TEACHING READING NARRATIVE TEXT THROUGH STORY MAP AND TREE DIAGRAM AT THE TENTH GRADE OF MA MANBAUL ULUM TLOGOREJO IN THE ACADEMIC YEAR OF 2019/2020

THESIS

Submitted in Partial Fulfillment of the Requirements for Degree of Bachelor of Education in English Education

WALISONGO

By:

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**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2020**

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TEACHING READING NARRATIVE TEXT TROUGH STORY MAP AND TREE DIAGRAM AT THE TENTH GRADE OF MA MANBAUL ULUM TLOGOREJO IN THE ACADEMMIC YEAR OF 2019/2020

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Semarang, March 16th 2020
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RATIFICATION

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iii

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty Walisongo Islamic State University
Assalamu'alaikum wr,wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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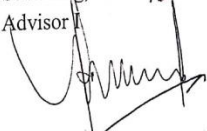
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v

ABSTRACT

Title   : Teaching Reading Narrative Text through Story Map and Tree Diagram at the Tenth Grade of MA Manbaul Ulum Tlogorejo in the Academic Year of 2019/2020

Writer   : Nila Sa'adah

Students Number   : 1503046047

This study discusses a comparative study of teaching reading narrative text through Story Map and Tree Diagram at the tenth grade of MA Manbaul Ulum Tlogorejo in the academic year of 2019/2020. The purpose of the study were to explain the students reading ability of narrative text using Story Map, to explain the students' ability of narrative text using Tree Diagram, then to analyze the differences between students ability of narrative text using story map and tree diagram. This study used comparative research with quasi-experiment design (post-test only design nonequivalent groups). The subject of this study was the students at tenth grade of MA Manbaul Ulum Tlogorejo, students' class X IPA and X IPS. The students from both of the classes had differences treatment which X IPA used a Story Map and X IPS used a Tree Diagram. The technique of collecting data was test and documentation. The instrument of this study was post-test. Post-test was given to measure the students' ability after got treatment. The instrument of the post-test was an essay test. The formula that the researcher used to analyze the data of the pot-test was t-test. After collecting the data, it was found that the mean of students' scores' X IPA using Story Map was score = 87.50, and the mean of students scores' of X IPS was score = 72.83. It was obtained that the t-test was 3.71 and the t-table was 2.067, t-test higher than t-table (3.71>2.067) Ha accepted and H_0 rejected. It means that there was a significant difference in learning-result of taught reading narrative text between using Story Map and Tree Diagram. The conclusion defined that Story Map was more effective in teaching reading narrative text.

Keywords: Comparative study, Narrative Text, Story Map, Teaching Reading, Tree Diagram

MOTTO

Read a thousand books and your words will flow like a river

Lisa See

DEDICATION

This thesis is dedicated to my beloved parents Bapak Ahmad Zulfa and Ibu Ni'mah, my beloved brother Muhammad Yusuf Ismail, and also for someone. They always support me in everything I do. Thank you for always advising me to do the right thing

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Bismillahirrahmanirrahim

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The writer of this study is so thankful because she could finished the study entitled: *Teaching Reading Narrative Text through Story Map and Tree Diagram*. This study is a partial requirement in accomplishing for Degree of Bachelor of Education at English Education of Education and Teacher Training Faculty at Walisongo Islamic State University, Semarang.

The writer would like to thank all of the components, who had given their contributions in finishing her study. The writer would like to deliver this thanks to:

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Semarang, March 16th 2020

The Writer,

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TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, question research, the objective of the study, significance of the study, and the scope of the study.

A. BACKGROUND OF STUDY

Reading is an activity to understand from the content of the text[1]. It must be emphasized which is a modern society becomes more complex especially for Indonesian students because reading can help them to understand some of the reading in foreign languages especially those written in English. It is a complex and exhausting action. The more nation progresses, the greater the need to read to be succed. The success of reading is also very important for participants both in terms of education and vocation achievement. Reading also provides many benefits for the readers themselves.

It is stated in Al-Qur'an Surah Al-Alaq 1-5 was explained Prophet Muhammad SAW getting the first divine revelation from Allah at the cave of Hira' by the angel of Jibril the command to read.

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[1] Dina Puji Lestari Nringtyas, *"The implementation of Extensive Reading Activity to Teach Reading a Descriptive text to text the Seventh Graders of SMP Muhammadiyah 4 Surabaya"* p.3

اَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنسَٰنَ مِنْ عَلَقٍ ٢ اَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥

Meaning: "Proclaim! (or Read!) In the name of the Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is Most Beautiful. He Who taught"[2] (Q.S Al-Alaq:1-5)

According to the verses above, it is clear that Qur'an emphasizes reading skills to build knowledge and understanding to mastery the world.

Reading in a foreign language has an important impact on learning, and it is classified into forms according to how reading is handled.[3] The teacher usually has some methods in teaching learning-process especially in teaching readings that are needed. Method is treated at the level of design in which is the role of teachers, learners, and instructional materials are specified.

In the teaching-learning process, many students have problem comprehending an English text. The students' problem may come from the fact that they cannot relate what they already knew about the topic or they may read slowly and frequently open their

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[2] A. Yusuf Ali, T*he Holy Qur'an Text, Translation and Commentary*, America: Amana Corp, 1983) p.1761-1762

[3] Bunyamin Celik," Effect of Extensive Reading on Learners: How it Develops Certain Points in Vocabulary and Sentences Structure *(Internasional Journal of English Linguistics; Vol. 8, No.2; 2018)",* p.73

dictionary to get meaning some of the difficult words[4]. Although reading can influence alive especially for reading comprehension, but most students can translate the individual word without conveying the message what the author extends. The students are lack of motivation in reading English text. Consequently, they spent much time answering the text question and copy their friends' work. They have difficulties in comprehending English text because they are lack of vocabulary. From interview of the researcher, teacher's teaching reading mastery typically involves a method by which students are asked to read on at the time. Later from the text, students were asked to look for difficult vocabulary and the meaning. Afterward, they re-read the vocabulary and the meaning and again read the text

Those problems are quite problematic and should be solved because they can be arise further difficulties for the next reading lesson. A teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension. He/she should use an interesting reading strategy related to students' conditions. The reading strategy is expected to motivate students for the lesson and effective learning activities arise when students participate in knowledge discussion to gain learning purposes.

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[4] Riza Kisfinata dkk, *"The Effect of Using Story Mapping Technique on Reading Comprehension Achievement of The Eighth Year Students At Mts N Banglasari",* p.98

As we know that reading is not always as easy as it seems to comprehend reading text. According Durkin that reading comprehension is the peak of the reading skill and the base for all reading process[5]. Narrative text is a piece of text which tells a story to entertain or inform the reader or listener[6]. The text consists of orientation, complication, resolution, and re-orientation. Teaching reading narrative text is very important because narrative text can be helped students expected to understand the text.

In this case, the researcher used narrative text as the main genre focus in this research. In learning narrative text the researcher wants to students know about generic structure, such as orientation, event, re-orientation and especially vocabulary. Through stories, the reader can vicariously experience situations in which they could not hope, or wish, to be personally involved. Through these experiences, the reader is down into asking and seeking answers to the question of who, what, when, where, and, why. With comprehending a narrative text or a story the students can improve their cognitive's skills.

Therefore, the researcher to investigate that might become a good way strategy to solve the students' problems, especially in

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[5] Rubin, D., A Practical Approach to Teaching Reading, (Boston, MA: Allyn and Bacon, 1993), p.32

[6] Mark Anderson and Kathy Anderson, Text Types in English 3, (South Yarra: Mcmillan,1998), p.3

reading. One effective strategy that can be used to help students in their reading is the Graphic Organizer (GO). Graphic organizer are teaching and learning tools that show the organization of concepts as well as the relationship between them into visual format[7]. It's a pedagogic tool or instrument that can be used to manage learning materials. It allows students to control new information. It can be included by semantic maps, semantic feature analysis, cognitive maps, story maps, framed outlines, and Venn diagrams.

The researcher compared the kind of GO by story map and tree diagram to help students to comprehend the text more easily. Story map is a graphic or semantic visual representation of a story. It is direct students' attention to relevant elements of stories using a specific structure. The story map provides a visual-partial display for key information in narrative text. The map illustrates ways to show an overview of a story. It also tells the information about its generic structure, such as characters, setting, goal, event, and resolution.[8]

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[7] Leyla AYVREDI dkk, Usage of Graphic Organizer in Science and Technology Lessons, *(Procedia-social and behavior sciences, 116 (2014)),* p. 4264

[8] Robert E. Slavin, *Cooperative Learning* (Needham Height: Allyn & Bacon, 1995), p.141

The use of story map while reading passage provides a guide for readers to record significant information and serves as a review after reading.

Tree Diagram is a diagram is used as strategic decision making, valuation or probability calculations. The diagram starts with a single node with branches extending to additional nodes. It can help the students to organize their minds to ease their process of reading.[9] Tree Diagram can improve students' reading ability and their ideas can be delivered well in reading.

The tenth-grade students of MA Manbaul Ulum have never used Story Map or Tree Diagram to comprehend English text in the form of narrative text. In the interview, the teacher said that she never applied the Story Map or Tree Diagram in teaching reading. The researcher interested in research to compare the story map and tree diagram to teach the reading narrative text. This research aimed at knowing and getting a clearer description of comparative study on teaching reading narrative text through story map and tree diagram at tenth grade of MA Manbaul Ulum Tlogorejo in the academic year 2019/2020. The researcher conducted experimental research in MA Manbaul Ulum Tlogorejo by using a graphic organizer strategy in teaching reading.

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[9] Ririn Ambarwati, *The Effectiveness of Tree Diagram Technique as a Means of Teaching Writing (An Experimental study of Eleventh Grade Students of SMA N 2 Bae Kudus in the Academic year of 2010/2011), A Thesis* (Universitas Negeri Semarang, Semarang:2011), p. 3

B. RESEARCH QUESTION

Based on the background of the study above, the research question of the study is as follows:

1. How is students' reading ability of narrative text using Story Map media?
2. How is students' reading ability of narrative text using Tree Diagram media?
3. Is there any difference between students' reading ability using story map and tree diagram?

C. OBJECTIVE OF THE STUDY

Based on the research statement, this particular study aimed at:

1. To explain the students' reading ability of narrative text using Story Map media?
2. To explain the students' reading ability of narrative text using Tree Diagram media?
3. To analyze the difference between students ability of narrative text using Story Map and Tree Diagram?

D. THE SIGNIFICANCE OF THE STUDY

This study is hopefully important and gives a significant contribution for some reason:

a. Students

The first benefit is to motivate students. It is defined that students are not only learning for themselves but students

are responsible for achieving the learning comprehensively together with their friends as well as build students' tolerance and cooperative skill.

b. Teacher

Allow teachers to teach in a more, satisfying way rather than just instructing the textbook. They also can make their students get actively engaged with each other in the learning process.

c. Readers

Hopefully, this research gives more information and contributes knowledge to the reader and becomes an additional reference for the next information.

E. **SCOPE OF THE STUDY**

This study explain how high the effectiveness using Story Map and Tree Diagram. This study is to compare between Story Map and Tree Diagram. The participant of the study is students at tenth grade of MA Manbaul Ulum Tllogorejo Karangwen Demak in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the literature review, the related literature that has contributed to this research and hypothesis.

A. LITERATURE REVIEW

a) Reading Comprehension

One of the goals of reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.[10] A good reader will get comprehension when they read. We have to know about some types of comprehension. Comprehension has some types, they are:[11]

1) Literal comprehension reading to understand, remember or recall the information explicitly contained in the passage.

2) Inferential comprehension: reading to find information that is not explicitly stated in the passage, using the readers' experience and intuition, and by inferring.

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[10] Jack Richards, John Platt, and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990)*,* p.54

[11] Jack Richard, John Platt, and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 238

3) Critical/evaluative comprehension: reading to compare information in a passage with the readers' own knowledge and value.

4) Appreciative comprehension: reading to gain emotional or other kinds of valued response from the passage.

