THE EFFECTIVENESS OF USING STORY MAPPING
TECHNIQUE TOWARDS STUDENTS’ READING
ABILITY OF NARRATIVE TEXT

(A Quasi-Experimental Study at Tenth Grade Students
of SMA N 4 Tangerang Selatan)

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers’ Training
in Partial Fulfillment of Requirement
for the Degree of S.Pd. (S-1) in the Department of English Education

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Presented to the Faculty of Tarbiyah and Teachers' Training in a Partial Fulfillment of the Requirements for the Degree of Strata I (S-I) in Department of English Education

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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF USING STORY MAPPING TECHNIQUE TOWARDS STUDENTS’ READING ABILITY OF NARRATIVE TEXT” (A Quasi-experimental Study at the Tenth Grade of SMA N 4 Tangerang Selatan), written by Qisti Prawulandari, 109014000008 was examined by the Committee on January 8th 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S-1) in the Department of English Education.

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ABSTRACT

Qisti Prawulandari. 109014000008. The Effectiveness of Using Story Mapping Technique towards Students’ Reading Ability of Narrative Text (A Quasi-Experimental Study at Tenth Grade Students of SMA N 4 Tangerang Selatan).

Keywords: Story Mapping Technique, Students’ Reading Ability, Narrative Text

The objective of the study is to find out the effectiveness of using story mapping technique on students’ reading ability of narrative text. This study used quantitative method with quasi-experimental as the design. This design used two-group-pretest-and-posttest. It means that there are an experimental class and a controlled class which were given pretest and posttest. The sample of this research was 70 the tenth grade students of SMA N 4 Tangerang Selatan of the 2013/2014 academic year. The technique used in data collection was tests, which were 20 items of multiple choice reading tests to measure the understanding of students towards narrative text. The data were analyzed by using t-test formula. Based on the result of statistical calculation, it was obtained the value of t observation (t_o) is 2.35, the degree of freedom (df) is 70 (obtained from N_x + N_y − 2 = 36 + 36 − 2 = 70), and the value of significant is 5% (0.05). In the table of significance, it can be seen that on the degree of freedom (df) 70 and the value of significance 0.05 (5%), the value of degree significance is 2.00. It indicated that t_o > t_t (2.35 > 2.00). Therefore, from the data, it can be inferred that the value of t_o was higher than t_t. In short, the null hypothesis (Ho) which stated that “there is no significant difference between the students’ achievement in learning narrative text by using story mapping technique and without using story mapping technique at tenth grade of SMAN 4 Tangerang Selatan”, is rejected. Finally, it can be concluded that the using of story mapping technique in learning narrative text at the tenth grade students of SMA N 4 Tangerang Selatan is effective.
ABSTRAK

Qisti Prawulandari. 109014000008. The Effectiveness of Using Story Mapping Technique towards Students’ Reading Ability of Narrative Text (A Quasi-Experimental Study at Tenth Grade Students of SMA N 4 Tangerang Selatan).

Kata Kunci: Teknik Story-Mapping, Kemampuan Membaca Siswa, Teks Naratif

Penelitian ini bertujuan untuk menemukan efektifitas penggunaan teknik story mapping terhadap kemampuan membaca siswa tentang naratif teks. Metode penelitian yang digunakan adalah metode kualitatif dengan quasi-eksperimen sebagai disainnya. Terdapat dua kelompok sampel dalam penelitian ini, yakni kelas eksperimen dan kelas control. Kedua kelas sampel tersebut sama-sama diberikan pre-test dan post-test. Penelitian dilakukan pada 70 siswa kelas X (sepuluh) SMA N 4 Tangerang Selatan di semester satu tahun ajaran 2013/2014. Teknik pengumpulan data yang digunakan dalam penelitian ini berupa 20 item tes pilihan ganda. Tes ini digunakan untuk mengukur kemampuan siswa tentang teks naratif. Untuk menganalisa data, digunakan rumus t-test. Berdasarkan hasil perhitungan statistic, di dapatkan bahwa $t_{observation}$ (t) sebesar 2.35, the degree of freedom (df) adalah 70 (didapat dari $N_x + N_y - 2 = 36 + 36 - 2 = 70$), dan taraf signifikansinya sebesar 5% (0.05). Pada tabel nilai “t”, daap t dilihat bahwa, jika degree of freedom (df) 70 dengan taraf signifikansi sebesar 0.05 (5%), maka nilainya adalah 2.00. Angka tersebut menunjukkan bahwa $t_o > t_t$ (2.35 > 2.00). Dari data tersebut dapat disimpulkan bahwa nilai $t_o$ lebih besar disbanding nilai $t_t$. Artinya, null hypothesis (Ho) yang menyatakan bahwa “tidak terdapat perbedaan yang signifikan antara prestasi siswa yang belajar dengan menggunakan teknik story mapping dan prestasi siswa yang belajar tanpa menggunakan teknik story mapping di kelas X (sepuluh) SMA N 4 Tangerang Selatan”, ditolak. Dengan demikian, dapat disimpulkan bahwa penggunaan teknik story mapping dalam pembelajaran narrative teks di kelas X (sepuluh) SMA N 4 Tangerang Selatan adalah efektif.
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In the name of Allah, The Beneficent, The Merciful.

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Tangerang Selatan, December 11th 2013

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

In Indonesia, English has become an obligatory subject since junior high school up to university. Through learning English, students are expected to be able to communicate in both written and oral form with another people in different cultures. In learning a language itself, there are some aspects of skills which have to be improved by students, namely speaking, listening, writing, and reading. These four skills are also divided into two categories: productive and receptive skills. Speaking and writing involve language production, so they are regarded as productive skills. Listening and reading, on the other hand, involve receiving messages, so they are regarded as receptive skills.¹

Among those aspects, reading is considered as the main objective of learning English as a foreign language in Indonesia. By reading, students can improve their vocabularies, add information, enrich their knowledge, etc. However, teaching and learning reading of English in many Indonesian schools still find some problems. Those problems are related to media, material, teacher, student, and technique applied in classroom.

First of all, the problem of teaching and learning reading English is media at school. The media here refers to the facilities and sources which are available in school such as in-focus, tape, computer/laptop, internet, especially English books. There are many schools still focusing on the English printed books and/or student’s worksheets which are recommended by the publishers. However, schools can also supply another English book as sources for reading such as English newspapers, English novels, English magazines, English articles, English textbooks, etc. By reading books written in English, students can not only add

their information and knowledge, but also they can improve their vocabularies and understand the structure more.

The next problem of teaching and learning reading English is material. Material is considered as one of the problems because many students complain that there are too many materials that have to be understood. They also have to understand all kinds of English text. According to Standard of Competency (SK) and Basic Competence (KD) in the curriculum KTSP 2006, some of those texts are descriptive, recount, procedure, and narrative.\(^2\) They are not able to master all of the text types thoroughly, and even, they often get confused and find difficulties to distinguish those text types.

Besides, the problem is related to student itself. Many students are lack of motivation, not only in learning English, but also in reading itself. They also do not feel really enjoy and interested in those activities. These factors affect their achievement and ability of English which is automatically lower. This case is similar with the result of the writer’s unstructured interview with the English teacher at SMA N 4 Tangerang Selatan on September 13\(^{th}\) 2013. The writer found some problems, such as: First, students are lazy to find out the meaning of certain words in dictionary when they do not know the vocabularies. Second, students actually know the meaning of some single words, but they cannot understand the longer reading text included stories. Third, they just pronounce and recognize the words without getting the message of what they have read.

In addition, some teachers often make students lazy in reading English. Teachers ask their students to translate the texts and even every single word whereas it is ineffective strategy to make students understand the text. As the result, students often become bored and cannot enjoy reading the text itself when teaching and learning process in the classroom. This case affects students’ motivation and achievement which is proved by their previous test scores such as daily tests, middle term test, etc. On the other hands, to solve those problems,

teachers can use the proper method or techniques because teachers as the facilitator that lead the classroom activity.

Therefore, the writer proposes one of useful techniques to solve the problems and to improve student’s reading ability of narrative text more easily by using story mapping technique. In teaching narrative text by using story mapping, the teacher asks students to read the text first then make a conclusion by drawing graphic and filling it with anything that related to the story. It can improve their ability in reading that narrative text.

Regarding to the explanation above, the writer decides to conduct the research on “The Effectiveness of Story Mapping Technique on Students’ Reading Ability of Narrative Text” (A Quasi-Experimental Study at Tenth Grade Students of SMA N 4 Tangerang Selatan).

B. Identification of Problem

Based on the background of study above, the writer identifies some problems as follows:
1. Media used at school are still unavailable enough.
2. There are several types of texts in reading materials that should be learned by students, so that students get confused.
3. Students are lack of motivation in reading longer texts such as stories.
4. Teacher uses inappropriate techniques which make students cannot enjoy and understand the content of texts.

C. Limitation of Problem

Based on the problems identified above, the problem of this study is limited on the effectiveness of an appropriate technique. In this case, the writer focuses on the effectiveness of Story Mapping technique on students’ reading ability of narrative text at SMAN 4 Tangerang Selatan.
D. Formulation of Problem

After considering the limitation of the problem above, the problem of this research is formulated as follow:

“Is it effective to use story mapping technique in teaching reading of narrative text at SMAN 4 Tangerang Selatan?”

E. Objective of Study

The objective of the study is to find out the effectiveness of using story mapping technique towards students’ reading ability of narrative text.

F. Significance of Study

The results of this study are expected to help English teachers using appropriate method in teaching narrative text so the understanding of the students will be improved.

Besides, this research can be used as a tool to make a comparison of similar research particularly to compare some methods which are used to improve students’ understanding of English texts especially narrative text.

In addition, this research is regarded as a field for the writer to widen her knowledge about teaching reading strategy, specifically knowledge about story mapping method in teaching narrative text.
CHAPTER II
LITERATURE REVIEW

A. Theory of Reading

1. Definition of Reading

Reading is useful for language acquisition. In contrast, many people sometimes may be to read and pronounce the words correctly but they do not understand what the text is about. As what Flynn and Stainthrop state on their book, accessing meaning is the rationale for reading. Reading results from an ability to decode the print and to comprehend the language that is thus unlocked. It means that reading is not simply done by pronouncing the words, but it also involves the transmissions process of ideas from the authors’ mind to the readers’.

In addition, as one of the basic communicative skills, reading is assumed as a passive skill because all the work has been done by the writers at the time they produces a text, and the reader has only to open their minds and let the meaning come in. On the contrary, that assumption is rejected by the fact that meaning is not lying in the text waiting to be passively extracted, and the reader is actively involved by attempted various efforts and following certain processes to get the meaning out of the text.

