothing in his room
   d. See from the newspaper
   e. Hear from royal guard

2. How can Mother Sidapksa throw her granddaughter into the river?
   a. The mother-in-law was not liked by her daughter-in-law
   b. Sidapaksa did not want the presence of grandchildren
   c. Accidentally when Sidapaksa decided and slipped on the river
   d. His grandchildren is naughty

e   The Sidapaksa's mother don't like children

3. "He _drew_ his Kris"
    the underlined word can be replaced by..
    a. pulled
    b. cut
    c. got
    d. gave
    e. borrowed

Text 2.

Tangkupan Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.   _(Source : Modul Bahasa Inggris-Unit3)_

4. From the text above, we can conclude that......
    a. Sangkuriang is a man who wants to marry his biological mother
    b. Sangkuriang a child who is devoted to parents
    c. Dayang sumbi is a long separated wife of sangkuriang
    d. Tumang is sangkuriang's favorite dog
    e. Sangkuriang, a man who is full of responsibility, wants to marry Wayungyang

Text 3

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai

Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to thecouple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted theseed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

5. "... , an **incredible** thing happened."
   The underlined word means ....
   a. untouchable
   b. unbelievable
   c. common
   d. usual
   e. available

6. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field.
   d. We should refuse other people's help
   e. We must live alone without paying attention to others

7. Which statement is TRUE according to the story ?
   a. Kiai Gede has supernatural powers
   b. Arrogant Kiai Gede does not want to share with others
   c. Kiai Gede's daughter named Jaka Pandelengan
   d. Jaka Pandelengan is generous person
   e. Jaka Pandelengan is a son-in-law who wants to listen to the advice of parents

Teks 4

The legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in sea. Actually, they were friends. But when they were hungry they were very greedy. They did not want to share their food. they would fight for it and never stop fighting until one of them gave up.

It was very hot day Sura and Baya were looking for some food. Suddenly Baya saw a goat "yummy, this is my lunch." said Baya "No way ! this is my lunch. You are greedy ! I had no eaten for two days !" said Sura. Then Sura and Baya fought again. After several hours, they were very tired. Sura had

plan to stop their bad behavior " I am tired for fighting Baya said Sura. "Me too, what should we do to stop fighting? do you have idea?" asked Baya. "Yes, I do let's sare our territory. I live in the water, so I look for food in the sea, and you live on the land, right? so, you look for food also on the land. The border is the beach, so we will meet again, do you agree? asked Sura. "Hmmm... let me think about it. Ok, I agree from today I will never go to the sea again, my place is on the land" said Baya. Then they both lived in different places. But, one day Sura went to the land and looked for some food in the river he was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke his promise " Hey, what are you doing here? this is my place your place in the sea!". "But, there is water in the river, right?so, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura hit Baya's tail. Baya did the same think to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya. It's from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city. *(Source : E-book abdi guru)*

8. Why did Sura and Baya fight?
   a. They were hunting
   b. They were hungry.
   c. They were rivals.
   d. They liked having fight.
   e. They were joking

9. What is main idea of the last paragraph ?
   a. Surabaya got its name from arena of Sura and Baya fight
   b. Sura and Baya are good friends
   c. shark and crocodile are reptils
   d. Sura and Baya conflict.
   e. The place of hidden Sura and Baya

10. What we do learn from this story ?
   a. keeping promise
   b. Solidarity
   c. Commitment
   d. Appreciate one's right
   e. fight solve the problem

11. "Sura **broke** his promise"
   The Underlined word can be replace by ...
   a. repaired
   b. hoped
   c. disturbed
   d. refused
   e. slowed

· Text 5.

Malin kundang

An old woman and her son lived in a little village, her son was called Malin Kundang. They were very poor, but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother did not allow him, but finally she let him go with tears.

Malin kundang worked hard in big town. And in short time became a rich man. However, he completely forgot his poor old mother. Some years latter, he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin kundang pretended not to know her. He said "you are not my mother, go away!". His mother became very sad and before she went away, she said "Oh Maliin kundnag, you are wicked son, you will never be safe now, you and your money will turn into stone".