Janette K. Klinger defines reading comprehension is the process of constructing meaning by coordinating some complex processes that include word reading, word, and word knowledge and fluency.[12] It means reading with comprehension has meant that the reader can extract from the selection of its essential facts and understanding, visualized details and sense the readiness of fact. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies good readers recognize and get meaning from they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

b) **Teaching Reading**

Teaching is a process of transferring knowledge. Teaching is not only teaching to read but more of it. Comprehending the text is one of the readings' goals.

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[12] Janette K. Klinger, Sharon Vaugh, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,*(New York: The Guilford Press, 2007), p. 2

Teaching reading can be masin as facilitating students' performance in comprehending texts, and provide students with many opportunities for practice are encouraged in some comprehension enhancing the best known of which are reciprocal teaching cooperative learning and reading recovery.[13] During the teaching reading process, we must pay attention to the principle of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of the teaching readings are stated below:[14]

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full

Teaching reading is not a vacuum activity. Students must enjoy the reading process. As we know the advantages of reading, so we must pay attention to how

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[13] Jack C Richards, *Approaches and Methods in Language Teaching,* (United State of America: Cambridge University Press, 2001). P. 207

[14] Jeremy Harmer, *How to Teach English*, p 70

to increase reading comprehension in the classroom. Teaching reading needs more than only read text. According to the definition of reading and reading comprehension, we have three points on the explanation above, they are: The reader who is doing comprehending; The text that is to be comprehended; The activity in which comprehension is a part

Every teacher should engage in to foster and teach reading comprehension. There are 10 essential elements of effective reading comprehension:[15]

1. Build disciplinary world knowledge

2. Provide exposure to a volume and range of texts

3. Provide motivating texts and contexts for reading

4. Teach strategies for comprehending

5. Teach text structures

6. Engage students in discussion

7. Build vocabulary and language knowledge

8. Integrate reading and writing

9. Observe and assess

10. Differentiate instruction

These practices should be implemented with a gradual release of responsibility model, incrementally

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[15] Nell K, Duke, dkk, *Essential Elements of Fostering and Teaching Reading Comprehension''*, p. 52

turning over responsibility for meaning-making practice from teacher to student, then cycling back through this release with increasingly complex texts, while simultaneously employing instructional approaches that include several essential elements of effective comprehension instruction.

Teaching reading in this research should be effective and enjoy because teaching reading through kind of Graphic Organizer.

c) **Narrative Text**

The narrative is one of the most commonly read and the most understandable genres for all ages. It is also simply about entertaining the reader and has a powerful social role beyond its entertainment side. So, it can influence the reader from changing their social opinion and attitude.[16]

1) Definition of Narrative Text

The narrative text is one of the genre text forms. It is the material that will be used by the researcher in teaching writing text. Anderson and Anderson stated that

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[16] Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales Press Ltd: 2005), p. 220-221

the narrative is usually told by a storyteller.[17] Clouse defined the narrative text is a kind of story either fictive or real which constrains a series of events in which how the story is told and how the context is presented as aspects of the story construction.[18] A text always has a purpose about what the readers can get after reading it. The narrative text aims to amuse, to certain and to deal with actual or various experiences in different ways; Narrative deals with the problematic event which leads to a crisis to a turning point of some kind, which in turn finds a resolution.[19]

It should tell about an event or audience would find engaging. Therefore, it should be detailed and clear, with arranged to in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has a purpose to amuse and to entertain the readers or viewers. We used narrative when we tell a friend about

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[17] Mark and Kathy Anderson, *Text Types in English 2*, (Melbourne: MacMillan, 1997), p. 6

[18] Barbara Fine Clouse, *Pattern for A Purpose: A Rhetorical Reader 3rd edition*, (New York: The McGraw-Hill, 2003), p. 160

[19] Entika Fani prastikawati, S.Pd, Siti Musarokah, S.Pd, *writing 3 (handouts and assignment),* (IKIP PGRI Semarang, Semarang:2010), p. 15

something interesting that happens to us at work or school and we tell someone a joke.

Based on Gerot and Wighell, narrative social function is a text to amuse, entertain, and to deal with the actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[20] The narrative is an interesting medium to know how the students' writing ability and their understanding of learning this kind of text (narrative).

The purpose of narrative text is to present a view of the world that entertains or informs the readers or listeners.[21] It can be said that the reader as if involved within a story to get pleasure.

2) Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, a sequence of events, resolution, and coda. A more detailed generic structure

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[20] Linda Gerot and Peter Wighell, *Making Sense of The Functional Grammar*, (Sydney: Antipodean Educational Enterprises: 19995), p. 204

[21] Anderson, Mark, and Kathy, *Text Types in English 2*, (Melbourne: MacMillan., 1997), p. 6

of a narrative text has been proposed by Aderson and Aderson who argue that a narrative text includes:[22]

1. Orientation
   a) Introduces the characters and sparks the reader's interest in the characters.
   b) Tells the reader when, where, who, what, and why.
   c) Gives a hint about the problems which the characters will encounter.
2. Complication
   a) Something happens which the characters do not expect.
   b) The reader discovers the problem.
3. Resolution

   In which the problem (the crisis) is solved, either in a happy or sad ending.

4. Coda (re-orientation): optional

It is a closing remark to the story. It consists of a moral lesson, advice or teaching from the writers.

It shows that some structures in a narrative text must be serious attention. In short, a narrative text usually

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[22] Anderson, Mark and Kathy, *Text Types in English 2*, (Melbourne: MacMillan, 1997), p.8

has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a conclusion that signals at the end of the story.

1) The Language Features of Narrative Text

Language features of narrative texts:[23]

1. Using processes verbs;
2. Using linking verbs and linking words of time;
3. Using temporal conjunction and temporal circumstances;
4. Using material processes, behavioral and verbal processes;
5. Using relational processes and material processes;
6. Using mental verbs and actions verbs;
7. Focus on specific and usually individualized participants;
8. Some dialogue may include, using present or future tense;
9. Connectives, linking words to do with time;
10. Specific nouns, strong nouns have more specific meanings, e.g. 'oak' as opposed to 'tree';
11. Use of the senses, where appropriate, the senses can be used to describe and develop the

[23] Rachmat Wahidi, *Genre of the Text*, http://rachmatwahidi.wordpress.com, accessed on 10 Juni 2019 at 09:00

experiences, setting and character, e.g. what does it smell like, what can be heard, what can be seen-details, what does it taste like, what does it feel like;

12. Using the simple past tense form.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time to make the reader or viewer easy to understand the way of the story, give the adjectives to characters and give the information about what characters will do.

Narrative text is a text that tells about something that happened in the past. Narrative text is also composed of a variety of the types like a fable, legend, folktales, and so on. Every story or something has a lesson, so this narrative is crucial to the students in their future lesson.

d) Graphic Organizer as Media to Reading Comprehension

Graphic Organizer (GO) becomes a media in this research because the graphic organizer can help the students to comprehend the text from a story.

1. Definition of Graphic Organizer

A graphic organizer is a visual and graphic display that depicts the relationship between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps,

story maps, cognitive organizer advance organizers, or concept diagrams.[24] The purpose of the organizer is to activate students' prior knowledge and relate the new material to the previously stored information providing optimal anchorage and rendering the new material more familiar and meaningful. [25] The main function is to help resent information in concise ways that highlight the organization and relationships of concepts. [26]

According to the function Residence, Bean and Bldwin (1985,p.129) have found the basic taxonomy of visual organizational patterns to be useful for the purposes, there are:[27]

    a. Cause/effect: the graphic organizer connects reasons with the result

    b. Comparison/contrast: the graphic organizer highlights apparent likeness and differences between object or events

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[24] Tracey Hall and Nicole Strangman, *Graphic Organizer,* p. 3

[25] Polixeny Manoli, Maria Papadopoulou, *"Graphic Organizer as a Reading Strategy: Research Finding and Issues"*, (Creative Education, 2012, Vol.3, No.3), P. 349

[26] The Use of Graphic Organizer Enhance Thinking skill in the learning of Economics, p. 3

[27] John E. Trowbridge, James H. Wandersee, Theory-Driven Graphic Organizers *(Teaching Science for Understanding: A Human Constructivist view)*, p.98

c. Time order: the graphic organizer depicts chronological sequences of object or events

d. Simple listing: the graphic organizer groups related items

e. Problem/solution: the graphic organizer shows how a question can be answered

2. **Type of Graphic Organizer**

Although there are many variations and possible combinations of graphic organizers used in the classrooms most of them fall into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers, and hierarchical organizers.[28]

a. **Story Maps**

Generally, the target of reading activity is to get an understanding of a text. That'd why sometimes the students are being taught less teacher-directed. The manner to make them participate in the previous lesson and then use their skill to improve their knowledge. Idol Maestras and Croll (1985) demonstrate this using a reader directed story map as a study guide procedure structured to take the reader's

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[28] The Use of Graphic Organizer Enhance Thinking Skill in the learning of Economics, p. 8

attention to the elements of story grammar (setting, problem, goal, action) during reading. [29]

The origin of this medium according to Pamela J. Farris, the story map lies within story grammar research. The term story grammar refreshes the hierarchical rules or psychological structures that people use to create and remember these 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-time memories.[30]

The term of story map consists of two different words, they are story and map. Based on Homby in Oxford Advanced Learners' Dictionary, 'story' is a description of events and people that the writer or speaker has invented to entertain people.[31] The story is also regarded as fiction to entertain a reader. It means that it is a part of pleasure. On the other side,

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[29] Zephaniah T. Davis, *The Journal of Educational Research: Effects of Prereading Story Mapping on Elementary Readers' Comprehension*, (Sacramento: California State University,1994), p.353

[30] Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classroom,* (New York: McGraw Hill, 2004), p.345

[31] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2003), p. 815

'map' is defined as a drawing to describe or give information about something especially the way it arranged or organized.

b. **Concepts Maps**

One kind of graphic device that can affect learners' processing of expository texts is the cognitive/concept map. The development of concept maps is credited to Novak (Novak, 1990; Novak, 1991; Novak & Musonda, 1991), who was based on Ausubel's (1968) assimilation theory of cognitive learning.

According to Novak and Cañas (2008), they include concepts, usually enclosed in circles or boxes, and relationships between concepts indicated by a connecting line linking two concepts, while there are words on the line, referred to as linking words or phrases, which specify the relationship between the two concepts. Early maps did not include labels on the lines, whereas later labels on the lines were regarded as necessary because even experts could see different meanings between the same two concepts on a map. Another characteristic of concept maps is that they indicate a hierarchical representation of concepts usually organized with the

most general, most inclusive idea at the top of the map, with successively less general, less inclusive concepts in appropriate subordinate positions. They can also represent multiple relationship types among concepts students would likely encounter in texts, such as comparative, causative, explanatory, sequential facilitating reading comprehension. As their primary function is to focus on the selection of the main ideas (keywords) of the text, connecting these concepts using relation links and displaying the major framework of the text, concept maps are a useful tool to represent knowledge in any discipline contributing to organizing, understanding and recalling new material. A current trend in concept maps emphasizes on an electronic version.[32]

c. Tree Diagrams

Tree diagrams/tree structures/network trees, which belong to hierarchical organizers, visually portray the main ideas of a text and establish the multiple relations among the different elements that exist in a passage, such as general to specific or

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[32] Polixeny Manoli, Maria Papadopoulou, *"Graphic Organizer as a Reading Strategy: Research Finding and Issues",* (Creative Education, 2012, Vol.3, No.3), P.350-351

specific to general through hierarchically describing the relationship of the different elements of the text (Graney, 1992). Namely, tree diagrams communicate superordinate subordinate or hierarchical concept relations, which is the defining feature of a hierarchy. More often than not, they are used to describe family trees, the construction of a sentence, the structure of societies, classes, institutions, taxonomies, and various hierarchical models (Guri-Rozenblit, 1989). Research supports the implementation of tree diagrams to boost comprehension and recall of main ideas (Guri-Rozenblit, 1989)[33]

d. Venn Diagrams

The Venn diagram belongs to linear organizers. It is composed of two or more overlapping circles used as a framework to make comparisons between two or more concepts. It is named after John Venn (Venn, 1880), who used it in maths.[34]

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[33]Polixeny Manoli, Maria Papadopoulou, *"Graphic Organizer as a Reading Strategy… "*, P.352

[34] Polixeny Manoli, Maria Papadopoulou, *"Graphic Organizer as a Reading Strategy … "*, P.352

In this research, the researcher compared the Story Map and Tree Diagram. Because those are help students to understand the text, students can learn carefully to main ideas, characters, setting, and plot of assigned reading. Story Map is used for teaching students to work with story structure for better comprehension. It is help students organize important elements of a story. A story map can be used with the entire class, small groups, or individual work. It helps students examine the different components of an assigned text or story. It is also can help students needing the additional support of a graphic organizer.[35]

e) Teaching Reading Narrative Text Using a Graphic Organizer

In this research, the researcher used two media there are story map and tree diagram. The researcher usedthis media because story map and tree diagram can help students' comprehend in the text.