Besides, reading is also an interaction between the reader and the author where the prior knowledge such as knowledge of content, structure, and vocabulary enables the reader to make meaning from the text. According to this view, both reader and writer depend on one another. The reader assumes that the writer has a message that needs to be understood while the writer makes similar assumption where the reader is willing to make some efforts to get at the meaning.

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3 Harvey Daniels and Marilyn Bizar, Teaching the Best Practice, (Portland: Stenhouse Publisher, 2005), p. 38.
If either lets the other down, communication fails. That is why reading is regarded as an interactive process.

2. **Kinds of Reading**

**a. Intensive Reading**

In intensive reading, as the term indicates, each vocabulary and structural item is explained and made as fact of the students’ active language, pronunciation, and intonation are stressed, and each concept allusion is clarified. Besides intensive reading is used to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming.

Absolutely we need to make distinction between extensive reading and intensive reading. The term intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Here, the student looks at extract from magazines, poems, internet, websites, novels, newspapers, plays and a wide range of other text genres.

Intensive reading is usually accompanied by study activities. The teacher may ask students to work out what kind of text they are reading. Look for details of meaning, look at particular uses of grammar and vocabulary and then use the information in the text to move on to other learning activities and the teacher also encourage them to reflect on different reading skill.

**b. Extensive Reading**

Extensive reading should involve reading for pleasure what Richard Day calls *joyful reading*, the reader deals with longer texts as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning. Example: reading newspaper article, short story or novel.

According to Jeremy Harmer that one of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand.

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This is enhanced if students have a chance to choose what they want to read, if the students are struggling to understand every word, the students can hardly be reading for pleasure. It is the main goal of this activity. This means that English teachers need to provide books which either by chance or because they have been especially written, are readily accessible to the students.\textsuperscript{5}

3. Models of Reading

There are three complementary ways in processing a text.\textsuperscript{6} Those ways are as follows:

a. Bottom-Up Models

These models assume that reading involves the way the reader builds up a meaning from the text by creating a piece by piece mental translation. Recognizing letters and words and working out sentence structures are conducted in a linear fashion. In this case, the reader must scrutinize the vocabulary and syntax to meet the same point of view as the writer intended.

b. Top-Down Models

Top-Down Models state that reading depends on the readers’ expectations which is conducted to draw inferences and to interpret assumptions. The readers have their own set of goals while reading a text. They direct their eyes to the most likely place where the useful information can be found. Furthermore, the reader may try to see the overall purpose of the text or get a rough idea of the pattern of the writer’s argument.

c. Interactive Models

These models take useful ideas from a bottom-up perspective and combine them with the key ideas from top-down views. Practically, a reader shifts from one focus to another, adopting top-down models to predict the probable meaning, than moving to the bottom-up approach to check whether that is really what the writer says.

\textsuperscript{5} Jeremy Harmer, \textit{The Practice of English Language Teaching}, op.cit., p. 283.
4. **Techniques of Reading**

An appropriate technique helps readers or students to get comprehension or to improve their ability of reading. According to Ronald Mackay there are two techniques in reading those are scanning and skimming. For further explanation as follows: 7

1. **Scanning**

Scanning is that the reader pushing himself through a selection at an initially uncomfortable rate, but the search is more focused since the information needed is very specific usually date, a number, or a place.

2. **Skimming**

Skimming is more complex than scanning; skimming is a quick reading for the general drift of a passage. It is an activity which is appropriate when there is no time to read something carefully or when trying to decide if careful reading is merited. It is also a great way to review material that the reader read before.

The technique in reading including scanning and skimming is aimed to comprehend the printed material as the reader read. However many teachers get misunderstanding about comprehension itself, they usually ask the students about their comprehension by using conventional multiple choices, true false, or fill in the blank items on objective test.8

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5. **Purpose of Reading**

Purpose refers to readers’ aim or intention in reading certain text. When dealing with reading, the reader seems to address the different purposes. According to Grabe, there are six major purposes of reading.⁹

a. **Reading to search for information**

When the readers want to search for some specific information, they engage in two skills: Skimming and Scanning. Skimming is used to determine what a text is about or to read more difficult text under intense time pressure. Besides, they use scanning in order to identify a specific graph form of the text.

b. **Reading for quick understanding**

The readers often read to a text because they want to learn something from the text without considering too many details. Skimming can be used to entail the reader’s ability to select the main points rapidly.

c. **Reading to learn**

In academic and professional settings, sometimes the readers read to learn something from the text. It occurs when the information in a text is identified as important which will be used for some task given by the teacher at the specific course.

d. **Reading to integrate information**

This purpose is carried out when the readers are required to insert the information from multiple texts or bring together information taken from different chapters of a textbook.

e. **Reading to evaluate, critique, and use information**

Reading to evaluate, critique, and use information indicates the higher demand of interaction of reading process. Sometimes, the readers are required to evaluate and criticize the information of a text whether the parts of the text are important, more or less persuasive, or most controversial.

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f. Reading for General Comprehension

Since someone reads to get the comprehension of the text, this purpose becomes takes place when we read an interesting novel, newspaper, or magazine.

Students read a text learn to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person’s motivation for reading. It will also affect the way a book is read. Jeremy Harmer said in his book that many students want to be able to read texts in English either for their career and their pleasure.  

The essential purpose of reading generally is to get new information or pleasure. Reading for information is reading that we do not stop to analyze the grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand the meaning of passage.

Reading for information may range from the scanning of documents and the reading of letters to in depth understanding of articles of books. Whether we are reading for pleasure or information, the nature of the reading depends on what the readers want from the text.

6. Principles of Reading

There are six basic principles in teaching reading based on Harmer’s book, as follows:

a. Encourage students to read as often and as much as possible

The more students read, the better they get. Everything the English teachers 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.

b. 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, the teachers try to help them get as much pleasure from it as possible. But during lesson, the teachers will do our

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10 Jeremy Harmer, How to Teach English, op.cit., p. 99.
best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

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

It is important for students to study reading texts in class in order to find out such things as the way they 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, the teachers must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic.

d. Prediction is a major factor in reading

When the students are choosing what to read for pleasure, the teachers should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book.

e. Match the task to the topic when using intensive reading texts.

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

f. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using range activities to bring the text to life.

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7. Problems of Reading

There are many problems faced by a reader as reading. According to Paula Fleming, there are some typical causes which then arise toward students’ difficulty in reading such as:

a. Limited intelligence
b. Overemphasis on word recognition
c. Overemphasis on oral reading
d. Insufficient background for reading selections
e. Failure to adjust reading techniques to reading purpose
f. Lack of appropriate teacher guidance

The six problems above would be explained further concerning the causes and how to overcome those shortcomings in order a reader is able to comprehend kinds of reading selections.

In the first problem area, it is known that a fairly close relationship exists between intelligence and the ability to read. Since general intelligence is the most important factor in readiness for reading, it is obvious that intelligence tests are useful for appraising certain phases of readiness to read.

When we illustrate that correlation, it can be understood that there is a substantial correlation between intelligence and reading ability. It is true that a child who is intelligent enough to go to school is intelligent enough to learn to read simple materials. Nevertheless, a child’s ability to comprehend in reading is limited by the conceptual load that his mental ability enables him to carry. Thus, as a teacher, we should never underestimate a student’s mental development, but we should adjust the task to his capabilities to grow his power toward reading.

Next, the second problem area is word recognition. Students may get difficulty in recognizing the word as they read. It is caused by the differences in syntactical patterns of the students’ native language and the target language. In

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order students are able to understand the text, they have to know the words meaning based on the context of the sentence. However, students usually look up the dictionary to find out the words meaning. It will make them confuse if the meaning is not appropriate with a sentence. That is why the teacher may explain to introduce new words through illustrating toward familiar words which students have known first.

The third problem is oral reading, if not done well, it can have an undesirable effect on comprehension. The reader is able to become so conscious of his audience that he will fail to understand what he is reading. This is strengthened by an assumption that “the general aim for a reading development program is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding.”\(^{15}\) In short, reading orally of a selection is particularly difficult for the reader to increase his understanding, since he not only sees but also hears what he reads. Thus, overemphasis on oral reading may also make a reader so self-conscious while reading to others that his concentration may be on how, rather than on what, he is reading.

In the fourth problem area is related to insufficient background for reading a selection. It means that lack of experience background may cause poor comprehension of what is being read. “It may seem self-evident that, if readers do not know the language of the text, then they will have great difficulty in processing the text; indeed in studies of first language reading the language knowledge of the reader is often taken for granted.”\(^{16}\) Considering the experience background is then what we call ‘schema theory’. In preparing for reading, students mentally access their schemata on the incoming reading topic and consider what they already know. Of course, some students come to the class already knowing quite a bit about the topic; perhaps they remember it from an earlier grade, or they watched educational television shows about it, or they

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\(^{16}\) J. Charles Alderson, op.cit., p. 34.
recently read something about it. Typically, The students who gain sufficient knowledge about many reading selections, then, they are able to connect the information they have with the incoming text, so it would be helpful to construct their comprehension in reading.

The next problem is failure to adjust reading techniques to reading purpose and type of reading material. Appropriate techniques should be taught for the reading of specific types of material whenever new material is assigned. These techniques help them to get better understanding or comprehension of the passage. As discussed before, there are two techniques of reading, namely scanning and skimming.

The last problem regarding ability in reading is lack of appropriate teacher guidance. Normally students should learn to approach a reading assignment in the content fields with clearly conceived purpose. They must know what they are looking and why. Such purposes may arise out of previous class discussions, demonstrations, or experiments. In this sense, Penny Ur stated that:

Sometimes no actual task is necessary, if the passage is easy and motivating to read: the learner reads, as in his or her own mother tongue, for enjoyment or information. But a task is useful for two reasons: first, it may provide the learners with a purpose in reading and make the whole activity more interesting and effective; second, we need to know how well our learners are reading, and we can get this information conveniently through looking at the results of comprehension tasks.\(^{17}\)

Besides, other assumption about the problems of reading that faced by the reader is stated by Tony Buzan. Those problems are sub-vocalization, finger pointing, regression and back skipping. For further explanation as follow:\(^{18}\)

1. **Sub-Vocalization**

   The common problem that usually occurred is sub-vocalization. When the reader read the text, they often say the words murmured. It caused by they way in which the reader is taught to read, usually they use phonic method or look say method.