Someday later, his ship left the harbor. The sea was calm but when he reached the open the sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang" we can see the stone from air manis, a village on the coast of West Sumatera near Padang. *(Source: E-book Buku Guru reading 2)*

12. Why did Malin Kundang feel ashamed to confess his mother ? Because....
    a. He forgot his mother
    b. He could not pay the tax
    c. His mother did big mistake
    d. His mother was a poor old woman
    e. His mother was a whore

13. What do you learn from the story of Malin Kundang?
    a. No need to care for parents
    b. Leave our old mom
    c. give our mom money
    d. Meet our mom
    e. Don't be a child who betrays parents

14. What is main idea last paragraph ?
    a. Malin is embarrassed to have a poor mother
    b. Malin left his mother in town
    c. The ship malin hit by a storm so it sank malin and turned it into stone
    d. All Malin money fell in the middle of the sea
    e. Mrs. Malin always prays for success in the city

15. How was malin's life in the village?
    a. Descendants of a wealthy family
    b. Generous family
    c. Live with his old and poor mother
    d. Live in the kingdom
    e. Live spree with family

Text 6

"Legend of Talaga Warna"

Long, long ago there was a kingdom in West Java. The kingdom was ruled by a king. People called their king His Majesty Prabu. Prabu was a kind and wise king. No wonder if that country was prosperous. There's 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, very sad. Some old men and women who was respected by Prabu 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 as a gift to a little princess. This baby grew as a beautiful teenager then.

Prabu and Queen loved their daughter so much. They gave what ever she wanted. It made Princess 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 compare with her. In a few days, Princess would be 17 years old. So, people of that kingdom went to palace. They brought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There were really many presents. Then Prabu stored them in a building. Some times he could take them to give to his people.

Prabu only took some gold and jewels. Then she 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 welcomed 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 growing 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 was crying.

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.

(Source : Britishcourse.com)

16. How did prabu and queen treat her daughter?
    a. given life experience provision
    b. spoil her daughter
    c. taught to live independently
    d. do not care about her daughter
    e. let live without rules

17. Why did the queen cry on her daughter's birthday?
    a. because the treatment of his child was not respect him
    b. moved by his daughter's kindness
    c. because of the kindness of its citizens
    d. because happily blessed with a beautiful princess
    e. for getting a diamond necklace

18. *"They presented it for you to express their happiness"*
    The underlined word can be replaced by....
    a. give
    b. eliminate
    c. keep away
    d. Convey
    e. add

Text 7

Bromo Mountain

Long long time ago there lived a couple in the village near the top of mount Bromo. Joko Seger is his name. He lived peacefully with his wife Roro Anteng. But they were not happy because after some time they did not have any children. Then Joko Seger meditated in mount Bromo asking for god to give them children.

Some times later Joko Seger had a dream. In his dream he was told that he would have descendants but on one condition. The god asked him to sacrifice his children to the crater of mount Bromo. If he refused to sacrifice, then the god will be angry. Without thinking twice Joko Seger agreed to the condition.

After that every year Roro Anteng gave birth to twenty five children. They were very happy and they loved their children so much that they were reluctant to sacrifice them to the crater. They did not give anything to the crater. Then something happened.

One day there was a big eruption of mount Bromo. Smoke, fire, hot cloud of ash came out of its crater. The earth was trembling. The sky was dark. Animals ran away from the mountain. People were very scared since some of them became victims of the hot cloud.

Joko Seger and Roro Anteng remembered their promise to god. He realized that god was very angry. So he decided to sacrifice one of his sons. Then he went to the crater with his youngest son Kusuma. Because Joko Seger did not really want to sacrifice his son to the crater, he tried to hide him. But

suddenly an eruption began and made Kusuma fall. Afterwards, Kusuma, who had fell to the crater, gave a voice, "I have to be sacrificed by my parents so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender.)"

Since then on Joko Seger and Roro Anteng gave offerings to the crater. Every year on the 14th day of the month of Kesada the people of Tengger held a ceremony to give offering

19. "*Because Joko Seger did not really want to __sacrifice__ his son to the crater*"
The underlined word can be replace by

    a. give up
    b. add
    c. take
    d. bring
    e. throw

Text 8

The Legend of Semarang City

Long time ago, a King namely Made Pandan lived in Demak Sultanate. He had a son called Prince Pandan Aran. Before the king died he asked his son to spread the Moslem religion to Java Island and asked him to get married first. Prince Pandan Aran went to the western direction. He arrived at the area which was full of tamarine tree and they grew very rare. Because of that, the area was called as Semarang which meant asem or tamarine that grew arang or rare. He continued going to the south direction and arrived at Tuntang. In that place, he and his wife were robbed.

Ali of his properties were given to the robbers. Arriving at the certain area he and his wife saw a man was taking a sack of rice then he asked him " what are you taking friend? it look so heavy. He answered " I am taking a sack of sand", not long time the sack of rice change into sand, until now this area was famous as "wedi" which mean "sand" located in the south of Klaten. Prince Pandan Aran was buried in Tembayat village located in the south of Klaten City

20. "*he asked his son to __spread__ the Moslem religion*"
The underlined word can be replaced by....

    a. Emit
    b. Expanse
    c. steam
    d. scope
    e. refuse

DOCUMENTATION EXPERIMENTAL GROUP

DOCUMENTATION CONTROL GROUP

Nomor : 259/7.088/Bing-IP/X/2018

Jombang, 09 Januari 2019

Perihal : Permohonan Ijin Penelitian

Kepada:

Yth. Kepala MA AL-BAIRUNY

Di

Tempat

Sehubungan dengan tugas akhir mahasiswa untuk menyusun skripsi, maka mohon perkenan Bapak/Ibu memberikan ijin mengadakan penelitian kepada mahasiswa kami:

Nama	: Verani Rahayu	
NIM	: 147011	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Skripsi	: The Effectiveness of story mapping strategy with picture series in teaching reading comprehension of narrative text	
Tempat Penelitian	: MA AL-BAIRUNY	

Sebagai bahan pertimbangan, bersama ini kami lampirkan proposal penelitian mahasiswa yang bersangkutan. Atas perkenan dan bantuan Bapak/Ibu, kami menyampaikan terima kasih.

Ketua Prodi
Pendidikan Bahasa Inggris

Dr. Muh. Fajar, S.S., M.Pd.
NIK. 0104770053

Nomor   : 009 / Ma.13.12.567 / Kp.01.2 / 01 / 2019
Hal   : Pemberian Ijin Penelitian

Kepada :
Yth. Bapak Ketua Program Studi
Pendidikan Bahasa Inggris STKIP PGRI
Jombang
Di
         Tempat

Assalamu 'alaikum Wr. Wb.

Sehubungan dengan surat Ketua Program Studi Pendidikan Bahasa Inggris Sekolah Tinggi Ilmu Keguruan dan Ilmu Pendidikan tertanggal 09 Januari 2019 dengan nomor : 259/7.088/Bing-IP/X/2018 mengenai permohonan izin untuk mengadakan penelitian yang akan dilaksanakan oleh :

Nama   : Verani Rahayu
NIM   : 147011
Jurusan   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effectiveness of Story Mapping Strategy with Picture Series in Teaching Reading Comprehension of Narrative Text.
Tanggal Penelitian : 15 – 19 Januari 2019

Dengan ini, Kepala Madrasah Aliyah Al Bairuny Sambongdukuh Jombang memberikan izin kepada mahasiswa yang dimaksud untuk mengadakan penelitian sebagaimana tercantum dalam pokok surat.

Demikian surat ini kami buat agar dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Wr. Wb.

Jombang, 13 Januari 2019
Kepala Madrasah,

H. Miftahun Najib

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini

Nama : VERANI RAHAYU

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Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul : THE EFFECTIVENESS OF STTORY MAPPING STRATEGY WITH PICTURE SERIES IN TEACHING READING COMPREHENTION OF NARRATIVE TEXT

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan ataupun pemikiran orang lainyang saya akui sebagai hasil tulisan saya sendiri. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Jombang, 06 Februari 2019

Yang membuat pernyataan

VERANI RAHAYU

KEGIATAN PENULISAN SKRIPSI

NO	KEGIATAN	TANGGAL	TANDA TANGAN
1	PENYERAHAN PROPOSAL DAN IZIN PENELITIAN		
2	PENYERAHAN SURAT BALASAN DARI LOKASI PENELITIAN		
3	PENYERAHAN NASKAH UJIAN SKRIPSI (3 EKSEMPLAR)		
4	PENYERAHAN SKRIPSI (1 EKSEMPLAR)		
5	PENYERAHAN SOFT-FILE SKRIPSI DAN ARTIKEL		

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NO	HARI/TGL	MATERI BIMBINGAN YANG DIAJUKAN	TANDA TANGAN
1.	22. Nov. 17	Pengajuan judul	1.
2.	11 Jan. 18	Pengajuan bab. 1	2.
3.	08. Maret 18	Revisi bab. I	3.
4.	14. Maret 18	Revisi bab I , pengajuan bab. 2	4.
5.	21. Maret 18	Revisi bab. II , pengajuan bab. III	5.
6.	08. april. 18	Revisi bab. II , Revisi bab. III	6.
7.	24. Mei 18	Revisi bab. II , Revisi bab. III	7.
8.	30. Mei 18	Revisi bab II , Revisi bab. III	8.
9.	11 Juli 18	Revisi bab. III	9.
10.	23 Ag 18	Revisi bab. III	10.
11.	12. Sep. 18	Acc bab III	11.
12.	27. Nov. 18	Pengajuan Instrument	12.

NO	HARI/TGL	MATERI BIMBINGAN YANG DIAJUKAN	TANDA TANGAN
13.	6 Desember	Pengajuan Instrument	13.
14.	22. Jan. 19	Revisi bab. IV, V & VI	14.
15.	28. Jan. 19	Revisi bab. V , VI	15.
16.	29. Jan. 19	Acc bab. V , VI	16.

MENYATAKAN LAYAK DIUJI
DOSEN PEMBIMBING

(DANING HENTASMAKA. M.Pd)

JOMBANG, 29 Januari 2019
MAHASISWA

(VERANI RAHAYU)