1. Teaching Reading Narrative Text Using Story Map
a. Definition of Story Map

A story map is a technique used after it has been read. It includes identifying the main elements

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[35]www.adlit.org/strategies/22736/, Assessed on 1 October 2019 at 14:00

and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. A story map is a visual depiction of the setting or the sequence of major events and actions of story characters. These procedures enable students to relate story events and to perceive structure in literary selections.[36]

Story Map of the experience of the students enrolled in the field course was created that combined field interviews, field journals, dynamics maps, geocoded photographs.[37] The story map allows the author to create a map with high-quality graphics. Additionally, it also offers other useful features that are keys to capturing and mapping interesting stories through maps, including a function to include text, popups, tables, graphs, charts, audio, and video files.[38] The story map helps students to effectively present their understanding of the surroundings and the

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[36] Ashadi Kurniawan, Improving Students' Reading Comprehension on Narrative text Through Story Mapping Strategy, *(A Journal of English Education Study Program, Teacher Training Faculty, Tanjungpura University, Pontianak:2013)*, p.5

[37] Falguni Mukherjee, Exploring cultural geography field course using Story Maps *(Journal of Geography in Higher Education),* p. 2

[38] Falguni Mukherjee, Exploring cultural geography field course using Story Maps *(Journal of Geography in Higher Education)*p. 9

experiences of the field study and helps the viewer to visualize the information.[39]

b. Procedures of Story Map

Rathvon (2008) states that in teaching reading by using Story Mapping Technique, the procedure that must be followed in the teaching-learning process, they are:[40]

 ➢ *Modeling the Use of Story Mapping:*

- Explaining to the students the use and the function of Story Mapping.
- Displaying the story map template in front of the class.
- Explaining the students about the meaning of each element of the story map and how to complete the story map.
- Helping the student to understand how the elements of the story map interrelated by giving some questions.

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[39] Falguni Mukherjee, Exploring cultural geography field course using Story Maps *(Journal of Geography in Higher Education)*P.12

[40] Riza Kisfinata, dkk, *The Effect of Using Story Map Technique ....* (Pancaran, Vol.2, No.3, 2013), p.100

> *Leading the Use of Story Mapping*:

- Asking the students to read the story independently then identify the elements of the story.

- Asking the students to state their opinion and discuss them with the class.

- Asking the students to complete the correct answer into their map.

> *Independent Use of Story Mapping:*

- Asking the students to read the story independently and generate their map independently.

- Asking the students to answer the comprehending questions

Robert Macfarlamce (2007) has introduced the concept of the story map as a medium of spatial expression to visualize personal experiences and create a deeper understanding of the surrounding environment. The process of creating story map:[41]

- What kinds of information will be included

- How to gather that information

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[41] Falguni Mukherjee, Exploring cultural geography field course using Story Maps *(Journal of Geography in Higher Education),* p.6

- What kinds of question to ask interviews
- What would be the best way to organize the information when creating the story map
- General understanding of how the project would be conducted

In this research, the researcher used the procedures based on explaining above to create the story map as a media to teach the reading narrative text. The researcher believes that the story map can comprehend the text.

c. **Advantages and disadvantages of story map**

The researcher believes the story map can help students to comprehend the narrative text. Because with the story map, students can divide every part of the story by putting each part of the story in the story map. Mendiola (2011:2) also states some advantages of story map reading strategy as follow:[42]

- The story map is a highly effective, practical way to help students organize story content into a coherent whole.
- It is an effective strategy for exceptional and low achieving students (it improves

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[42] Rafael Mendiola, *Reading Strategy: Story Map,* (Miami Dade College: 2011), p.2

comprehension of materials that are above their instructional levels)

- Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others
- These concrete representations aid students in visualizing the story
- Students can more easily see how the story pieces mesh, the knowledge they continually apply when they predict what might happens next in one story after another
- It enables students to store information their schema more efficiently and facilitates the recall of story elements more completely and accurately.

Based on some of the advantages of the story map above the researcher believe that the story map can be helped students comprehend a narrative text easily. When students comprehend the story element of characters, setting, problems, events, and solutions, the students more become involved in their story and take greater interest and detail. By knowing the story

of elements (generic structure) a text, the students will have a good comprehension of the text.

The disadvantages of story map as follows:[43]

- This technique wouldn't work if the teacher as the instruction introduces this technique in lacks creation. It means that the teacher should be able to increase their imagination to make their students interest in the technique. For example, if the teacher just ask students to fill the graphic organizer without another instruction it will be bored students

- If the teacher wants to retell a story, they should finish reading the text before. Because without reading first, there is a summary that can catch by the reader(teacher)

- Students with strong auditory but weak visual skills may not profit from this technique

Because nobody's perfect at everything, so every technique exactly has a lack that can be thorough to make this technique better.

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[43] The Importance of Story Mapping in Reading Narrative Text (A paper of Seminar ELT), Faculty of Teacher Training University of Mataram, Mataram:2014, p.12

2. Teaching Reading Narrative Text Using Tree Diagram

a. Definition of the tree diagram

A tree diagram is simply one example of mind mapping. Whereas the mind map is a central idea surrounded by the branches of related ideas, the tree diagram comes up with a diagram that looks like a tree. It starts with "root" as a central or key idea and then will be followed by some ideas related and they derive. It starts with a single node, with branches emanating to additional nodes, which represent mutually exclusive decisions or events.[44] Tree diagram starts by root as a central or key idea and then it will be followed by some ideas related and they derives. It starts with a single node, with branches emanating to additional nodes which represent mutually exclusive decision or events. In the diagram below, the analysis will begin at the first blank node. A decision or event will then lead to node A or B. Tree diagram can ease the students to

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[44] Ririn Ambarwati, The Effectiveness of Tree Diagram Technique as a Means of Teaching Writing (an Experimental Study of the Eleventh Grade Students of SMA N 2 Bae Kudus in the Academic year of 2010/2011), *Thesis* (Semarang: English Department, Faculty of Language and Arts, Semarang State University, 2011), p.25

organize, classify, generalize and visualize their ideas when they are up to make any genres of reading.

b. **Procedures of Tree Diagram**

In teaching reading by using the Tree Diagram Technique, the procedure that must be followed in the teaching-learning process, they are:[45]

- ✓ Write down the topic they want to discuss, such as the issue they want to solve, the project they want to plan or the name of the process they want to analyze.

- ✓ Develop that topic by asking what sort of question led to this problem? What activities must you do to complete this project? Why does this happen? or etc. Use what question and why.

- ✓ Use brainstorming to develop all possible questions and answers until they come up with solutions or underlying issues.

- ✓ Conduct a reexamination of the tree if all the writing is necessary to resolve the issue and if it was sufficient to establish the underlying issue.

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[45] https://ilmumenejemenindustri.com/pengetian-diagram-pohon-tree-diagam-cara-membuat

Based on the explanation above the researcher used the procedures of Tree Diagram to teach the reading narrative text. Students will be easier to comprehend the text and identify the generic structure of narrative text. Surely the tree diagram is so useful to help the students more active in their reading activities.

c. **Advantages and disadvantages of a tree diagram**

Among decision support tools, decision trees (and influence diagrams) have several advantages. Decision trees:[46]

- Are simple to understand and interpret. People can understand decision tree models after a brief explanation.

- Have value even with little hard data. Important insights can be generated based on experts describing a situation (its alternatives, probabilities, and costs) and their preferences for outcomes.

- Help determine worst, best and expected values for different scenarios.

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[46]https://en.wikipedia.org/wiki/Decision_tree#Advantages_and_disadvantages assessed on 2 October 2019 at 11:20 pm

- Use a white-box model. If a given result is provided by a model.

- It can be combined with other decision techniques.

- Tree diagram can activate the left and right brain to balance it because it can be mixed up with pictures

Disadvantages of decision trees:

- They are unstable, meaning that a small change in the data can lead to a large change in the structure of the optimal decision tree.

- They are often relatively inaccurate. Many other predictors perform better with similar data. This can be remedied by replacing a single decision tree with a random forest of decision trees, but a random forest is not as easy to interpret as a single decision tree.

- For data including categorical variables with a different number of levels, information gain in decision trees is biased in favor of those attributes with more levels.
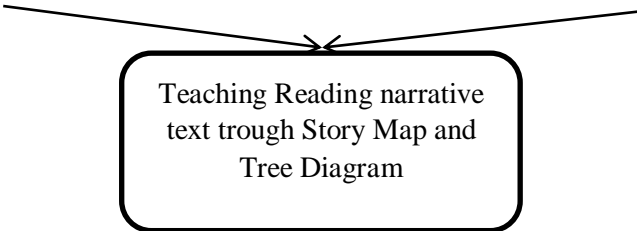
- Calculations can get very complex, particularly if many values are uncertain and/or if many outcomes are linked.

Based on the explanation above, that story map and tree diagram as a kind of graphic organizer has some similarities and differences. The similarities are to improve students' comprehension in reading or writing. The differences are if the story map has a map that resembles a map where the title is in the middle while the tree diagram is in shape of the tree by placing the title as the root or the key of an idea.

B. CONCEPTUAL FRAMEWORK

The conceptual framework can show the schema as follow:

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                    ┌─────────────────┐
                    │     Reading     │
                    │  narrative text │
                    └────────┬────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │ Problem teaching│
                    │ reading narrative│
                    │      text       │
                    └────────┬────────┘
                   ┌─────────┴─────────┐
                   ▼                   ▼
```

Story Map	Tree Diagram
1. Help students comprehend the narrative text easily. 2. Students more become involved in their story and take greater interest and detail.	1. Help Students comprehend the narrative text easily. 2. Simple to understand the narrative text

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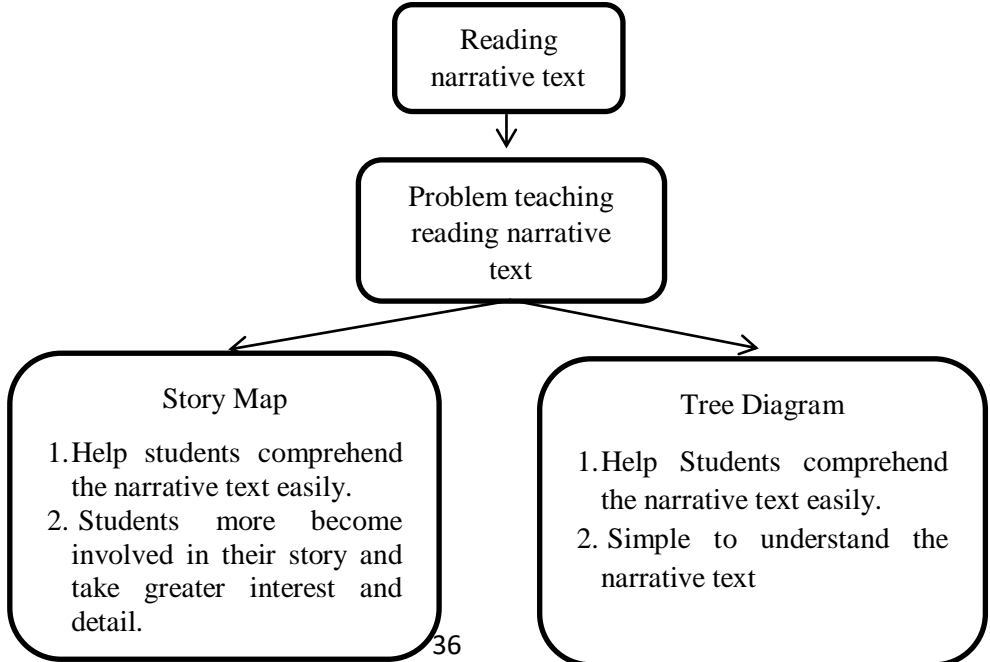
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                    ┌─────────────────────────┐
                    │  Teaching Reading narrative │
                    │  text trough Story Map and  │
                    │     Tree Diagram            │
                    └─────────────────────────┘
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From the schema above, Reading comprehension is an activity of understanding and constructing meaning from written language and combining it into readers' prior knowledge which is influenced by some factors such as readers' vocabulary mastery, readers' background knowledge, and experience and readers' ability to process the knowledge into their memories. Readers can comprehend a text easier if there is a connection between what they are reading and what they already know. To teach reading mastery, reading typically involves a method by which students are asked to read on time. Later from the text, the students are asked to look at difficult vocabulary and the meaning. Afterward, they re-read the vocabulary and meaning again. Consequently, they spent much time answering the text question and copy their friends' work. Teachers should be using methods or media to understand and to enjoy the reading comprehension process. Teachers should find out an alternative to minimize the reading difficulties and maximize reading comprehension.

The narrative text is a story present in chronological order that consists of some components including a problem. And problem-solving of which purpose is to entertain the reader. The characteristic of narrative text is orientation, complication, and resolution. Through the stories, the reader can experience a situation in which they could not hope, or wish, to be personally involved. Through the experience, the reader is down asking and seeking answers to the question of who, what, when, where, and why. By comprehending a narrative text or a story the students can improve their cognitive skills.

A story map is a media in teaching using a graphic or semantic visual representation of the story. The definition above has a relation between one to another. The story map is also a highly effective, practical way to help students organize story content into a coherent whole. The story map can be helped students comprehend the narrative text easily, students more become involved in their story and take greater interest and detail.

The tree diagram visually portrays the main idea of a text and establish multiple relations among the different elements that exist in a passage. It is come up with a diagram look like a tree, starts with root as a central key idea and then

will be followed by some ideas related and they derive. Tree diagram is as simple to understand the narrative text.

Narrative text, story map, and tree diagram can also help readers to set their purpose to get a better comprehension. According to its definition, a narrative text consists of some important elements such as title, orientation (characters and setting), complication, resolution (ending), and re-orientation. With the help of a story map and tree diagram, the readers can also identify those elements (generic structure) one by one then they combine them into the same story in their version. It means that the reader has set their purpose in reading.

C. PREVIOUS RESEARCH

The First Previous Research is journal by Roihatul Millah, 2018, *"Utilizing Sroty Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea"* Politeknik Negeri Media Kreatif, NoBEL: Journal of Literature and Language Teaching. This research aims at (1) finding out whether Story Mapping Strategy can improve students' reading comprehension in finding main idea and (2) describing classroom climate when Story Mapping Strategy is implemented. The method of this research was CAR and it was conducted in three cycles. In collecting the data, the researcher used observation field note, interview, questionnaire, diary, and test. Then, the researcher analyzed quantitative and qualitative data. The first were analyzed by

using descriptive statistic (DS). It compared between the mean score of pre-test (before treatment) and post-test 1, 2, and 3 (after treatment). The later were analyzed by using Constant Comparative Method (CCM). The result of the research showed that (1) Story mapping strategy can improve the students' reading comprehension in finding main idea (2) Story mapping strategy can improve the classroom climate in terms of: (a) students' cooperation is maximal and alive because they are motivated, helped, and encouraged, (b) students were more enthusiastic, got custom in story mapping and main idea activity, and could participate well because they often get praise or appreciation in classroom activity.

The advantage students can improve their reading comprehension in finding main idea using story mapping strategy. The disadvantage was the researcher used classroom action research. The differences were subject, research method, and technique of analyzing data. The similarity was use story map to research.

The second is journal by Ermaniza, 2017, *"The Use of Tree Diagram Method on Arrange Sentences Exercise to Improve Students' Vocabulary at the Fourth Grade Students in SDN 37 Lubuk Gambir"*. The fluency of a person's language is closely related to the vocabulary he has. The more vocabulary you have, the larger the horizon you have. This is

where the vocabulary is clearly visible. In general, the increased vocabulary of school-aged children because of the influence of the surrounding environment, such as getting a lesson in school directly reading, listening to teachers or friends who are talking and others. Based on the available information, the number and quality of vocabulary of elementary school age children is running rapidly. SD curriculum states that the vocabulary that must be mastered by primary school children is 6,000 words. The vocabulary has been determined based on a certain level, (Class I to VI). But the subject of the determination is not clear so it has not been seen how the relationship between the word one with another word. Speaking of vocabulary almost always implies meaning. Understanding vocabulary means relating to the potential to recognize the sense contained in the word. Thus the form and meaning of words used in everyday life must be linked to the underlying context.

The advantages were the Tree Diagram can improve students' vocabulary mastery at the fourth grade of SDN 37 Lubuk Gambir Sumatera Barat in the academic year of 2015/2016, and students' response was more effective. The differences were research method, subject, and skill. The similarity was use Tree Diagram media.

The third previous research is journal by Nada Alturki, 2017, *"The Effectiveness of Using Group Story-Mapping Strategy to Improve Reading Comprehension of Students With Learning Disabilities"* The purpose of this study was to examine the effectiveness of using group story-mapping of English as a second language (ESL) on students with learning disability while reading comprehension. The researcher focused on a specific graphic organizer in this study, called group story-mapping. This strategy required students with learning disabilities involving reading comprehension to identify the five main areas for recording a narrative story: setting, characters, problem, solution, and opinion. The research used a post-test-only design implementing a control group and an experimental group. Three data collection devises were used to determine the effectiveness of using group story-mapping to improve reading comprehension of students with learning disabilities. The result of the study showed that using the Group Story-Mapping Strategy helped students with learning disabilities to comprehend the text more easily.

The advantages were Group Story Mapping Strategy helped students with learning disabilities to comprehend the text more easily, can also help students to visualize the connection between the ideas, and the teachers can have the

advantages from the Group Story-Mapping Strategy to determine the strengths and weaknesses of their students' while reading comprehensions. The disadvantage was the researcher used four participants to research this study. The similarities were use Story mapping that kind of graphic organizer, reading comprehension, and narrative text. The difference was subject.

The Fourth previous research is journal from Falguni Mukherjee, 2019 *"Exploring Cultural Geography Field Course Using Story Maps".* This article explores the use of Story Maps in a cultural geography field course that uses a place-based approach to understand the Delta Blue's culture. In this study, Story Maps was used to capture and map student experiences as they engaged in a field study. Student experiences are captured by incorporating different data mediums such as narratives, personal reflections, digital photos, videos and website. Such a project has the potential to challenge students to work collectively and present a coherent story of their field experiences. This, in turn, can be used to improve the design and experience of a field course. The study demonstrates that the availability of simple web-based mapping platform.

The advantages were students' experiences are capture by incorporating different data medium, story map

provides students the ability to harness technology to create geocoded narrative, visual representations, and spatial documentation to map their field course experience. The advantages was the researcher applied GIS. The difference was subject. The similarity was use story maps.

The fifth research is a journal by Abdul Ayiz Warsosno (2018) *"The effectiveness of Graphic Organizer and Gist Strategies on Students with Different Reading Habits in Reading Comprehension"* from the English Education Journal at State University of Semarang (UNNES). This study is experimental research with a factorial design addressed to investigate the effectiveness of graphic organizers and the GIST strategy to enhance reading comprehension of students with good and poor reading habits. Two classes became the samples of the study. Graphic organizers strategy was used in the first experimental group, and the GIST strategy was used in the second experimental group. Besides, there is no significant difference in reading habits in using graphic organizers and GIST strategies to enhance reading comprehension. At last, there is no interaction among graphic organizers, and GIST strategies, reading comprehension, and reading habits.

The differences are the research method and the subject of the research. The similarities are the researcher uses

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Graphic organizer and reading comprehension. The advantage is the researcher knew the result of the problem from this research. This disadvantage is there are no significant differences in a reading habit in using GO and Gist Strategies.

D. HYPOTHESIS

The comparative hypothesis is the statement that shows an assumption score in one variable or more on the different samples.[47] In this research the hypothesis is stated as follow:

Working Hypothesis (Ha) = there is a significant difference value in the students' ability in the teaching reading narrative text using a story map and tree diagram.

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[47] Sugiyono, *Statistika Untuk Penelitian*, (Bandung, Alfabeta:2016), p.88

CHAPTER III

METHOD OF RESEARCH

This chapter discusses the research methodology. It is consist of the research method, research setting, research instrument, data collection technique, and data analysis technique

A. Research Design

The Kind of research that is used by the researcher is quantitative research. In this research, the researcher used comparative research. Comparative is the kind of research concerning differences, similarities about things, people, descriptive of work, criticism, idea. It also is to compares the similarities of point of view.[48] In this research, the writer also holds a post-test. This means that the researcher collected and analyzed statistical data from the test scores of comparative study between the Story Map and Tree Diagram to teach students' reading narrative text.

The researcher used a quasi-experimental design. Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes of the program/policy had not

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[48] Sri Wahyuni, "A comparative Study on Group-Based Learning using STAD and SGD toward Students' Writing Achievement of Descriptive Text", *Thesis,* UIN Walisongo Semarang 2018

been implemented (i.e., the counterfactual).[49] The researcher used *post-test only with non-equivalent groups.* The collection of data, the sample is divided into two classes. One of the classes was taught reading narrative text with using Story Map and another class was taught reading narrative text with using Tree Diagram.