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2. **Finger Pointing**

   Finger pointing has only traditionally been considered a problem because of the misconception that it slows the reader down as reading. However, the finger pointing is considered an excellent method of maintaining concentration and focus. And the only disadvantage is that the physical size of the finger and hand block the view.

3. **Regression and Back Skipping**

   Regression and back skipping are similar but distinct. Regression is a conscious returning to words, phrases or paragraph the reader feel and have missed or misunderstand. Many readers feel they must return to them to understand the material.

   On the other part, back skipping is a kind of visual tic, an unconscious skipping back to words or phrases that have just been read. The readers are almost never aware that they are back skipping.

   In conclusion, those problems area may no longer are seen as the main problems so that the readers have made them out to be because those problems give significant affects in reading ability and reading rate. In addition, one of the most crucial problems that influence reading ability is poor vocabulary. Based on the writer’s observation, there were many students got hard to understand the text, especially the longer text, because they do not know the meaning of the certain word and even, they are lazy to find out the meaning in dictionary. When they find the difficult words in the text they stop and think about them, it can slow their reading rate. To solve this problem the reader should exercise themselves to read a lot, the more they read the more vocabulary will develop.

**B. Narrative Text**

1. **Definition of Narrative Text**

   There are several types of text, included narrative text. Before talking about the definition of narrative text, it is necessary to know the definition of text itself. According to Beaugrande and Dressler, text is a communicative event that
must satisfy several conditions. For example, a traffic sign, a newspaper article and a novel are all texts that correspond to the differing rules of particular genres of text. All the genres mentioned before have particular linguistic features, fulfill particular functions and are bound to specific production and reception situations.¹⁹

After knowing the definition of text, there are some definitions of narrative text that will be discussed in this paper. Chatman and Attebery stated that “narrative is the telling of a story or communication of a chain of events, fictive or real. Aspects of narrative include how the story is told, the context in which it is presented, and the construction of the story.”²⁰

In other words, narrative text is a text which communicates the readers about a number of sequences of a story, either fiction or non-fiction texts that have each own structure. Narrative text is one of the texts that should be learnt by High School students. It is regarded as the most interesting text among the others by some students. Phelps-Gunn said that “The least difficult is narration. Narration involves a simple time ordering of events into an organized plot or pattern.”²¹

Another definition about narrative text is stated by Anderson as follows:
A narrative is a text that tells a story to entertain the audience. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in the story it is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person.²²

According to McMahan and Day, a narrative is a story told from beginning to end.²³

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There are many genres of narrative, such as imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

From the definitions above, it can be defined that narrative text is a text that has a purpose to entertain the readers. A narrative text consists of a number of characters, events, and time sequences.

2. Language Features of Narrative Text

Each text type has each characteristic included its language features. By knowing and understanding the language features, it is expected to help students learn easier. In narrative text itself, there are some language features that usually found as follow:

a. Specific characters
b. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense
c. Verbs to show the actions that occur in the story
d. Relational verbs to describe the characters and settings
e. Connectives or conjunctions to sequence the story
f. Descriptive words to portray the characters and settings

In another source, language features of narrative text are as the following:

a. Using noun phrase (e.g. *a beautiful princess, a cruel witch, a huge temple*)
b. Using adverbial of time and phrase (e.g. *last year, two days ago, in the castle, or in a jungle*)
c. Using Simple Past Tense (e.g. “A mouse was having a very bad time”)
d. Using action verbs (e.g. *walked, slept, ran*)
e. Using adjective phrases (*long black hair, bad time, and small hole*)

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26 http://www.bermacam.info/2012/04/22/contoh-narrative-text.html
3. Generic Structure of Narrative Text

In narrative text, there are some elements that are provided to guide the readers read the narrative text.

a. Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. It can also be called as introductory part of a story. So the reader can figure out what will happen next and who are involved in it.

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part the story begins. This is the part where the characters totally play their role.

c. Sequence of Events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator’s point of view.

d. Resolution

This is the part that can be found in the end of the story. In this part of the narrative where the complication is sorted out or the problem is solved.

In some narrative texts, some narrator includes the part which is called by ‘coda’ if there is a moral or message to be learned from the story. That is only the optional part of a story.

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27 Mark and Kathy Anderson, Text Types in English 2, op.cit., p. 12.
28 Mark and Kathy Anderson, ibid., p. 12.
29 Mark and Kathy Anderson, ibid., p. 12.
C. Story Mapping

1. Definition of Story Mapping

Generally, Idol-Maestas and Croll demonstrated this using a reader-directed story map study guide procedure structured to call readers’ attention to the elements of story grammar (e.g., setting, problem, goal, action) during reading. One of ways to make the students understand the text easily is by using story mapping.

Before knowing deeply about story mapping technique, it is better to know first the origin of this technique. Pamela J. Farris stated as follow:

“
The origin of story maps lies within story grammar research. The term story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying a story, so to speak. These psychological models of comprehension and memory are used by both adults and children to encode and store information in their long-term memories.

Related to the definition stated above, story map is a graphic or semantic visual representation of a story. This map illustrates way to provide an overview of a story. It includes brief information about characters, setting, problem, goal, events and resolution.

Based on Hare,V., and Bingham,A., story mapping is a technique used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events.

Story mapping can also be referred as word mapping or idea mapping. They are strategies which designed to show how the concept or key words of a story are related one another. The result is shown through graphic representation.

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32 Pamela J. Farris, et. al., ibid., p. 345.
2. **Purposes of Story Mapping**

   Story mapping has some purposes as follow:
   
a. Allows readers to create mental images from words in the text
b. Enhances meaning with mental imagery
c. Links past experience to the words and ideas in the text
d. Enables readers to place themselves in the story
e. Strengthens a reader’s relationship to the text
f. Stimulates the imaginative thinking
g. Heightens engagement with text
h. Brings joy to reading\(^{34}\)

   From the purposes that mentioned above it can be concluded that the use of story mapping are expected to facilitate and help the students getting a good understanding of a story or text.

3. **Technique of Using Story Mapping**

   The general procedure to follow when preparing a basic story map includes the following steps\(^ {35} \):
   
a. Read the story. Write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story.
b. Place the title, theme, or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.
c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story’s plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

\(^{34}\) Pamela J. Farris, et. al., op.cit., p. 512.
\(^{35}\) Pamela J. Farris, et. al., ibid., p. 346.
d. Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the key plot event, adding relevant information from the summary list.

e. Review the final semantic chart or story map for completeness.

Based on the explanation above we can make the graphic of story mapping as below:

![Figure 2.1: Graphic Story Map](image)

4. The Advantages and Disadvantages of Using Story Mapping

Story mapping has some advantages and disadvantages. For its advantages, it could be helpful for students and also for the teacher. Pamela stated in her book, “When created as part of the process of preparing a reading lesson, teachers 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.” In other words, by completing a story map, students can focus on the lesson and teacher can improve the quality of teaching.

Students also get many benefits through story mapping. The following are some advantages for students:

a. Mapping enables students to store information in their personal schema more efficiently.

b. Facilitates the recall of story elements more completely and accurately
c. Students can more easily see how the story pieces mesh.
d. The students’ knowledge continually applies when they predict what might happen next in one story after another.
e. To enhance students’ interpretative abilities by enabling them to visualize story characters, events and setting.
f. To increase students’ comprehension of selection by organizing and sequencing main story events.
g. To develop students’ sense of story which will assist story telling, retelling and writing.
h. To increase students’ awareness that story characters and events are interrelated.\(^\text{36}\)

On the other side, story mapping has also some disadvantages, as follows:
a. It can be used only in certain kinds of text that is narrative text.
b. The maps can be applied to stories, particularly the shorter text.\(^\text{37}\)
c. Teaching narrative text needs a longer time rather than without using story mapping. Indeed, the selection is only used for narrative text because it discusses the literary of story.

5. Teaching Narrative Text by Using Story Mapping

There are some steps of using story mapping to teach narrative text compiled from Farris’ book. They are:\(^\text{38}\)

**Step 1:** Introduce the concept of a story mapping together with what the benefits for students are. Tell them that story mapping would be helpful to develop their reading comprehension of a story.

**Step 2:** Explain the major components of story mapping through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story, then identifying the orientation or significant plot developments. It leads to sequence of action to note characters’ attempts in overcoming problems, then

\(^\text{36}\) Pamela J. Farris, ibid., p. 348.
\(^\text{37}\) Pamela J. Farris, ibid., p. 346.
\(^\text{38}\) Pamela J. Farris, ibid., p. 346.
evoke, to get the solution. A teacher needs to give the interactive instruction for each story component clearly. Build questioning to students before or after reading the story to construct their motivation or check their comprehension. After students read a story, let them fill out section of the story map worksheet.

**Step 3:** Direct them when students commit errors to reread the story using guidance question even modeling to help them come up with an appropriate response.

**Step 4:** Have students read independently. Encourage them to write the answers just using key words while the teacher is still questioning such as ‘who is the main character? what is he like? where does the story take place? etc.’ Then give specific praise to students for appropriately identifying story mapping elements.

**Step 5:** Ask students through selected stories and complete the story map worksheet on theirs after students use the story mapping technique independently. Then, Check students’ responses and conference individually with those students requiring additional guidance and support.

**Step 6:** Give students an evaluation. It is necessary to check their reading comprehension of a story using a printed test to gain working individually.

**D. Relevant Study**

To support this study, the writer searched for the relevant previous studies. First of all, the study was conducted by Halil Eksi which is about “Investigation of the Effectiveness of the Story-Map Method on Reading Comprehension Skills among Students with Mental Retardation”. The purpose of this study was to investigate the effectiveness of the story-map technique on reading comprehension skills among students with mild mental retardation. Mental retardation in Indonesia is known more as disabilities learner. The research group consisted of 14 students with mild mental retardation. The students in the research group were chosen from students who attended to an elementary school and a special education center in Ankara, Turkey and who met the prerequisite skills for the research study. The researcher used “Read-Aloud Test” and “Teacher
Interview Form” to collect the data. In the study a pre-test post-test experimental design with a control group/class was used. The findings showed that the story mapping method positively affected the reading comprehension skills of the students in the experimental group/class.\(^{39}\)

The second relevant study is entitled “Effects of Pre-reading Story Mapping on Elementary Readers’ Comprehension” by Zepaniah T. Davis from California State University, Sacramento. The objective of this study was to find out the evaluation of the effects of a modified story map pre-reading procedure on 60 third-grade students and 60 fifth-grade students’ comprehension of stories. The research focused on five low-ability reader and involved the use of story map. The students were taught to fill in story grammar components on story maps as they read. The writer of this research used analysis of variance (Anova) to analyze the data.

In this research, story map resulted 7% better literal comprehension and 14% better inferential comprehension than DRA (Directed Reading Activity) pre-reading procedure at the third-grade level. It means that an appropriate technique or method can develop students’ attention and ability in learning.\(^{40}\)

The previous studies above have the similarities and differences with the writer’s study. They researched the effectiveness of story mapping in improving students’ reading comprehension, but it was conducted in different place and time with different sample and population. In the previous studies above, the first researcher investigated fourteen mental retardation/disabilities learners in Ankara and the second researcher found out the evaluation of effects of story mapping on younger readers. Meanwhile, the writer will investigate tenth grade students of SMAN 4 Tangerang Selatan.

\(^{39}\) http://www.academia.edu/1321844
E. Conceptual Framework

The research was conducted to find out whether Story Mapping Technique influences students’ reading ability, especially in narrative text. The writer was interested in testing out a technique that influence reading ability because the writer found several students often feel bored, getting a great pressure, and do not understand what they have read when they asked to read a text. Therefore, the writer assumed that it is important to know whether story mapping technique will help students to understand a text, especially narrative text. It is more simple and interesting because students can get the main information (i.e. time, place, characters, etc.) through writing in an imaginative map based on their own imagination. In short, the advantages of story mapping will solve students’ problem in learning English. The writer thought that Story Mapping Technique is helpful in teaching reading of narrative text.

F. Research Hypotheses

Based on the question of the research, the writer formulates two hypotheses that will be tested by t-test statistic hypothesis states:

1. Null Hypothesis (H₀): there is no significant difference between the students’ achievement in learning narrative text by using story mapping technique and without using story mapping technique at tenth grade of SMAN 4 Tangerang Selatan.

2. Alternative Hypothesis (H₁): there is a significant difference between the students’ achievement in learning narrative text by using story mapping technique and without using story mapping technique at tenth grade of SMAN 4 Tangerang Selatan.
A. Place and Time of the Research

1. Place of the Research
   The research was conducted at SMA N 4 Tangerang Selatan on Jl. WR. Supratman Komp. Pertamina Pondok Ranjè – East Ciputat South Tangerang, Banten.

2. Time of the Research
   This study have been made since February 20013 (as proposal) until December 2013 (as thesis). The research in this study was conducted for one and half months long, started from September 26\textsuperscript{th} – November 14\textsuperscript{th} 2013.

B. Method and Design of the Research

   The method of this research is Quantitative. It is often related to the calculation and analysis of the numerical data. Meanwhile, the design of this research is a Quasi-Experimental Study which compares two things. In this research, it compares two classes, experimental class—where story mapping technique was applied in learning of narrative text—and controlled class—where story mapping technique was not applied in learning narrative text.

   In this research, the writer conducted 6 meetings in each class. They consisted of one first-meeting for pre-test, four meetings for treatment, and one last-meeting for post-test.

C. Population and Sample

1. Population
   The population of this study was 360 tenth grade students of SMA N 4 Tangerang Selatan which are class X.2 – X.10.
2. Sample

The technique of determining sample in this study was cluster random sampling technique. Based on the amount of population above, the sample is 20%, namely 72 students. The students are divided into two classes; class X.2 as experimental class and X.5 as controlled class.

D. Instrument

The instrument of this research was test. There are two kinds of test, pre-test and post-test. The valid questions of the test were 20 items of multiple choices. The pre-test was given before the treatment while the post-test was given after the treatment in both experimental and controlled class.

E. Technique of Data Collection

The data of this research was collected by using tests. Those tests are pre-tests and post-tests. The pre-tests were conducted before the treatment given to both classes. In this case, the story mapping technique applied in teaching narrative text in X.2 as the experimental class and non-story mapping technique in class X.5 as the controlled class. However, post-tests were conducted after the treatment applied. The tests were conducted to find out how far the students’ reading ability of narrative text.

F. Technique of Data Analysis

After collecting the data, they have to be analyzed. The technique of data analysis that was used by the writer in this research is statistic analysis with the formula of t-test. It is to test the significance of the mean post-test scores of the experimental class and controlled class. The following is the formula of t-test:\(^1\)

\[
t_o = \frac{M_x - M_y}{SE_{Mx - My}}
\]

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The process of t-test is as follow:

1. Determining mean of variable X (Experimental Class), with formula:
   \[ M_x = \frac{\sum x}{N_x} \]

2. Determining mean of variable Y (Controlled Class), with formula:
   \[ M_y = \frac{\sum y}{N_y} \]

3. Determining standard of deviation of variable X, with formula:
   \[ SD_x = \sqrt{\frac{\sum x^2}{N_x} - \left( \frac{\sum x}{N_x} \right)^2} \]

4. Determining standard of deviation of variable Y, with formula:
   \[ SD_y = \sqrt{\frac{\sum y^2}{N_y} - \left( \frac{\sum y}{N_y} \right)^2} \]

5. Determining standard error of mean variable X, with formula:
   \[ SE_{M_x} = \frac{SD_x}{\sqrt{N_x - 1}} \]

6. Determining standard error of mean of variable Y, with formula:
   \[ SE_{M_y} = \frac{SD_y}{\sqrt{N_y - 1}} \]

7. Determining standard error of different mean of variable X and mean of variable Y, with formula:
   \[ SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \]
\[ M_X = \text{mean of students' posttest score of experimental class} \]
\[ M_Y = \text{mean of students' posttest score of controlled class} \]

\[ \sum fx = \text{sum of students' posttest score of experimental class} \]
\[ \sum fy = \text{sum of students' posttest score of controlled class} \]

\[ N_X = \text{number of students of experimental class} \]
\[ N_Y = \text{number of students of controlled class} \]

\[ SD_X = \text{standard deviation of experimental class} \]
\[ SD_Y = \text{standard deviation of controlled class} \]

\[ SE_{M_X} = \text{standard error of mean of experimental class} \]
\[ SE_{M_Y} = \text{standard error of mean of controlled class} \]

\[ SE_{M_X-M_Y} = \text{standard error of difference between } M_X \text{ and } M_Y \]

\[ t_o = \text{value of hypothesis testing} \]

After all data are calculated, the last procedure is determining df (degree of freedom), with formula:

\[ \text{df} = N_X + N_Y - 2 \]

The value of significant, \( \alpha = 0.05 \) (5%)

### G. Statistical Hypotheses

\( H_0 \) : \( \mu_A \leq \mu_B \)

It means that if \( t_o \leq t \), story mapping technique is not effective to improve student’s reading ability in learning narrative text.

\( H_a \) : \( \mu_A > \mu_B \)

It means that if \( t_o > t \), story mapping technique is effective to improve student’s reading ability in learning narrative text.
CHAPTER IV
RESEARCH FINDING

A. Data Description

The data were collected from the results of students’ scores of pre-test and post-test in both experimental class and controlled class. The followings are the description:

Table 4.1
The Students’ Scores of Experimental Class (X)

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<th>Student</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
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<tbody>
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<td>85</td>
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<td>27</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>28</td>
<td>70</td>
<td>55</td>
<td>-15</td>
</tr>
<tr>
<td>29</td>
<td>25</td>
<td>70</td>
<td>45</td>
</tr>
<tr>
<td>30</td>
<td>90</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>40</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>32</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>34</td>
<td>30</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>35</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>36</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>∑</td>
<td>2070</td>
<td>2620</td>
<td>550</td>
</tr>
<tr>
<td>Mean</td>
<td>57.50</td>
<td>72.78</td>
<td>15.28</td>
</tr>
</tbody>
</table>

As mentioned in the table, it can be clarified that the mean score of pre-test in experimental class was 57.50, while the mean score of post-test was 72.78. In addition, the mean of gained score (post-test – pre-test) was 15.28 (72.78 – 57.50). It means that there was a significant difference between the students’ achievement of pre-test and post-test.
Table 4.2
The Students’ Scores of Controlled Class (Y)

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>65</td>
<td>-5</td>
</tr>
<tr>
<td>6</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>65</td>
<td>50</td>
<td>-15</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>65</td>
<td>-15</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>80</td>
<td>70</td>
<td>-10</td>
</tr>
<tr>
<td>15</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>85</td>
<td>75</td>
<td>-10</td>
</tr>
<tr>
<td>17</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>30</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>26</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>80</td>
<td>55</td>
<td>-25</td>
</tr>
<tr>
<td>29</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>30</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
</tbody>
</table>
Table 4.2 above informs that the mean of pre-test in controlled class was 59.16 and the mean of post-test was 66.80, with the mean of gained score was 7.64. It shows that the students’ score in controlled class was also increase.

However, even though the students’ score of controlled class was also increased, it was not as significant as that of the students’ score of experimental class. It means that the students’ score of experimental class (learning reading narrative text with story mapping technique) was higher than the students’ score in controlled class (learning reading narrative text with story mapping technique).

### B. Data Analysis

Based on the data above, the writer analyzed the score of experimental class and controlled class by integrating the results into the formula as follows:

1. Determining mean of variable X (Experimental Class), with formula:
   \[
   M_x = \frac{\sum fx}{N_x}
   \]
   \[
   = \frac{2620}{36}
   \]
   \[
   = 72.78
   \]

2. Determining mean of variable Y (Controlled Class), with formula:
   \[
   M_y = \frac{\sum fy}{N_y}
   \]
3. Determining standard of deviation of variable X, with formula:

\[
SD_X = \sqrt{\frac{\sum f_x^2}{N_x} - \left(\frac{\sum f_x}{N_x}\right)^2}
\]

\[
= \sqrt{\frac{194300}{36} - \left(\frac{2620}{36}\right)^2}
\]

\[
= \sqrt{5397.22 - 5296.93}
\]

\[
= \sqrt{100.29}
\]

\[
= 10.01
\]

4. Determining standard of deviation of variable Y, with formula:

\[
SD_Y = \sqrt{\frac{\sum f_y^2}{N_y} - \left(\frac{\sum f_y}{N_y}\right)^2}
\]

\[
= \sqrt{\frac{165225}{36} - \left(\frac{2405}{36}\right)^2}
\]

\[
= \sqrt{4589.58 - 4462.24}
\]

\[
= \sqrt{127.34}
\]

\[
= 11.28
\]

5. Determining standard error of mean variable X, with formula:

\[
SE_{M_X} = \frac{SD_X}{\sqrt{N-1}}
\]

\[
= \frac{10.01}{\sqrt{36-1}}
\]

\[
= \frac{10.01}{5.92}
\]

\[
= 1.69
\]

6. Determining standard error of mean of variable Y, with formula:

\[
SE_{M_Y} = \frac{SD_Y}{\sqrt{N-1}}
\]
7. Determining standard error of different mean of variable X and mean of variable Y, with formula:

\[ SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \]

\[ = \sqrt{1.69^2 + 1.91^2} \]

\[ = \sqrt{2.86 + 3.65} \]

\[ = \sqrt{6.51} \]

\[ = 2.55 \]

8. Determining \( t_o \), with formula:

\[ t_o = \frac{M_x - M_y}{SE_{M_x - M_y}} \]

\[ = \frac{72.78 - 66.80}{2.55} \]

\[ = \frac{5.98}{2.55} \]

\[ = 2.35 \]

9. Determining Degree of Freedom, with formula:

\[ df = (N_x + N_y) - 2 \]

\[ = (36 + 36) - 2 \]

\[ = 72 - 2 \]

\[ = 70 \]

10. Determining \( t_t \), with formula:

\[ t_t = t(\alpha, (N_x + N_y) - 2) \]

\[ = t(0.05, 78) \]

\[ = 2.00 \text{ (see the math table of significance)} \]
Based on the calculation of the data above, it can be seen that t observation \((t_0)\) is higher than t table \((t_t)\).