Both of the classes use different treatments. After the treatments, both of the classes gave a test about a narrative text, and their score is the main data of the study.

$$X \ O_2$$

The comparative research is research in which the researcher attempt to determine cause or reason for differences in behavior or group status.[50] To see the significant difference in the students' ability in reading narrative text, the researcher used the t-test formula.

The result of the analysis is then interpreted to find out the influence of the Story Map and Tree Diagram in teaching reading narrative text.

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[49] Howard White &Shagun Sabarwal, Quasi-Experimental Design and Methods, *Methodological Briefs: Impact Evaluation 8*, (Florence: UNICEF Office of Research, 2014), p. 1

[50] Nur Khoiri, *Metodologi Penelitian Pendidikan (Ragam, Model, & Pendekatan)*, (Semarang: Southeast Asian Publishing, 2018), p. 105

B. Research Setting

1. Setting of place

This study is conducted with tenth-grade students of MA Manbaul Ulum Tlogorejo kr.awen Demak in the academic year of 2019/2020 which is located at Jl. Wagiriyah Tlogogedong rt 03 rw 02 Tlogorejo Karangawen Demak. The subject of this study is the tenth-grade students of MA Manabaul Ulum Tlogorejo in the academic year 2019/2020. This research will be conducted in the second semester.

2. Setting of Time

The time for conducting the research was from the 23rd of January until 23rd February 2020. It was in the academic year 2019/2020.

C. Population and Sample

1. Population

According to Arikunto, the population is a whole subject in the research.[51] The population of this research is all tenth grade of MA Manbaul Ulum Tlogorejo in the Academic year of 2019/2020.

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[51] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praksettitik*, (Jakarta: PT. Rineka Cipta, 2010), p. 173

Table 3

The population of the tenth grade of MA Manbaul Ulum Tlogorejo

No	Class	Total
1	XA	26 students
2	XS	23 Students
Total		49 Students

2. Sample

A sample is a part of the population that will be observed. Whose characteristics can represent and describe the real population[52] If the population is less than 100, all population can be a sample and if the population is more than 100, can take 10%-15% or 20%-25% from all population as a sample.[53] In this research, the researcher takes all of the population because the population is less than 100, so this study includes population research and the sample is called a saturated sample. This research is,

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[52]Sugiyono, *Teknik Sampling,* (Jakarta: Gramedis Pustaka Utama, 2003) 2nd Ed, p.2

[53] Suharsimi Arikunto, *Prosedur Penelitian suatu Praktik*, (Jakarta: RinekaCipta, 2006), p. 20

therefore, a population study with a total of 49 students in the tenth grade of MA Manbaul Ulum Tlogorejo in the academic year of 2019/2020.

D. **Research Variable and Indicator**

1) Variable of Research

Variable is an attribute or the nature or value of a person, object, or activity that has a particular variation set by the researcher to be studied and then withdrawn in its conclusion.[54] In this research there is two variable:

a. The Independent Variable (X)

The independent variable is a variable that affects or is due to the change or occurrence of the dependent variable.[55] In this research, the independent variable is the use of the Story Map and Tree Diagram in teaching students' reading narrative text.

The first independent variable this research is the use of Story Map in teaching reading narrative text (x1). The indicators are:

1. Division of groups
2. Modeling Story Map, and Lead to create Story Map from teacher

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[54] Sugiyono, *Metode penelitian ... ,* p. 38

[55] Sugiyono, *Metode Penelitian ... ,* p.39

3. Presentation from students

4. Teamwork and work visit

5. Evaluation

The second independent variable this research is the use of Tree Diagram in teaching reading narrative text (x2). The indicators are:

1. Division of group

2. Modeling of Tree Diagram from the teacher and lead to create it.

3. Teamwork and work visit

4. Presentation from the students

5. Evaluation

b. Dependent Variable (Y)

The dependent variable is affected by os the resulting variables, due to an independent variable.[56] In this research, the dependent variable is the improvement of students' reading comprehension in the narrative text. The indicators are:

1. Students can identify the generic structure of the narrative text in group and individually

2. Students can identify the content of narrative text

3. Students can read the comprehension of narrative text.

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[56] Sugiyono, *Metode Penelitian...*, p. 39

E. The technique of collecting data

The technique of collecting the data for this research is the researcher used two classes: experimental class and control class. The experimental class used the Story Map, whereas the control experimental 2 class used the Tree Diagram. In this research, the students gave a post-test to know their reading comprehension before and after treatment by using the Story Map and Tree Diagram.

a. Instrument of collecting data

To know the fact of the research, the researcher used the post-test as the instrument of collecting data. The researcher used students as participants. The researcher used the written technique of the test. The test is essays.

The test form provided by the researcher to the students and they must answer the questions by themselves without asking and dishonest with their classmates. So their answer must pure from their ability. The steps to do this test follow: (1) instructing that test is directly do on the paper (2) specifying the time for the students to do the best (3) collecting the test from the students when the time is over (4) and the last making score the students answer.

In this research, the researcher used two ways in collecting data, they are as follows:

a) Test

Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.[57] The test is a set of questions and exercises used to measure the achievement or capability of an individual or group.[58] This method used to get data about the score of the post-test gave for both experimental class and control experimental class students individually.

➢ Post-test

The post-test is given to the experimental class and control class. It is given to the improvement of students' comprehension in a narrative text after they are taught using Tree Diagram (experimental class) and using Story Map (control class).

In collecting the required data in the test the writer used essays. The essay type will be based on the following considerations:

1) It was easy and consistent

2) It was easy to compute and determine the reliability of the test

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[57] Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

[58] Suharsimi Arikunto, *Prosedur Penelitian ...* , p. 193

3) It was economical because the number of items can be answered in a short period of testing time.[59]

In an essay test, the students gave a tenth of a question to think as much as possible. The score students' achievement of reading can be calculated by using this formula:

$$score = \frac{The\ number\ of\ right\ answer}{the\ number\ of\ question} \times 100\%$$

b) Documentation

The documentation used to help the researcher to get the data of the students' name list that is included in the population and sample of research. In this case, the data is gained with the help of the English teacher and the administrative officer.

c) Observation

Observation is a process composses of various biological and psychological processes. Two of the most important are the process of observation and memory.[60] This data

[59] J.B Heaton, *Writing English Language Test*, (London: Longman, 1975), p.12-13

[60] Sutrisno Hadi, *Metodologi Riset*, (Yogyakarta: Pustaka Pelajar, 2015), p. 188

observes students during this study, and the prevailing circumstances of schools that are deemed necessary.

F. The technique of Data Analysis

The technique of data analysis for this research is statistical data analysis. The analysis uses to determine a comparative study between story map and tree diagram to teach students' reading narrative text at the tenth grade of MA Manbaul Ulum Tlogorejo in the academic year of 2019/2020.

The data analysis method will be used in this research is quantitative. Quantitative is concerned with the amount or number.

1) Validity of test

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what is a purpose to be measured"[61]

The validity of an item can be known by doing item analysis. It is counted using product-moment correlation formula:

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[61] Suharimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek –edisi revisi*, (Jakarta: Rineka Cipta, 2010), p. 211

$$r_{xy} = \frac{N \, \Sigma \, xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \, \Sigma \, x^2 - (\Sigma x)^2\} \{N \Sigma \, y^2 - (\Sigma y)^2\}}}$$

Where:

r_{xy} : the correlation of the scores of two helves of the test

N : the number of students in a group

Σx : the sum of the total X score in each group

Σy : the sum of the total from each student in the group

ΣXY : the sum of essays scores from each student with a total score.

ΣX^2 : the sum of the square score in each component of the test.

ΣY^2 : the sum square of the total score from each student in the group.

Calculating the result of r_{xy} is compared with the $r_{\text{-table}}$ of product-moment by a 5% degree of significance. If $r_{\text{-count}}$ is higher than $r_{\text{-table}}$ the item of question is valid.[62]

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[62] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara,2007), p.78

2) Reliability of test

It means consistent. Reliability refers to the consistently of test scores. Besides having high validity, a good test should have high reliability too. The alpha formula is used to know the reliability of the test is Cronbach's Alpha:[63]

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

Where:

r_{11} = Instrument reliability

n = The number of items in the test

σ_t^2 = Total variance

$\sum \sigma_t^2$ = total variance each item

The researcher used the T-test formula. The reason for using this formula is that this study aims to determine whether there are significantly different between the Story Map and Tree Diagram.

Mean of Variable X1:

$\bar{X}1 = \frac{\sum fX1}{N1}$

Mean of Variable X2:

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[63] Suharsimi Arikunto, *Prosedur penelitian ...* , p. 231

$$\bar{X}2 = \frac{\sum f X2}{N2}$$

Standard Deviation of Variable X1:

$$SD_1 = \sqrt{\frac{\sum(x1-\bar{x})^2}{N1-1}}$$

Standard Deviation of Variable X2:

$$SD_2 = \sqrt{\frac{\sum(x2-\bar{x})^2}{N2-1}}$$

If the $n_1 \neq n_2$ and $\sigma_1 \neq \sigma$ (variant is not homogeny) is used separated Variants, the formula is:

$$\text{T-test } t = \frac{x1-x2}{\sqrt{\frac{s_1^2}{n1}+\frac{s_2^2}{n2}}}$$

If the $n_1 \neq n_2$ (number of first variable and second variable) and variant is homogeny ($\sigma_1^2 = \sigma_2^2$) is used polled variant, the formula is:

$$\text{T-test } t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

X1 = the average of the first variable

X2 = the average of the second variable

N1 = the number of the first variable

N2 = the number of the second variable

s_1^2 = deviation standard of first variable

s_2^2 = deviation standard of second variable

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the description of the research finding, the result of research, data analysis, and discussion.

A. Description of Research Finding

This research was conducted at the tenth grade of MA Manbaul Ulum Tlogorejo Karangawen Demak in the academic year 2019/2020. The research was conducted from 23 January to 23 February 2020. The research was done in two steps. There were two different treatments and a post-test.

In this research, the researcher taught reading narrative text by those two different treatments. In learning processes, there were two different conditions when the two media were applied as it used different media in learning reading narrative text.

To measure English Ability in English achievement, the researcher used a test contained 10 items essay to all participants, 49 Students (26 from X IPA and 23 from X IPS) of MA Manbaul Ulum Tlogorejo Karangawen Demak.

After taking the treatment, the researcher gathered the students in the room. They were asked to answer all item questions of the test in 40 minutes. Most of them finished the test in 40 minutes.

B. Result of The Research

1. The Validity of the Instrument

The validity of is measuring instrument used to obtain the data is valid. There were 10 essay tests with 20 respondents. The result as follow:

Table 4.1

No	Item	R_{count}	R_{table}	Validity
1	Q1	0.45	0.44	Valid
2	Q2	0.58	0.44	Valid
3	Q3	0.56	0.44	Valid
4	Q4	0.56	0.44	Valid
5	Q5	0.49	0.44	Valid
6	Q6	0.58	0.44	Valid
7	Q7	0.63	0.44	Valid
8	Q8	0.48	0.44	Valid
9	Q9	0.46	0.44	Valid
10	Q10	0.50	0.44	Valid

There were 10 essays test which is a tenth of test valid. With those results, the tenth of the essays test was used the researcher on the post-test.

2. The reliability of the instrument