**C. Test of Hypotheses**

To prove the hypothesis, the data obtained from the experimental class and the controlled class was calculated by using t-test formula with the assumptions as follows:

\[ t_0 \geq t_t : \text{the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is a significant difference between the students’ achievement in learning narrative text by using story mapping technique in reading narrative text and without using story mapping technique.} \]

\[ t_0 < t_t : \text{the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means that there is no significant difference between the students’ achievement in learning narrative text by using story mapping technique in reading narrative text and without using story mapping technique.} \]

By comparing the values of \(t_0 = 2.35\) and \(t_t = 2.00\), the data calculated using statistics show that \(t_0\) is higher than \(t_t\). Hence, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means, there is a significant difference between the students’ achievement in learning narrative text by using story mapping technique in reading narrative text and without using story mapping technique.

**D. Data Interpretation**

Based on the description and analysis of the data, it can be informed that the mean of students’ pre-test score in both experimental class and controlled class are under the score 60. Then, after giving the treatment, their score were increased differently. The mean of students’ pre-test score of experimental class is 72.78 and the mean of students’ pre-test score of controlled class is 66.80.
Those results were calculated by using t-test formula. Based on the result of calculation, it is obtained the value of t observation ($t_o$) is 2.35, the degree of freedom (df) is 70 (obtained from $Nx + Ny – 2 = 36 + 36 – 2 = 70$), and the value of significant is 5% (0.05). In the table of significance, it can be seen that on the degree of freedom (df) 70 and the value of significance 0.05 (5%), the value of degree significance is 2.00.

If $t_o$ is compared with $t_t$, the result is $2.35 > 2.00$. Since $t_o$ was higher than $t_t$, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. To sum up, it is proven that story mapping technique in learning narrative text at the tenth grade students of SMA N 4 Tangerang Selatan is effective.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, the results, the data description, and the data analysis, it can be found that the students’ achievement of learning narrative text in class with story mapping technique has a significant increase rather than in class without story mapping technique. That statement is according to the calculation of the data collection by comparing the value of t observation \( t_o = 2.35 \) with t table \( t_t = 2.00 \). It is showed that \( t_o \) is higher than \( t_t \) \( (t_o > t_t) \). To sum up, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, it can be inferred that teaching reading of narrative text by using story mapping technique is effective at SMA N 4 Tangerang Selatan.

B. Suggestions

Based on the research, there are some suggestions as follows:

1. Teachers as facilitators should be creative in setting the media such as entertaining-slide presentation, chart, pictures, etc., to stimulate them to be more active and interested in teaching narrative text by using story mapping.

2. Students should be more confident and creative in doing the tasks given by the teachers, including in making story mapping, either in group or individually.

3. Further researchers who are interested in conducting similar studies should understand the problem deeply for better research.
REFERENCES


Daniels, Harvey and Marilyn Bizar, Teaching the Best Practice, Portland: Stenhouse Publisher, 2005.


Hare, V., & Bingham, A., Teaching Students Main Idea Comprehension, New York: Indian Press, 1984


http://www.academia.edu/1321844

http://www.bermacam.info/2012/04/22/contoh-narrative-text.html
A. Materi Pokok

1. Narrative Text

   Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.

2. A Text of Narrative Entitled “Momotaro”
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Momotaro</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td><em>Once upon a time</em>, there lived in Japan a peasant and his wife. They were sad couple because they had no children. They kept praying to their god pleading to give them a child.</td>
</tr>
<tr>
<td><strong>Complication</strong></td>
<td>While cutting wood by a stream <em>one day</em>, the man saw a large peach floating on the water. He ran to pick it up. His wife was excited because she had never seen such a large peach before. They were about to cut the peach when they heard a voice from inside. The couple was surprised to do anything. The peach then cracked open, and there was a beautiful baby inside. The couple was very happy, of course. They named the baby Momotaro, which meant ‘peach boy’. Momotaro grew up to be clever, courage young man. His parents loved him very much. <em>One day</em>, Momotaro told his parent’s hat he was going to fight the pirates who always attacked their village. These pirates lived on an island a few kilometers away. Momotaro’s mother packed his food, and his father gave him a sword. Having blessed Momotaro, they sent him off on his journey. Sailing on his boat, Momotaro met an eagle going in the same direction. They became good friends; soon, both of them arrived on the island of the pirates.</td>
</tr>
<tr>
<td><strong>Resolution</strong></td>
<td>Momotaro drew out the sacred sword his father had given him and began to fight the pirates. The eagle flew over the thieves’ heads, pecking at their eyes. <em>Finally</em>, the pirates were defeated.</td>
</tr>
<tr>
<td><strong>Re-orientation</strong></td>
<td>Momotaro brought home all the goods that pirates had stolen. His parents were proud of him, and they were overjoyed at his victory and save return.</td>
</tr>
</tbody>
</table>
3. **Generic Structure of Narrative Text**

- (Title)
- Orientation
- Complication
- Resolution
- Re-orientation

4. **Story Mapping**

Story Mapping is a graphic or semantic visual representation of a story. This map illustrates ways to provide an overview of a story. It includes brief information about characters, setting, goal, event and resolution.

---

**B. Metode Pembelajaran/Teknik**

- *Story Mapping Technique*

---

C. Langkah-langkah Kegiatan

1. Pendahuluan
   a. Warming-up dan absensi. (5 menit)

2. Kegiatan Inti
   a. Siswa membaca teks narrative bersama-sama berjudul “Momotaro”. (5 menit)
   b. Siswa mengidentifikasi generic structure teks narrative. (2 menit)
   c. Siswa diberi penjelasan tentang generic structure dan linking verbs teks narrative. (3 menit)
   d. Siswa diperkenalkan dengan story mapping technique. (5 menit)
   e. Siswa bersama-sama dengan guru menentukan characters, setting (time and/or place), main event, dan resolution, kemudian digambarkan dalam bentuk story mapping. (10 menit)
   f. Siswa dibagi menjadi 8 kelompok. (5 menit)
   g. Siswa menjawab pertanyaan tentang teks tersebut berdasarkan story mapping yang telah dibuat bersama. (5 menit)
   h. Siswa dalam kelompoknya diminta membuat satu buah teks narrative, kemudian membuat 5 pertanyaan untuk ditanyakan kepada kelompok lain. (30 menit)
   i. Setiap kelompok mengidentifikasi generic structure, mencari main idea setiap paragraph, dan menjawab pertanyaan berdasarkan teks yang telah dibuat oleh kelompok lain. (15 menit)

3. Penutup
   a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (3 menit)
   b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (2 menit)

D. Sumber/Bahan/Alat
   - Buku bacaan siswa
- Internet
- Laptop & LCD
- White board dan marker
- Kamus

**E. Penilaian**

- Teknik: Tugas kelompok
- Bentuk:
  - Membuat teks *narrative* disertai 3 buah pertanyaan yang sesuai dengan teks yang telah dibuat dalam kelompok.
  - Menentukan main idea, mengidentifikasi generic structure, menjawab pertanyaan dari teks yang telah dibuat kelompok lain.

Mengetahui, Tangerang Selatan, 21 Oktober 2013

Guru Mata Pelajaran Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd Qisti Prawulandari

NIP. NIM. 109014000008
Appendix 2

Rencana Pelaksanaan Pembelajaran
(RPP)

Sekolah : SMA N 4 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.2/1
Tema : Narrative Text
Skill : Membaca
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator

- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Menggambarkan story map dengan baik dan benar.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok

1. Narrative Text

Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.
## A Text of Narrative Entitled “The Princess and the Pea”

<table>
<thead>
<tr>
<th>Title</th>
<th>The Princess and the Pea</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>There once was a prince who wanted to marry a princess, but it had to be a real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princesses, but could never be completely sure that this was true. There was always something about them that did not quite seem right. And so, after a long time, the prince went back home to his parents and was very sad.</td>
</tr>
</tbody>
</table>
| **Complication**       | One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be. A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.  
   “Well, said the old queen. We’ll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattresses on top of the pea, and then twenty mattresses on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.  
   The next morning the queen asked the princess how she had slept.  
   “Oh, it was terrible” answered the princess. I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night.” |
| **Resolution**         | Now, the king, the queen and the prince could be sure that |
this was a real princess she had felt the little pea through twenty mattresses and twenty blankets. Only a real princess will be able to do that.

| Re-orientation | So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today. |

3. Generic Structure of Narrative Text
   - (Title)
   - Orientation
   - Complication
   - Resolution
   - Re-orientation

4. Story Mapping
   Story Mapping is a graphic or semantic visual representation of a story. This map illustrates ways to provide an overview of a story. It includes brief information about characters, setting, goal, event and resolution.¹

B. Metode Pembelajaran/Teknik

- *Story Mapping Technique*

C. Langkah-langkah Kegiatan

1. Pendahuluan
   a. Warming-up dan absensi. (10 menit)

2. Kegiatan Inti
   a. Siswa dibagi menjadi 8 kelompok kecil. (5 menit)
   b. Siswa membaca teks narrative bersama-sama berjudul “The Princess and the Pea”. (5 menit)
   c. Siswa menjawab pertanyaan tentang teks tersebut. (5 menit)
   d. Guru memberikan satu buah teks yang berbeda-beda kepada setiap kelompok. (5 menit)
   e. Siswa dalam kelompoknya membaca teks tersebut, kemudian menggambarkan story mapping nya. (10 menit)
   f. Siswa mendiskusikan main idea dari setiap paragraph dan membuat 5 pertanyaan untuk ditanyakan kepada kelompok lain. (15 menit)
g. Setiap kelompok menjawab pertanyaan yang telah dibuat oleh kelompok lain. (10 menit)

h. Kelompok lain mengoreksi jawaban kelompok temannya. (15 menit)

3. Penutup

a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (5 menit)

b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (5 menit)

D. Sumber/Bahan/Alat

- Buku bacaan siswa
- Internet
- Laptop & LCD
- White board dan marker
- Kamus

E. Penilaian

- Teknik: Tugas kelompok
- Bentuk:
  - Membuat story mapping berdasarkan teks yang diberikan.
  - Menentukan main idea dan membuat pertanyaan berdasarkan teks yang dibaca untuk ditanyakan kepada kelompok lain.
  - Menjawab pertanyaan yang telah dibuat teman kelompok lain.
  - Mengoreksi hasil pekerjaan temannya.