After validity was done, the next analysis was to test the reliability. A good test must be valid and reliable. Besides the index of validity, the researcher calculated the reliability of the user test Cronbach's Alpha. It followed:

$$r_{11} = \frac{n}{n-1}\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

$$r_{11} = \frac{10}{10-1}\left(1 - \frac{13.31}{36.06}\right)$$

$$r_{11} = 0.70$$

The result of 10 items with n = 20 respondents it was obtained $r_{11} = 0.68$ and $r_{table} = 0.44$. So that, the criteria of reliability analysis as follow:

Table.4.2

The criteria of reliability analysis

Interval	Criteria
0,00 – 0,20	Very low
0,20 – 0,40	Low

0,40 – 0,70	Medium
0,70 – 0,90	High
0,90 – 1,00	Very High

Based on the explanation above that the result was 0,70. It means that the criteria of the reliability of the 10 items essay test are High.

They were sample which had been chosen saturated sampling and following are their mastery using Story Map and Tree Diagram in teaching reading narrative text score from the tenth grader of MA Manbaul Ulum Tlogorejo Karangawen Demak in the academic year of 2019/2020.

Table.4.3

The X IPA Students in the academic years of 2019/2020

No	Name	Score
1	A1	80
2	A2	90
3	A3	90
4	A4	90

5	A5	85
6	A6	85
7	A7	95
8	A8	90
9	A9	85
10	A10	90
11	A11	90
12	A12	90
13	A13	85
14	A14	75
15	A15	90
16	A16	90
17	A17	90
18	A18	90
19	A19	85

20	A20	95
21	A21	90
22	A22	70
23	A23	90
24	A24	90
25	A25	95
26	A26	80

Table 4.4

The X IPS Students

In the academic year of 2019/2020

No	Name	Score
1	B1	60
2	B2	90
3	B3	75
4	B4	70

5	B5	75
6	B6	95
7	B7	90
8	B8	90
9	B9	90
10	B10	85
11	B11	40
12	B12	60
13	B13	60
14	B14	85
15	B15	50
16	B16	50
17	B17	95
18	B18	55
19	B19	25

20	B20	45
21	B21	95
22	B22	90
23	B23	75

The table was explained about the total number of students of the tenth grade of MA Manbaul Ulum Tlogorejo who filled the instrument test using Story Map and Tree Diagram. The 49 students were X IPA and X IPS where 26 students from students' X IPA and 23 students from students' X IPS.

C. **Data Analysis**

To begin the data analysis, the first step was finding the average and standard deviation of X IPA students' scores and X IPS students' scores. The way to find the average and standard deviation of X IPA students' score and X IPS students' score was the following calculation. The average in the statistic is known by mean (M). The formula of Mean is:

$$\overline{X} = \frac{\sum fX}{N}$$

Where:

fX = the total of number score

N = the total students' number

The formula was to find Mean of single data which score is more than one frequency whether they are for some data or whole of them. The following mean of two variables are:

$$\bar{X}_1 = \frac{\sum f X1}{N1}$$

$$= \frac{2275}{26}$$

$$= 87.50$$

$$\bar{X}_2 = \frac{\sum f X2}{N2}$$

$$= \frac{1675}{23}$$

$$= 72.83$$

Next step is standard deviation of students of X IPA and students of X IPS. Standard deviation of both students of X IPA and students of X IPS as follows:

$$SD_1 = \sqrt{\frac{\sum (x1 - \bar{x})^2}{N1 - 1}}$$

$$= \sqrt{\frac{862.50}{26 - 1}}$$

$$= \sqrt{\frac{862.50}{25}}$$

$$= \sqrt{34.50}$$

$$= 5.87$$

$$SD_2 = \sqrt{\frac{\sum(x2 - \bar{x})^2}{N2 - 1}}$$

$$= \sqrt{\frac{7241.30}{23 - 1}}$$

$$= \sqrt{\frac{7241.30}{22}}$$

$$= \sqrt{329.15}$$

$$= 18.14$$

The calculation and the result of the mean and standard deviation were explained on the following table:

Table.4.5

Mean and Standard Deviation of two Variable

No	students score		x1-X	(x1-Ẋ)²	No	students score		x2-X	(x2-X)²
1	A1	80	-7.50	56.25	1	B1	60	-12.83	164.51
2	A2	90	2.50	6.25	2	B2	90	17.17	294.94
3	A3	90	2.50	6.25	3	B3	75	2.17	4.73
4	A4	90	2.50	6.25	4	B4	70	-2.83	7.99
5	A5	85	-2.50	6.25	5	B5	75	2.17	4.73
6	A6	85	-2.50	6.25	6	B6	95	22.17	491.68
7	A7	95	7.50	56.25	7	B7	90	17.17	294.94

8	A8	90	2.50	6.25	**8**	B8	90	17.17	294.94
9	A9	85	-2.50	6.25	**9**	B9	90	17.17	294.94
10	A10	90	2.50	6.25	**10**	B10	85	12.17	148.20
11	A11	90	2.50	6.25	**11**	B11	40	-32.83	1077.55
12	A12	90	2.50	6.25	**12**	B12	60	-12.83	164.51
13	A13	85	-2.50	6.25	**13**	B13	60	-12.83	164.51
14	A14	75	-12.50	156.25	**14**	B14	85	12.17	148.20
15	A15	90	2.50	6.25	**15**	B15	50	-22.83	521.03
16	A16	90	2.50	6.25	**16**	B16	50	-22.83	521.03
17	A17	90	2.50	6.25	**17**	B17	95	22.17	491.68
18	A18	90	2.50	6.25	**18**	B18	55	-17.83	317.77
19	A19	85	-2.50	6.25	**19**	B19	50	-22.83	521.03
20	A20	95	7.50	56.25	**20**	B20	50	-22.83	521.03
21	A21	90	2.50	6.25	**21**	B21	95	22.17	491.68
22	A22	70	-17.50	306.25	**22**	B22	90	17.17	294.94
23	A23	90	2.50	6.25	**23**	B23	75	2.17	4.73
24	A24	90	2.50	6.25					
25	A25	95	7.50	56.25					
26	A26	80	-7.50	56.25					
N	**26**	**2275**		**862.50**	**N**	**23**	**1675**		**7241.30**
rata2 X1		**87.50**			**rata2 X2**		**72.83**		
SD₁		**5.87**			**SD₂**		**18.14**		

The table above described that the mean of students'
score of X IPA was 87.5, while the mean of students' score of
X IPS was 72.83 and the standard deviation of students of X
IPA was 1.17, while the standard deviation of X IPS was 3.87.
From the table, there were differences both the result of the

mean and standard deviation. The X IPA was fine superior on mean and the X IPS was fine superior on standard deviation.

After analyzing the data and counting the formula, is has been found the result of the mean and standard deviation of using Story Map and Tree Diagram to teach the reading narrative text and finally gave an interpretation of the t-test.

According to Sugiyono, in analyzing the data, it is used the statistical calculation of the t-test formula. As seen on the table, it is suggested to measure the homogeneity variant of both samples. It is the biggest variant divided by the smallest variant (the variant is taken from the standard deviation), and the result is compared to the F table based on the result of the degree of freedom (DF) from both samples. DF of this research is:

$$DF \quad = n - k$$
$$= 49 - 3 = 46$$

The homogeneity variant is $F = \frac{329.15}{34.50} = 9.541$

The F table of the Degree of Freedom of 5% of 46 is 1.956.

sed on the calculation presented above the result of F_{count} higher than F_{table} (9.541 > 1.956), thus it can be interpreted that the Variant was not homogeny.

Sugiyono further explained five procedures in determining the formula comparing two groups of a sample, if two groups of a sample have different amount and the Variant is homogeny, the Polled Variant is used. If two groups of a sample have a similar amount and variant is.[64] The Separated Variants is followed:

$$t = \frac{x1 - x2}{\sqrt{\frac{s_1^2}{n1} + \frac{s_2^2}{n2}}}$$

$$= \frac{87.50 - 72.83}{\sqrt{\frac{34.50}{26} + \frac{329.15}{23}}}$$

$$= \frac{14.67}{\sqrt{1.33 + 14.31}}$$

$$= 3.71$$

Because the variants is not homogeny the t-table has been count from a deviation t-table with dk = n_1 - 1 and dk = n_2 – 1 was divided by two, and then added with smallest t-count.

$n_1 = 26$; dk = 25, so the t-table was 2.060

$n_2 = 23$; dk = 22, so the t-table was 2.074

[64] Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 138-139

The difference of two t-table and then divided two (2.074-2.060) : 2 = 0.007. The next was added the smallest t-table 0.007+2.060 = 2.067.

Based on the result above, to prove the hypothesis, the data obtained from both methods were calculated using the t-test formula with assumption as follow:

$t_0 > t_{table}$ / $t_0 = t_{table}$

The working hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means there is a significant difference between using Story Map and Tree Diagram to teach students reading narrative text in the tenth grade of MA Manbaul Ulum Tlogorejo.

$t_0 < t_{table}$:

The working hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means there is a significant difference between using Story Map and Tree Diagram to teach students reading recount text in the tenth grade of MA Manbaul Ulum Tlogorejo.[65]

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[65] Sugiyono, *Metode Pendidikan Kuantitatif, Kualitatif and R&D,* (Bandung: Alfabeta, 2009), p. 196-199

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Table.4.6

The Calculation result of the hypothesis

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Sample		Mean	Standard Deviation	DF	t-test	t-table	Conclusion
X IPA	26	87.50	5.87				Ha Accepted
				46	3.71	2.067	
X IPS	23	72.83	18.14				H_0 Rejected

Based on the counting of the table above, it can be explained that:

a. The Mean of students using Story Map scores of students' X IPA was 87.50, with the highest score was 95 and the lowest was 70. Meanwhile, the mean of students using Tree Diagram scores of students' X IPS was 72.83, with the highest score was 95 and the lowest score was 40.

b. The Standard Deviation of students' X IPA was 5.87, and the Standard Deviation of students' X IPS was 18.14.

c. The result of t-test was 3.71

d. T-table for degree significance of 5% was 2.067.

Comparing the value $t_{count} = 3.71$ and $t_{table} = 2.067$. The data calculated with the statistical result shows that t_0 was higher than t-table (t-count> t-table). So, the working (H_a) accepted and the null hypothesis (H_0) was rejected. It means there is a significant difference between using Story

Map and Tree Diagram to teach students' reading narrative text in the tenth grade of MA Manbaul Ulum Tlogorejo.

D. Discussion and Finding

Based on the statistical calculation, it can be clarified that there is a significant difference between using Story Map and Tree Diagram to teach students' reading narrative text in the tenth grade of MA Manbaul Ulum Tlogorejo. The result of the t-test was 3.71 and it was higher than t-table both in the degree of significance of 5% was 3.71 > 2.067. So, the working hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be interpreted and there is a significant difference between using Story Map and Tree Diagram to teach reading narrative text in the tenth grade of MA Manbaul Ulum Tlogorejo.

The students' scores X IPA was assumed to have a good ability and better in reading narrative text using Story Map. In this research, their score in reading recount text using problem-based learning was 87.50 in average. The students' X IPS was estimated to be people who have less mastery in reading narrative text using Tree Diagram than the students of X IPA by using Story Map. However, the average of their reading narrative text score was 72.83. Based on the t-test calculation, it showed that there is a significant difference between using Story Map and Tree Diagram to teach students'

reading narrative text in the tenth grade of MA Manbaul Ulum Tlogorejo.

But thus not all of tenth grade students who used media story map got high result from students used the tree diagram media. It is influenced not only by media that used but also many other influential factors. Based on observations that students who used tree diagram tend to passives than students who used story map in reading narrative text, and students' understanding is poor. Students who used a story map tend to be active and enthusiastic, and students' understanding supports.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed the conclusion and suggestion of the research.

A. Conclusion

From the result of research on comparing the ability to read narrative text used Story Map and Tree Diagram at the tenth grade of MA Manbaul Ulum Tlogorejo in the academic year of 2019/2020 obtained the following conclusions:

1. The researcher took average/mean of post-test. the result of the reading ability of narrative text taught used a Story Map at students of X PA was 87.50

2. The researcher took average/mean of post-test. The result of the reading ability of narrative text taught used Tree Diagram at students of X IPS was 72.83

3. From the result, there is a difference significant between the result-value of reading narrative text taught use a Story Map and Tree Diagram at the tenth of students' X IPA and students' X IPS. It means that teaching reading narrative text using Story Map media more effective than using Tree Diagram. So, the hypothesis is accepted.

B. Suggestion

In teaching and learning reading narrative text especially which was done by the researcher, it must be found some weakness that caused by the lack of mastering the lesson or the less of knowledge and experience from the researcher, so that may another researcher for the next research. The suggestions are:

1. Students

   After giving the practice using Story Map and Tree Diagram media learning, students next can is the media not only in learning reading but it also can be used for any other subject. The simplicity and easiness of the media also make this media is useful enough to be applied anytime in discussion session for any other topic as well.

2. Teacher

   Teachers may use this media as one of the teaching-learning process. Although the teacher has more experience in media to teach the learning process from the research which had done by the researcher seems that Story Map is potential well to be applied. From this media, the teacher can take advantage of the simplicity and easiness application.

3. Another researcher

    From this research, it hopefully helps the other researcher to take and use any information about the learning using by media to be developed in conducting the next research and may improve any lack that is found in this research to get better research.

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https://en.wikipedia.org/wiki/Decision_tree#Advantages_and_disadva ntages assessed on 2 October 2019 at 11:20 pm

https://ilmumenejemenindustri.com/pengetian-diagram-pohon-tree-diagam-cara-membuat

APPENDIX 1

List of students' participant using Story Map

NAME	CODE
AHMAD BAIHAQI	A1
AHMAD MASRUCH NASUCHA	A2
AIDA AFDLILA	A3