Mengetahui,

Tangerang Selatan, 21 Oktober 2013

Guru Mata Pelajaran

Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd
Qisti Prawulandari
NIP. 109014000008
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Kompetensi Dasar

- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator

- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Menggambarkan story map dengan baik dan benar.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok

1. Narrative Text

Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.
### 2. A Text of Narrative Entitled “Jack and the Beanstalk”

<table>
<thead>
<tr>
<th>Title</th>
<th>Jack and the Beanstalk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td><em>Once upon a time</em> there was a boy called Jack. He lived with his mother. They were poor. All they had was a cow.</td>
</tr>
<tr>
<td><strong>Complication</strong></td>
<td>One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack’s mother saw the beans, she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. “Fee, Fi, Fo, Fum!” Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. “Lay!” said the giant. The hen laid an egg; it was made of gold. “Sing!” said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, “Help, master!” The giant woke up and shouted, “Fee, Fi, Fo, Fum!”</td>
</tr>
<tr>
<td><strong>Resolution</strong></td>
<td>Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, “Mother, help!” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.</td>
</tr>
<tr>
<td><strong>Re-orientation</strong></td>
<td>With the golden eggs and the magic harp, Jack and his mother happily ever after.</td>
</tr>
</tbody>
</table>
3. Generic Structure of Narrative Text

- (Title)
- Orientation
- Complication
- Resolution
- Re-orientation

4. Story Mapping

Story Mapping is a graphic or semantic visual representation of a story. This map illustrates ways to provide an overview of a story. It includes brief information about characters, setting, goal, event and resolution.¹

---

B. Metode Pembelajaran/Teknik
   - Story Mapping Technique

C. Langkah-langkah Kegiatan
   1. Pendahuluan
      a. Warming-up dan absensi. (10 menit)

   2. Kegiatan Inti
      a. Siswa dijelaskan kembali tentang story mapping (10 menit)
      b. Siswa membaca teks narrative (audio-visual) bersama-sama berjudul “Jack and the Beanstalk”. (5 menit)
      c. Siswa mengidentifikasi generic structure teks narrative. (5 menit)
      d. Siswa secara individu menentukan characters, setting (time and/or place), main event, dan resolution, kemudian digambarkan dalam bentuk story mapping. (15 menit)
      e. Siswa menjawab pertanyaan yang diberikan oleh guru tentang teks tersebut berdasarkan story mapping yang telah dibuat masing-masing siswa. (10 menit)
      f. Siswa secara berpasangan membaca satu buah teks narrative lagi yang lebih rumit, kemudian dalam kelompoknya siswa membuat story mapping dan menjawab pertanyaan teks tersebut. (30 menit)

   3. Penutup
      a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (3 menit)
      b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (2 menit)

D. Sumber/Bahan/Alat
   - Buku bacaan siswa
   - Internet
   - Laptop & LCD
- **White board dan marker**
- Kamus

### E. Penilaian

- **Teknik:** Tugas kelompok
- **Bentuk:**
  - Membuat story mapping sebuah teks narrative, kemudian menjawab pertanyaan berdasarkan teks tersebut.

Mengetahui, 
Tangerang Selatan, 21 Oktober 2013 
Guru Mata Pelajaran 
Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd 
Qisti Prawulandari

NIP. 
NIM. 109014000008
Appendix 4

Rencana Pelaksanaan Pembelajaran
(RPP)

Sekolah : SMA N 4 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.2/1
Tema : Narrative Text
Skill : Membaca
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator

- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Menggambarkan story map dengan baik dan benar.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok

1. Narrative Text

Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.
2. A Text of Narrative Entitled “Jack and the Beanstalk”

<table>
<thead>
<tr>
<th>Title</th>
<th>The Necessity of Salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Once upon a time there was a king who had three daughters. Because they were good and beautiful, he loved them all sincerely. He did not know which one he should appoint as queen.</td>
</tr>
</tbody>
</table>
| Complication   | As his birthday approached he summoned his daughters and said to them, “amay dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence.”  

The old king’s birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a
roast or something even more elegant.

The king heard of the cook’s reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus un the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king’s favorite dish arrived. Quickly taking a spoon he tasted it. “This has not been salted!” he cried out angrily. “Have the cook brought before me!”

Resolution

They quickly ran for the cook, who entered the hall undaunted.

“Why did you forget to salt my favorite dish, you careless girl?” snapped the king at her. The cook answered, “You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

Re-orientation

The king lived happily with his children for many years thereafter.

3. Generic Structure of Narrative Text

- (Title)
- Orientation
- Complication
- Resolution
- Re-orientation
4. **Story Mapping**

Story Mapping is a graphic or semantic visual representation of a story. This map illustrates ways to provide an overview of a story. It includes brief information about characters, setting, goal, event and resolution.¹

---

B. **Metode Pembelajaran/Teknik**

- *Story Mapping Technique*

C. **Langkah-langkah Kegiatan**

1. **Pendahuluan**
   
   a. Warming-up dan absensi. (10 menit)

---

2. **Kegiatan Inti**
   a. Siswa dibagi menjadi 8 kelompok kecil (5 menit)
   b. Siswa mencari sumber narrative text di internet (10 menit)
   c. Siswa membaca teks narrative yang sudah dicari di internet berjudul. (5 menit)
   d. Siswa mengidentifikasi generic structure teks narrative. (5 menit)
   e. Siswa menentukan characters, setting (time and/or place), main event, dan resolution, dalam bentuk story mapping yang digambarkan di atas karton. (15 menit)
   f. Siswa membuat pertanyaan berdasarkan story mapping yang telah dibuat. (10 menit)
   g. Siswa mempresentaikan story mapping yang telah dibuat dan mengajukan pertanyaan kepada kelompok lain, kemudian kelompok lain menjawab pertanyaan tersebut. (20 menit)

3. **Penutup**
   a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (5 menit)
   b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (5 menit)

D. **Sumber/Bahan/Alat**
   - Buku bacaan siswa
   - Internet
   - Laptop & LCD
   - White board dan marker
   - Kamus

E. **Penilaian**
   - Teknik: Tugas kelompok
   - Bentuk:
     - Mencari satu buah teks narrative dari internet, kemudian baca dan tentukan generic structure nya.
- Menggambarkan story map berdasarkan teks narrative yang telah dicari, kemudian membuat pertanyaan berdasarkan teks tersebut.
- Mempresentasikan story mapping dan menjawab pertanyaan kelompok lain.

Mengetahui,

Tangerang Selatan, 21 Oktober 2013

Guru Mata Pelajaran

Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd

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NIP. 109014000008
Appendix 5

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMA N 4 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.2/1
Tema : Narrative Text
Skill : Membaca
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator

- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok

1. Narrative Text

Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.

2. A Text of Descriptive Entitled “Momotaro”
Once upon a time, there lived in Japan a peasant and his wife. They were sad couple because they had no children. They kept praying to their god pleading to give them a child.

While cutting wood by a stream one day, the man saw a large peach floating on the water. He ran to pick it up. His wife was excited because she had never seen such a large peach before. They were about to cut the peach when they heard a voice from inside.

The couple was surprised to do anything. The peach then cracked open, and there was a beautiful baby inside. The couple was very happy, of course. They named the baby Momotaro, which meant ‘peach boy’.

Momotaro grew up to be clever, courage young man. His parents loved him very much.

One day, Momotaro told his parent’s that he was going to fight the pirates who always attacked their village. These pirates lived on an island a few kilometers away. Momotaro’s mother packed his food, and his father gave him a sword. Having blessed Momotaro, they sent him off on his journey.

Sailing on his boat, Momotaro met an eagle going in the same direction. They became good friends; soon, both of them arrived on the island of the pirates.

Momotaro drew out the sacred sword his father had given him and began to fight the pirates. The eagle flew over the thieves’ heads, pecking at their eyes. Finally, the pirates were defeated.

Momotaro brought home all the goods that pirates had stolen. His parents were proud of him, and they were overjoyed at his victory and save return.
3. Generic Structure of Narrative Text
   - (Title)
   - Orientation
   - Complication
   - Resolution
   - Re-orientation

B. Metode Pembelajaran/Teknik
   - *Non-Story Mapping Technique*

C. Langkah-langkah Kegiatan

1. Pendahuluan
   a. Warming-up dan absensi. (10 menit)

2. Kegiatan Inti
   a. Siswa membaca teks narrative berjudul “Momotaro”. (5 menit)
   b. Siswa bersama-sama menjawab pertanyaan tentang teks tersebut. (5 menit)
   c. Siswa diberi penjelasan tentang generic structure teks *narrative*. (7 menit)
   d. Siswa mengidentifikasi *generic structure* dan *linking verb* teks *narrative*. (3 menit)
   e. Siswa dibagi menjadi 8 kelompok. (5 menit)
   f. Siswa dalam kelompoknya diminta membuat satu buah teks narrative, kemudian membuat 5 pertanyaan untuk ditanyakan kepada kelompok lain. (30 menit)
   g. Setiap kelompok mengidentifikasi generic structure, mencari main idea setiap paragraph, dan menjawab pertanyaan berdasarkan teks yang telah dibuat oleh kelompok lain. (20 menit)

3. Penutup
   a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (3 menit)
b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (2 menit)

D. Sumber/Bahan/Alat

- Buku bacaan siswa
- Internet
- Laptop & LCD
- White board dan marker
- Kamus

E. Penilaian

- Teknik: Tugas kelompok
- Bentuk:
  - Membuat teks narrative disertai 3 buah pertanyaan yang sesuai dengan teks yang telah dibuat dalam kelompok.
  - Menentukan main idea, mengidentifikasi generic structure, menjawab pertanyaan dari teks yang telah dibuat kelompok lain.

Mengetahui, Tangerang Selatan, 21 Oktober 2013
Guru Mata Pelajaran Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd Qisti Prawulandari
NIP. 109014000008 NIM. 109014000008
Rencana Pelaksanaan Pembelajaran
(RPP)

Sekolah : SMA N 4 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.5/1
Tema : Narrative Text
Skill : Membaca
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi
- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari

Kompetensi Dasar
- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator
- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok
1. Narrative Text
   Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.

2. A Text of Narrative Entitled “The Princess and the Pea”
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>The Princess and the Pea</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.</td>
</tr>
<tr>
<td><strong>Complication</strong></td>
<td>One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be. A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside. “Well, said the old queen. We’ll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night. The next morning the queen asked the princess how she had slept. “Oh, it was terrible” answered the princess. I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night.”</td>
</tr>
</tbody>
</table>
| **Resolution**  | Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea trough
twenty mattresses and twenty blankets. Only a real princess will be able to do that.

Re-orientation

So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today.

3. Generic Structure of Narrative Text

- (Title)
- Orientation
- Complication
- Resolution
- Re-orientation

B. Metode Pembelajaran/Teknik

- *Non-Story Mapping Technique*

C. Langkah-langkah Kegiatan

1. Pendahuluan
   a. Warming-up dan absensi. (10 menit)

2. Kegiatan Inti
   a. Siswa dibagi menjadi 8 kelompok kecil. (5 menit)
   b. Siswa membaca teks narrative bersama-sama berjudul “The Princess and the Pea”. (5 menit)
   c. Siswa menjawab pertanyaan tentang teks tersebut. (5 menit)
   d. Guru memberikan satu buah teks yang berbeda-beda kepada setiap kelompok. (5 menit)
   e. Siswa dalam kelompoknya membaca teks tersebut. (5 menit)
   f. Siswa mendiskusikan main idea dari setiap paragraph dan membuat 5 pertanyaan untuk ditanyakan kepada kelompok lain. (15 menit)
   g. Setiap kelompok menjawab pertanyaan yang telah dibuat oleh kelompok lain. (15 menit)
h. Kelompok lain mengoreksi jawaban kelompok temannya. (15 menit)

3. Penutup
   a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (5 menit)
   b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (5 menit)

D. Sumber/Bahan/Alat
   - Buku bacaan siswa
   - Internet
   - Laptop & LCD
   - White board dan marker
   - Kamus

E. Penilaian
   - Teknik: Tugas kelompok
   - Bentuk:
     - Menentukan main idea dan membuat pertanyaan berdasarkan teks yang dibaca untuk ditanyakan kepada kelompok lain.
     - Menjawab pertanyaan yang telah dibuat teman kelompok lain.
     - Mengoreksi hasil pekerjaan temannya.

Mengetahui,
Guru Mata Pelajaran
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Tangerang Selatan, 21 Oktober 2013
Mahasiswa Peneliti
Qisti Prawulandari
NIM. 109014000008
Appendix 7

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA N 4 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.5/1
Tema : Narrative Text
Skill : Membaca
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi
- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari

Kompetensi Dasar
- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator
- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok
1. Narrative Text
   Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.

2. A Text of Narrative Entitled “Jack and the Beanstalk”
<table>
<thead>
<tr>
<th>Title</th>
<th>Jack and the Beanstalk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td><em>Once upon a time</em> there was a boy called Jack. He lived with his mother. They were poor. All they had was a cow.</td>
</tr>
<tr>
<td>Complication</td>
<td>One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack’s mother saw the beans, she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. “Fee, Fi, Fo, Fum!” Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. “Lay!” said the giant. The hen laid an egg; it was made of gold. “Sing!” said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, “Help, master!” The giant woke up and shouted, “Fee, Fi, Fo, Fum!”</td>
</tr>
<tr>
<td>Resolution</td>
<td>Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, “Mother, help!” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.</td>
</tr>
<tr>
<td>Re-orientation</td>
<td>With the golden eggs and the magic harp, Jack and his mother happily ever after.</td>
</tr>
</tbody>
</table>
3. Generic Structure of Narrative Text
   - (Title)
   - Orientation
   - Complication
   - Resolution
   - Re-orientation

B. Metode Pembelajaran/Teknik
   - Non-Story Mapping Technique

C. Langkah-langkah Kegiatan

1. Pendahuluan
   a. Warming-up dan absensi. (10 menit)

2. Kegiatan Inti
   a. Siswa dijelaskan kembali tentang story mapping (10 menit)
   b. Siswa membaca teks narrative (audio-visual) bersama-sama berjudul “Jack and the Beanstalk”. (5 menit)
   c. Siswa mengidentifikasi generic structure teks narrative. (5 menit)
   d. Siswa secara individu menentukan characters, setting (time and/or place), main event, dan resolution. (10 menit)
   e. Siswa menjawab pertanyaan yang diberikan oleh guru tentang teks tersebut. (10 menit)
   f. Siswa secara berpasangan membaca satu buah teks narrative lagi yang lebih rumit, kemudian menentukan main idea dan menjawab pertanyaan teks tersebut. (30 menit)

3. Penutup
   a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (5 menit)
   b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (5 menit)
D. Sumber/Bahan/Alat

- Buku bacaan siswa
- Internet
- Laptop & LCD
- White board dan marker
- Kamus

E. Penilaian

- Teknik: Tugas kelompok
- Bentuk:
  - Menentukan main idea setiap paragraph dari sebuah teks narrative, kemudian menjawab pertanyaan berdasarkan teks tersebut.

Mengetahui, Tangerang Selatan, 21 Oktober 2013
Guru Mata Pelajaran Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd Qisti Prawulandari
NIP. NIM. 109014000008 109014000008
Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMA N 4 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X.2/1
Tema : Narrative Text
Skill : Membaca
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi
- Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari

Kompetensi Dasar
- Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

Indikator
- Siswa dapat mengidentifikasi dan menyebutkan generic structure dan ciri-ciri khusus teks narrative.
- Siswa dapat mengungkapkan main topic setiap paragraf teks narrative.
- Siswa dapat menjawab pertanyaan dari teks yang telah dibaca.

A. Materi Pokok
1. Narrative Text

Narrative Text is a text to tell something or someone. It can be legend, folklore, fairytale, myth, fable, etc.
Title | The Necessity of Salt
--- | ---
Orientation | Once upon a time there was a king who had three daughters. Because they were good and beautiful, he loved them all sincerely. He did not know which one he should appoint as queen.

Complication | As his birthday approached he summoned his daughters and said to them, “my dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence.”

The old king’s birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a
roast or something even more elegant.

The king heard of the cook’s reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus un the wedding day one elegent dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king’s favorite dish arrived. Quickly taking a spoon he tasted it. “This has not been salted!” he cried out angrily. “Have the cook brought before me!”

Resolution

They quickly ran for the cook, who entered the hall undaunted.

“Why did you forget to salt my favorite dish, you careless girl?” snapped the king at her. The cook answered, “You drove away you youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

Re-orientation

The king lived happily with his children for many years thereafter.

3. Generic Structure of Narrative Text

- (Title)
- Orientation
- Complication
- Resolution
- Re-orientation
B. Metode Pembelajaran/Teknik

- *Non-Story Mapping Technique*

C. Langkah-langkah Kegiatan

1. Pendahuluan
   a. Warming-up dan absensi. (10 menit)

2. Kegiatan Inti
   a. Siswa dibagi menjadi 8 kelompok kecil (5 menit)
   b. Siswa mencari sumber narrative text di internet (10 menit)
   c. Siswa membaca teks narrative yang sudah dicari di internet berjudul. (5 menit)
   d. Siswa mengidentifikasi *generic structure* teks narrative. (5 menit)
   e. Siswa membuat summary teks tersebut menggunakan bahasa sendiri. (15 menit)
   f. Siswa membuat pertanyaan berdasarkan summary yang telah dibuat. (10 menit)
   g. Siswa mempresentaikan summary yang telah dibuat dan mengajukan pertanyaan kepada kelompok lain, kemudian kelompok lain menjawab pertanyaan tersebut. (20 menit)

3. Penutup
   a. Guru membuka sesi tanya-jawab dengan siswa mengenai materi yang telah dibahas. (5 menit)
   b. Guru bersama-sama siswa menarik kesimpulan dari materi yang telah dibahas. (5 menit)

D. Sumber/Bahan/Alat

- Buku bacaan siswa
- Internet
- Laptop & LCD
- *White board* dan *marker*
E. Penilaian

- Teknik: Tugas kelompok
- Bentuk:
  - Mencari satu buah teks narrative dari internet, kemudian baca dan tentukan generic structure nya.
  - Membuat summary berdasarkan teks narrative yang telah dicari, kemudian membuat pertanyaan berdasarkan teks tersebut.
  - Mempresentasikan summary dan menjawab pertanyaan kelompok lain.

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

Nepo Jumiati, S.Sos, M.Pd

Qisti Prawulandari

NIP.       NIM. 109014000008
Appendix 9

Choose the best answer of the following questions!

Queen Aji Bidara Putih

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn’t refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince’s room. The large door would not open and he couldn’t find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human’s form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince’s huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake’s bed.
1. Where did the story take place?
a. in a kingdom in China  
b. in Western Borneo  
c. in the area that is now called Muara Kaman  
d. in a sunken ship  
e. in the Lake of Centipedes

2. How was Queen Bidara Putih like?
a. beautiful, sensible, and sensitive  
b. beautiful, uncaring, and sensitive  
c. pretty, wise, and indifferent  
d. pretty, sensible, and indifferent  
e. beautiful, wise, and unconcerned

3. Why did the envoys bring gold and porcelain?
a. to trade them for stocks  
b. to announce the marriage proposal from a prince of China  
c. to load their ship  
d. to share them with the residents  
e. to sell them to the queen

4. Why did the prince raid Muara Kaman?
a. because the queen was spying on the prince  
b. because the queen did not accept his proposal  
c. because the queen attacked the prince’s kingdom  
d. because the queen returned the prince’s gifts  
e. because the queen chased the prince away

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man’s pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama’s nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman’s tomb, and then mysteriously disappeared. On examining the tomb the young man found the name “Akiko” written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

“Akiko?” murmured his mother. “When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his
vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there.