DIMAS HELMI MUHAMMAD	A4
DIMAS SETYO WIBOWO	A5
FAUZIYATUL 'INAYAH	A6
FIKRI SETIAWAN	A7
GANDHUNG PRIA NANDHY	A8
INTAN SEPTIANINGRUM	A9
MIFTAHUL ROHIBIN	A10
MUHAMAD KUMAIDI	A11
MUHAMMAD KHARIS ALKHOIRONI	A12
MUHAMMAD SHOHIBUL UMAM	A13
MUHAMMAT SIFAUL MUQOROBIN	A14
MUKHAMMAD MUHSININ	A15
NADIA MAHA DEWI	A16
NOVA FITRI ANASARI	A17
NUR FAZAD SALISI	A18
RIFQI MAULANA	A19
SHANTI SEPTI ANGGRAENI	A20
SHINTA SEPTI ANGGRAENI	A21

Name	Code
SIROT ALI ABDULLAH	A22
SODIKIN	A23
SYUKRON JAZILAN	A24
TRI FAJAR SURYA	A25
ZAENAL MAKIN	A26

List of students' participant using Tree Diagram

Name of Students	Code
AHMAD AFIQ MUBAROK	B1
AHMAD MAJAZII ASNA	B2
AHMAD SYAFIUL UMAM	B3
AHMAD TAUFIKUR ROHMAN	B4
AHMAD ZAINAL ARIFIN	B5
DIYAH AYU LESTARI	B6
ELMA ISLAMIATI	B7
ELVIRA KHOIRUNNISA	B8
HENI BUNGA PUSPITASARI	B9
IRHAM MAULANA	B10
MUHAMAD AQIL ABDI WIJAYA	B11
MUHAMAD DIKI WAHYU HERMAWAN	B12
MUHAMAD FARIS HIDAYATULLOH	B13

MUHAMMAD FARHAN IBRAHIM	B14
MUHAMMAD KHASBI ASSIQI	B15
MUHAMMAD RIFQI FAISOL	B16
NADIA AINI NUR KHOLISOH	B17
NUR MUHAMMAD MAULANA TIBAIL QULUB	B18
NURIL FATKHI	B19
SITI ISMIARSIH	B20
SITI MAHFIDHOH	B21
VIVIANDRIYANI	B22
WISNU MAHENDRA	B23

APPENDIX 2

Validity and Reliability of Instrument

No	Respondents	1	2	3	4	5	6	7	8	9	10	Score
		5	5	5	5	5	5	5	5	5	5	
1	S01	3	4	1	1	1	2	3	2	1	1	19
2	S02	2	5	5	4	2	3	5	3	4	5	38
3	S03	1	3	1	3	2	1	3	4	2	5	25
4	S04	4	3	5	5	3	4	5	4	3	3	39
5	S05	2	3	5	1	4	3	2	3	2	4	29
6	S06	2	3	1	3	1	2	3	3	4	3	25
7	S07	4	4	5	4	3	4	3	4	4	4	39
8	S08	1	2	5	5	4	3	3	3	2	2	30
9	S09	1	5	4	3	3	4	5	4	4	5	38
10	S10	3	2	1	3	4	3	2	2	3	3	26
11	S11	4	3	1	1	4	4	3	3	4	4	31
12	S12	5	5	2	4	4	3	4	4	4	3	38
13	S13	3	3	4	2	3	3	3	4	5	3	33
14	S14	4	4	3	3	5	3	4	4	3	4	37
15	S15	2	1	3	2	3	1	3	3	3	2	23
16	S16	2	2	4	3	2	3	3	2	5	3	29

17	S17	4	5	3	4	3	2	4	2	2	4	33
18	S18	5	4	3	2	4	3	3	3	3	5	35
19	S19	2	3	3	3	3	4	2	4	5	3	32
20	S20	1	3	3	1	1	4	2	4	2	4	25
						Σ						150

r table	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44
r-count	0.45	0.58	0.56	0.56	0.49	0.58	0.63	0.48	0.46	0.50
Criteria	valid	Valid	valid	valid	valid	valid	valid	valid	valid	valid

Reliability of instrument

N	10									
n-1	10-1= 9									
σ_t^2	1.78	1.29	2.31	1.61	1.31	0.89	0.93	0.62	1.36	1.21
$\sum \sigma_t^2$	36.06									
jml varians	13.31									
Reliability	0.70									
Interpretasi	Reliable									

LESSON PLAN

(Story Map)

School   : MA Manbaul Ulum Tlogorejo

Subject   : English

Class/Semester   : X/II

Theme   : Narrative Text

Skill Focus   : Reading

Time Allocation   : 3 x 45 Minutes

A. Core Competence

1. Living and practicing the teaching of their religion.

2. Appreciating and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world

3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with an insight into humanity, nationality and civilization-related

phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.

4. Rework, in the real of reason and cover concrete and abstract domains associated with the development of the independently learned in school , and was able to use the method according to the rules of science

B. **Basic Competence**

Basic competence	Indicators
3.10 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta infromasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaanya	3.10.1 mengidentifikasi struktur teks dari naratif secara tertulis terkait legenda rakyat 3.10.2 mengidentifikasi pengenalan tokoh dan setting pada generic structure pengenalan 3.10.3 mengidentifikasi komplikasi terhadap tokoh utama 3.10.4 mengidentifikasi solusi dan akhir cerita

C. Objective Learning

1. Students are able to identify the generic structure (orientation, complication, resolution, and re-orientation) of narrative text clearly

2. Students are able to identify the orientation of narrative text (pengenalan tokoh dan setting) clearly

3. Students are able to identify the complication of narrative text (komplikasi terhadap tokoh utama) clearly

4. Students are able to identify the resolution of narrative text (solusi dan akhir cerita) correctly

D. Teaching Material

Narrative Text

1. Definition

   A narrative text is a text that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and the turn into solution.

2. Social function

   To amuse, to entertain, and to deal with actual or various experiences in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution.

3. Generic structure

   - Orientation

     Sets the scene and introduction the participant

   - Complication

A crisis arise

- Resolution

  The crisis is resolved, for better or for worse

- Re-orientation

  Optional

4. Language features

   - Focus on specific and usually individually participants

   - Use of material (Action) processes

   - Use of relational and mental processes

   - Use of temporal conjunction and temporal circumstances

   - Use of past tense

Example:

The Golden Tree

Orientation	Once upon a time a long, long time ago a hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a king. The king wanted to be rich
Complication	Now one day the King promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit. The gardener searched all over the countryside but he could not find

the right seed to grow a tree which would bear golden fruit. So at least he went to see the wise old owl who lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

Resolution

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the King to see the tree. When the king has stood there for a long time, starting at it open-mounted the gardener asked for his tree million coins.

So he King agreed to the request, and the gardener took his money and went home and lived happily ever after.

E. Teaching Method

Approach   : Inquiry Based learning

Technique   : Jigsaw

F. Media, Tools, Source of Learning

Media   : Paper, Plano, Worksheet

Tools   : Whiteboard, Board Marker, Color
Marker

Source of Learning   :   -
https://germanstories.vcu.edu/grimm/rapunzel_e.html

 - Prastikawati, Entika Fani dan Siti
Musarokah, *Witing 3 (Handout and
Assignments),* IKIP PGRI Semarang,
2010

G. **Teaching Activity**

a) **First Meeting**

Phase	Activities	Time
Pre-activity	• Teacher give salam/greeting to students • Teacher checking attendance • Pray together • Give students motivate	**5 minutes**
Main Activity	• Teacher asks one of students to read that given by teacher. The other students paid attention • Teacher and students discuss together about generic structure based on the text • Ask students to make a group consist of 4-5 people. Students can count from 1 until 5. • Every group will get 1 narrative text and question, example of story map, and answer sheet. • Students have to read the instruction before they do	**75 minutes**

	it.	
	• Students discuss with their group, and write their answer of the question on story map	
	• Asks students to collect the answer each group.	
Post-activity	• Teacher gives students chance to ask question about the material	**10 minutes**
	• Teacher asks students to conclude the material today	
	• The teacher gives strengthening the material with write in the whiteboard	
	• Pray together	

b) Second Meeting

a. Objective Learning

1. Students are able to present the group discussion about generic structure through the walk gallery clearly
2. Students are able to give written responses to the work of other group correctly
3. Students are able to answer the question correctly based on the narrative text provided by the teacher
4. Students are able to cooperate well within in the group

b. Teaching Method

Approach   : Inquiry Based learning

Technique   : Jigsaw

c. Media, Tools, Source of Learning

    Media   : Paper, plano, Worksheet

    Tools   : Whiteboard, Board Marker, Color Marker

Source of Learning :

https://germanstories.vcu.edu/grimm/rapunzel_e.html

- Prastikawati, Entika Fani dan Siti Musarokah, *Witing 3 (Handout and Assignments),* IKIP PGRI Semarang, 2010

Phase	Activities	Time
Pre-activity	**Introduction** • Teacher greeting to students • Teacher checking attendance • Teacher asks students to lead of pray together • Students motivation	**10 minutes**
Main activity	• Asks students to gather round with their group last week • Teacher gives out their work that they did last week • Students choose the leader of the group to stay in a group, another person visit in other group • Students who visit another group have to asks if any different answer to the leader	**75 minutes**

Phase	Activities	Time
	of each group, and have to write down in post it to discuss with their group • Students back to their own group and discuss what they have been getting when visiting with other group • Asks to each group to presentation, and another group have to assess • Students given reinforcement by teacher through question and answer concerning group work	
Post-activity	• Teacher gives students chance to ask question about the material • Teacher asks students to conclude the material today • The teacher gives strengthening the material with write in the whiteboard • Pray together	5 minutes

c) **Third Meeting**

a. **Objective Learning**

1. Students are able to answer the question correctly based on narrative text individually

2. Students are able to be responsible well

3. Students are able to finishing the question on time

Phase	Activities	Time

Pre-activity	• Teacher greeting to students • Teacher checking attendance • Teacher lead to pray together • Teacher give students motivation	**10 minutes**
Main activity	• Give students narrative text and question of narrative text individually • Asks students to read the instruction • Students answer the question by themselves • Students collect the answer to teacher • Students was given strengthening from the teacher	**75 minutes**
Post-activity	• Teacher gives students chance to ask question about the material • Teacher asks students to conclude the material today • The teacher gives strengthening the material with write in the whiteboard • Pray together	**5 minutes**

H. Assessment

  Form of Instrument

  • **Assessment of Attitude**

  ➢ Care: listen to friend presentations and give feedback

Scoring Rubric:

Criteria	Score
Mendengarkan dan memberikan masukan	4
Mendengarkan dan tidak memberikan masukan	3
Kadang-kadang mendengarkan dan hanya sesekali memberi masukan	2
Tiidak mendengarkan/ sibuk sendiri dan tidak peduli	1

Note: 4 = Very Good; 3 = Good; 2 = fair; 1 = bad

> ➢ Responsibility: complete the task on time

Scoring Rubric:

Criteria	Score
Menyelesaikan dan mengumpulkan tugas tepat waktu	4
Menyelesaikan tugas namun tidak tepat waktu	3
Hanya sebagian namun tepat waktu	2
Tidak menyesaikan tugas dan tidak mengumpulkan	1

Note: 4 = Very Good; 3 = Good; 2 = Fair; 1 = Bad

- **Assessment of Knowledge**

Aspect : identify the generic structure of narrative text

Scoring Rubric :

Generic Structure	Description	Score
Menetukan Orientation dalam teks narrative sederhana	• Dapat menentukan Orientation dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan Orientation dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan Orientation dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan Orintation dan tidak menjelaskan	1
Menetukan complication dalam teks narrative sederhana	• Dapat menentukan complication dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan complication dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan complication dalam teks narrative dan tidak menjelaskan	
	• Tidak dapat menetukan menetukan complication dan tidak menjelaskan	2

		1
Menentukan resolution dalam teks narrative sederhana	• Dapat menentukan resolution dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan resolution dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan resolution dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan resolution dan tidak menjelaskan	1
Menentukan Re-orientation dalam teks narrative sederhana	• Dapat menentukan re-orientation dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan re-orientation dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan re-orientation dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan re-orientation dan tidak menjelaskan	1

Menentukan moral value yang terdapat dalam tek narrative sederhana	• Dapat menentukan moral value dalam teks narrative dan bisa menjelaskan dengan benar	4
	• Dapat menetukan moral value dalam teks narrative tetapi tidak dapat menjelaskan dengan benar	3
	• Kurang tepat menetukan moral value dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan moral value dan tidak menjelaskan	1

Note: 4 = Very Good; 3 = Good; 2 = Less; 1 = Bad

Instrument   :

1. **Read the narrative text carefully!**
2. **Identify the orientation, complication, resolution, and re-orientation based on the text!**
3. **Create a Story Map on the paper following the example!**

RAPUNZEL

There once lived a couple who longed to have a child. As the wife waited for the child to be born, she wanted some Rapunzel lettuce which grew in the garden next door. She wanted it so much that she becomes sick. Because of that her husband stole it for her. Unfortunately, the owner who was a witch caught him. She

permitted the man to take all the lettuce, but in return, he must give the witch his child. The poor man agreed.

As soon as the child was born, the witch took it. She called the baby girl Rapunzel. Rapunzel grew to be so beautiful that the witch decided no one else must ever see her. So, when Rapunzel reached the age of twelve, the witch shut her in a tower deep in the forest. The tower was very tall, and had no door. When the witch came to visit, she called, "Rapunzel, Rapunzel, let down your hair." Then the girl threw her long braid out the window, and the witch climbed it to the top of the tower.