When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul.”

5. The text tells you about …
   a. an old man with his faith
   b. an old man with his neighbours
   c. a mad old man
   d. a crazy old man
   e. dying old man

6. Who was Akiko?
   a. She was Takahama’s fiancé.
   b. She was Takahama’s niece.
   c. She was Takahama’s sister-in-law.
   d. She was Takahama’s sister.
   e. She was Takahama’s mother.

7. Which statement is not true according to the text?
   a. Takahama went every day to Akiko’s grave and prayed for her happiness.
   b. Takahama lived near Akiko’s grave.
   c. Takahama resolved not to marry after Akiko’s death.
   d. Takahama became very ill on summer day.
   e. Takahama chased the white butterfly out into the garden.

8. The word “It” (paragraph 3, sentence 2) refers to …
   a. the garden
   b. the cemetery
   c. the tomb
   d. the white butterfly
   e. the gate

A Good Stepmother

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter’s name is Misna. She is beautiful but she had an envious heart.

One day she saw a girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father’s assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.
Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone ran away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

9. What is the characteristic of Misna?
   a. Greedy woman
   b. Loyal Woman
   c. Jealous-hearted woman
   d. Kind-hearted woman
   e. Ugly woman

10. How could her mother buy her a beautiful dress?
    a. from her saving
    b. by asking her relative some money
    c. by robbed a bank
    d. from her salary
    e. by selling the only land she had

11. What happened at last?
    a. Misna got married to a prince
    b. Misna was wet in rain
    c. Her mother bought her the most beautiful gown
    d. A thunder hit Misna to dead
    e. She had meal in villagers house

12. Where did they live?
    a. In a city
    b. In the jungle
    c. Near the river
    d. Near the forest
    e. Near the hut

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said,” Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, ‘Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!” “Oh, he was an intolerable
braggart! He is so puffed up with pride that his eyes can’t even light on anymore!” added the rabbit.

“Oho,” the lion said. “Didn’t you mention me to him?”

“Yes, indeed, “the rabbit replied. “But it would have been better if I hadn’t. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!”

The lion flew into a rage and roared, “Where is he? Where is he?”

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, “He is down there, in the well.”

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

13. What do you think of the animal on the well?
   a. The image of the lion himself.
   b. An intolerable braggart.
   c. A stronger animal.
   d. Another lion.
   e. His neighbor.

14. What is the setting of the story above?
   a. In the river
   b. In the jungle
   c. In a village
   d. In a suburban
   e. In a valley

15. The lion was proud of his…
   a. hair
   b. eyes
   c. teeth
   d. paws
   e. strength

16. What can we learn from the story?
   a. Be a good neighbor.
   b. Don’t be so arrogant.
   c. We must help each other.
   d. An enemy can be a good friend.
   e. A friend in need is a friend indeed.

Mice and Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the
éléphants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

17. What destroyed the homes of all rats?
   a. a group of mice did  
   b. the hunter did  
   c. elephant-hunter did  
   d. a group of elephant did  
   e. elephant's herd

18. What helped the elephant's herd free?
   a. the elephant-hunter did  
   b. the hunters did  
   c. the trapped elephants did  
   d. a group of king did  
   e. entire group of rats did

19. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   a. Identification  
   b. Orientation  
   c. Complication  
   d. Resolution  
   e. Description

20. At the end of the story, how was the elephant's herd?
   a. angry  
   b. sad  
   c. happy  
   d. dead  
   e. disappointed
Appendix 10

Choose the best answer of the following questions!

Text 1 for the questions number 1 – 5

Mark Antony and Cleopatra

Mark Antony became one of the three rulers of the Roman Empire, together with Octavius Caesar and Lepidus, and was responsible for the eastern part of the empire. He fell in love with Cleopatra, the Queen of Egypt.

As his wife had just died, Antony married Octavius’ sister, Octavia, in an attempt to heal the rift between the two emperors. When Cleopatra heard about Antony’s marriage she flew into a jealous rage as she knew that Antony did not love Octavia. Antony went to Athens when war broke out between Caesar and Pompey. Antony sent Octavia back to Rome and he returned to Egypt.

Caesar was very angry with Antony’s behavior and he declared war on both Antony and Cleopatra. When the Romans arrived, Antony was offered a choice of how to fight. He chose to fight on sea. The Egyptian navy was inadequate. When Cleopatra’s navy turned and fled, Antony followed them. Caesar defeated him.

Antony got news that Cleopatra was dead. Antony was devastated and decided to kill himself. He wounded himself without dying. His followers took him to Cleopatra’s tomb, where he died in her arms.

1. Where did Caesar, Antony, and Cleopatra fight?
   a. In Egypt
   b. In Rome
   c. In a palace
   d. On a sea
   e. On a dessert

2. The word “He…” in line 11 refers to…
   a. Octavius
   b. Caesar
   c. Lepidus
   d. Pompey
   e. Antony

3. Why did Caesar declare war to Antony and Cleopatra?
   a. Because Cleopatra was jealous
   b. Because Antony sent Octavia back to Rome
   c. Because Antony married Caesar’s sister
   d. Because Caesar fell in love with Cleopatra
   e. Because Antony challenged Caesar

4. How was Antony’s reaction when he knew that Cleopatra was dead?
   a. He wanted to do suicide
   b. He wanted to get revenge to Caesar
c. He wanted to back to Octavia

d. He wanted to back to Egypt

e. He wanted to kill Caesar

5. Which paragraph did show the resolution of the story?

a. Paragraph 1

b. Paragraph 2

c. Paragraph 3

d. Paragraph 4

e. All paragraphs

Text 2 for the questions number 6 – 10

The Fly and the Bull

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to him. The little fly flew down and buzzed around the bull’s head. The bull did not bother him. He went chewing grass.

The fly then buzzed right inside the bull’s ear. The bull continued chewing grass. The fly thought, “What a stupid animal!”

Now the fly decided to land on one of the bull’s horns to make the bull notice him. He waited for the bull to say something, but the bull kept quite.

The fly then shouted angrily, “Oh, Bull, if you find that I am too heavy for you, let me know and I’ll fly away!”

The bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any differences to me, so please be quite and leave me alone.”

6. Where did the story take place?

a. In the jungle

b. In the field

c. In the forest

d. In the village

e. In the hill

7. Which one is true according to the passage?

a. The little fly is a kind animal

b. The bull is a stupid animal

c. The bull felt proud of the little fly

d. The fly wanted to make friend with the bull

e. The bull did not pay any attention to the fly

8. What is the value of the text above?

a. Don’t be selfish

b. Be friendly

c. Don’t be arrogant
9. How was the characteristic of the little fly?
   a. He was important
   b. He was proud
   c. He was stupid
   d. He was smart
   e. He was kind

10. When did the story take time?
   a. In the morning
   b. In the afternoon
   c. In the evening
   d. In the night
   e. In the summer

**Text 3 for the questions number 11 – 15**

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she had discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel’s tails; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks’ camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. “Without question, Hakim is the most generous of you”, she announced her choice to the sheiks. “So it is Hakim I will marry.”

11. Who was not included as the main character of the text above?
   a. The three sheiks
   b. Queen of Arabia
   c. Hakim
   d. Maura
   e. The servant

12. Where did Maura invite the three sheiks to have dinner after her disguise?
   a. In the restaurant
   b. In the hut
   c. In the palace
   d. In the camp
13. When did Maura come to the three sheikh’s camp?
   a. At the evening
   b. At the afternoon
   c. At the noon
   d. At the dawn
   e. At the morning

14. Why did Maura decide Hakim to be her husband?
   a. Because Maura fell in love with Hakim since the first sight
   b. Because Hakim wanted to share his meat with the other sheikhs
   c. Because Hakim is the richest and the most handsome one
   d. Because Maura was given meat by Hakim
   e. Because Hakim is the only sheikh who come to Maura’s palace

15. What is the best title of the story above?
   a. The Three Sheikhs
   b. Maura, the Queen of Arabia
   c. The Best Sheikh
   d. The Sheikhs and Queen Maura
   e. The Queen of Arabia and Her Servants

Text 4 for the questions number 16 – 20

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once, 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”, said Sura. Then they fought for the goat.

After several hours, they were feeling very tired of fighting. Then, they made an agreement that they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

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 the promise.

They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

16. What was Sura?
   a. It was a name of crocodile
   b. It was a name of sea
   c. It was a name of an island
   d. It was a name of city
e. It was a name of shark

17. What did separate the sea and the land according to Sura and Baya promise?
   a. The beach
   b. The wood
   c. The jungle
   d. The trees
   e. The village

18. What was the re-orientation of the story above?
   a. Sura went to the land to look for some food
   b. Sura went back to the sea
   c. Baya bit Sura’s tail
   d. Sura and Baya lived separately
   e. Baya was very angry to Sura

19. Where did Sura and Baya fight?
   a. On the land
   b. On the sea
   c. On the water
   d. On the wood
   e. On the beach

20. What was not included of the characteristics of both animals?
   a. Strong
   b. Greedy
   c. Carnivore
   d. Patient
   e. Proud
Appendix 11

The Answer Key of Students’ Pre-test

1. C  
2. A  
3. B  
4. B  
5. A  
6. A  
7. E  
8. D  
9. C  
10. E  
11. D  
12. D  
13. A  
14. B  
15. E  
16. B  
17. D  
18. E  
19. B  
20. C
The Answer Key of Students’ Post-test

1. D
2. E
3. B
4. A
5. C
6. B
7. E
8. C
9. B
10. A
11. E
12. C
13. A
14. D
15. B
16. E
17. A
18. B
19. A
20. D
Appendix 12

The Students' Result of Experimental Class

Pretest posttest
The Students' Result of Controlled Class

Pretest posttest
Appendix 14

Pictures of Documentation
SURAT KETERANGAN
Nomor: 423.4/421.3/142/SMAN4-TANGSEL/2013

Yang bertanda tangan di bawah ini Kepala SMA Negeri 4 Kota Tangerang Selatan, menerangkan bahwa:

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NIM: 109014000008
Program Studi: Pendidikan Bahasa Inggris
Fakultas: Ilmu Tarbiyah dan Keguruan
Program: S.1
Universitas: UIN Syarif Hidayatullah Jakarta


Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Tangerang Selatan, 21 November 2013

[Signature]

HERMIN, S.Pd.
NIP. 19660822 199001 1 001