One day, a prince was riding through the forest when he heard Rapunzel singing to amuse herself. The prince wondered the singer, that made him came every day to the tower. He learned from the witch how to reach the tower. As soon as which gone, he climbed the long braid to the top. He visited Rapunzel every night and they fell in love each other. Until once, the witch noticed and became angry. The witch tricked the prince when he visited Rapunzel. He leapt from the tower window. He fell in a thorn bush, and the thorns scratched his eyes. The prince was blinded.

For a long time, the prince wanderer blindly through the forest, weeping. Then one day he heard someone singing a sad beautiful song. He recognized the voice at once and run towards it, calling out Rapunzel's name. Rapunzel rushed into the prince's arm and cried tears of joy. As her tears fell on the prince's eyes, a strange happened. The prince could see again.

Rapunzel and the prince found their way back to the kingdom. Soon, they were married and lived happily ever after. (Source:https://germanstories.vcu.edu/grimm/rapunzel_e.html)

Approved by:

The English Teacher   The Researcher

Khoridatul Afidah, S.Pd   Nila Sa'adah

Kepala Madrasah

Suharyanti, S.Pd.

LESSON PLAN

(Tree Diagram)

School : MA Manbaul Ulum Tlogorejo

Subject : English

Class/Semester : X/II

Theme : Narrative Text

Skill Focus : Reading

Time Allocation : 3 x 45 Minutes

A. Core Competence

1. Living and practicing the teaching of their religion.

2. Appreciating and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world

3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with an insight into humanity, nationality and civilization-related phenomena and

events, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.

4. Rework, in the real of reason and cover concrete and abstract domains associated with the development of the independently learned in school , and was able to use the method according to the rules of science

B. **Basic Competence**

Basic competence	Indicators
3.10 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta infromasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaanya	3.10.1 mengidentifikasi struktur teks dari naratif secara tertulis terkait legenda rakyat 3.10.2 mengidentifikasi pengenalan tokoh dan setting pada generic structure pengenalan 3.10.3 mengidentifikasi komplikasi terhadap tokoh utama 3.10.4 mengidentifikasi solusi dan akhir cerita

C. Objective learning

1. Students are able to identify the generic structure (orientation, complication, resolution, re-orientation) of narrative text clearly

2. Students are able to identify the orientation of narrative text (pengenalan tokoh dan setting) correctly

3. Students are able to identify the complication of narrative text (komplikasi terhadap tokoh utama) correctly

4. Students are able to identify the resolution of narrative text (solusi dan akhir cerita) clearly

D. Teaching Material

Narrative Text

1. Definition

   A narrative text is a text that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and the turn into solution.

2. Social function

   To amuse, to entertain, and to deal with actual or various experiences in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution.

3. Generic structure

   - Orientation

     Sets the scene and introduction the participant

- Evaluation

  A stepping back to evaluate the plight

- Complication

  A crisis arise

- Resolution

  The crisis is resolved, for better or for worse

- Re-orientation

  Optional

4. Language features

  - Focus on specific and usually individually participants

  - Use of material (Action) processes

  - Use of relational and mental processes

  - Use of temporal conjunction and temporal circumstances

  - Use of past tense

Example:

The Golden Tree

Orientation

Once upon a time a long, long time ago a hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a king. The king wanted to be rich

Complication

Now one day the King promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit. The gardener searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at least he went to see the wise old owl who lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

Resolution

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the King to see the tree. When the king has stood there for a long time, starting at it open-mounted the gardener asked for his tree million coins.

So he King agreed to the request, and the gardener took his money and went home and lived happily ever after.

5. **Teaching Methods**

      Approach   : Scientific Approach

      Technique   : Jigsaw

6. **Media, tools, and Source of Learning**

      Media   : Paper, Asturo, color marker, worksheet

      Tools   : Whiteboard, board-marker

      Source of Learning : Prastikawati, Entika Fani dan Siti Musarokah, *Witing 3 (Handout and Assignments),* IKIP PGRI Semarang, 2010

7. **Teaching Activity**

    ✓ **First Meeting**

Phase	Activities	Time
Pre-activity	**Introducing** • Teacher give a greet to students • Teacher checking attendance • Teacher lead to pray together • Give students motivate	**5 minutes**
Main Activity	• Teacher asks one of students to read the narrative text that given by teacher. The other students paid attention. • Teacher and students discuss together	**75 minutes**

	about generic structures based on the text	
	• Ask students to make a group consist of 4-5 people. Students can count from 1 until 5.	
	• Every group will get 1 narrative text, question, example of tree diagram, and answer sheet.	
	• Before students do it, they have to read the instruction.	
	• Students discuss with their group, and write the answer of the question on story map	
	• Asks students to collect the answer each group.	
Post-activity	**Closing activity** • Teacher gives students chance to ask question about the material • Teacher asks students to conclude the material today • The teacher gives strengthening the material with write in the whiteboard • Pray together	**10 minutes**

- ✓ **Second Meeting**

d. Objective Learning

1. Students are able to present the group discussion about generic structure through the walk gallery

2. Students are able to give written responses to the work of other group

3. Students are able to answer the question correctly based on the narrative text provided by the teacher

4. Students are able to cooperate well within in the group

e. Teaching Method

Approach   : Scientific Approach

Technique   : Jigsaw

f. Media, Tools, Source of Learning

Media   : Paper, Plano, Worksheet

Tools   : Whiteboard, Board Marker, Color Marker

Source of Learning   : - Prastikawati, Entika Fani dan Siti Musarokah, *Witing 3 (Handout and Assignments),* IKIP PGRI Semarang, 2010

g. Teaching activity

Phase	Activities	Time
Pre-activity	• Greet the class • Opening the teaching learning process by praying together • Checks the student' attendance • Delivering the learning process	**10 minutes**
Main activity	• Asks students to gather round with their group last week • Teacher gives out their work that they did last week • Students choose the leader of the group to stay in a group, another person visit in other group • Students who visit another group have to asks if any different answer from their answer to the leader of each group, and have to write down in post it to discuss with their group • Students back to their own group and discuss what they have been getting when visiting with other group • Asks to each group to presentation, and another group have to assess	**75 minutes**

	• Students given reinforcement by teacher through question and answer concerning group work	
Post-activity	• Teacher gives students chance to asks question about the material • Teacher asks students to conclude the material today • The teacher gives strengthening the material with write in the whiteboard • Pray together	**5 minutes**

✓ **Third Meeting**

    a. Objective Learning

        1. Students are able to answer the question correctly based on narrative text individually

        2. Students are able to be responsible well

        3. Students are able to finishing the question on time

b. Teaching Method

    Approach   : Scientific Approach

    Technique   : Jigsaw

c. Media, Tools, Source of Learning

    Media   : Paper, Asturo, Worksheet

    Tool   : Whiteboard, Board Marker, Color Marker

Source of Learning : - Prastikawati, Entika Fani dan Siti Musarokah, *Witing 3 (Handout and Assignments),* IKIP PGRI Semarang, 2010

d. **Teaching Activity**

Phase	Activities	Time
Pre-activity	• Teacher greeting to students • Teacher checking attendance • Teacher lead to pray together • Students motivation	**10 minutes**
Main activity	• Give students narrative text and question of narrative text individually • Asks students to read the instruction • Students answer the question by themselves • Students collect the answer to teacher • Students was given strengthening from the teacher	**75 minutes**
Post-activity	• Teacher gives students chance to ask question about the material • Teacher asks students to conclude the material today • The teacher gives strengthening the material with write in the whiteboard • Pray together	**5 minutes**

8. Assessment

- **Assessment of Attitude**

  - ➤ Care : Listening to friends' presentation and giving feedback

    Scoring Rubric:

Criteria	Score
Mendengarkan dan memberikan masukan	4
Mendengarkan dan tidak memberikan masukan	3
Kadang-kadang mendengarkan dan hanya sesekali memberi masukan	2
Tiidak mendengarkan/ sibuk sendiri dan tidak peduli	1

    Note: 4 = Very Good; 3 = Good; 2 = fair; 1 = bad

  - ➤ Responsibility: Complete the task on time

    Scoring Rubric:

Criteria	Score
Menyelesaikan dan mengumpulkan tugas tepat waktu	4
Menyelesaikan tugas namun tidak tepat waktu	3
Hanya sebagian namun tepat waktu	2
Tidak menyesaikan tugas dan tidak mengumpulkan	1

Note: 4 = Very Good; 3 = Good; 2 = Fair; 1 = Bad

- **Assessment of Knowledge**

  Aspect   : identify the generic structure through a media tree diagram with group

  Scoring Rubric   :

Generic Structure	Description	Score
Menetukan Orientation dalam teks narrative sederhana	• Dapat menentukan Orientation dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan Orientation dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan Orientation dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan Orintation dan tidak menjelaskan	1
Menetukan complication dalam teks narrative sederhana	• Dapat menentukan complication dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan complication dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan complication dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan	

	complication dan tidak menjelaskan	1
Menentukan resolution dalam teks narrative sederhana	• Dapat menentukan resolution dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan resolution dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan resolution dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan resolution dan tidak menjelaskan	1
Menentukan Re-orientation dalam teks narrative sederhana	• Dapat menentukan re-orientation dalam teks narrative dan bisa menjelaskan	4
	• Dapat menetukan re-orientation dalam teks narrative tetapi tidak menjelaskan	3
	• Kurang tepat menetukan re-orientation dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan re-orientation dan tidak menjelaskan	1
Menentukan moral value yang terdapat dalam tek narrative	• Dapat menentukan moral value dalam teks narrative dan bisa menjelaskan dengan benar	4
	• Dapat menetukan moral value dalam teks narrative tetapi tidak dapat menjelaskan	3

sederhana	dengan benar	
	• Kurang tepat menetukan moral value dalam teks narrative dan tidak menjelaskan	2
	• Tidak dapat menetukan menetukan moral value dan tidak menjelaskan	1

Note: 4 = Very Good; 3 = Good; 2 = Less; 1 = Bad

Instrument :

1. **Read the text carefully!**
2. **Identify the orientation, complication, resolution, and re-orientation based on the text above!**
3. **Create Tree Diagram on the paper following the example!**

RORO JONGGRANG

A long time ago in central Java lived a wise king. His name was Prabu Boko. He had a beautiful daughter whose name was Roro Jonggrang. They lived in a palace on top of a hill. At present we can visit the ruins of the palace that is located about two miles south of Prambanan temple. The palace is called kraton Boko. His country was so prosperous that another king was jealous.

There was a neighboring kingdom under king Bandung Bondowoso. One day king Bandung attacked Prabu Boko. In a fierce fight King Boko was killed and his kingdom was conquered. The

young Bandung Bondowoso fell in love with Roro Jonggrang when he saw her beauty. He wanted to marry her so he proposed her. But Roro Jonggrang definitely did not want to marry someone who had murdered her father. So she gave a difficult condition.

She told Bandung that she would marry him if he could build one thousand temples in one night. Bandung was surprised but he was optimistic he could meet the condition. He was a powerful king and he had many friends among the genie and spirits. So he asked them for help. With the help of those invisible beings Bandung built the temples.

Meanwhile Roro Jonggrang and her people kept an eye on Bandung. When it was almost dawn Bandung and the genie had built nine hundred ninety nine temples. Roro Jonggrang was very worried. If Bandung could meet her condition, she had to marry him. Then she had a bright idea. She ordered her people to make noise and lights. Women were ordered to cook and make noise by hitting kitchen utensils. Men were also ordered to make noise around the temples. Then the genie thought that daylight had come. They were afraid of the sunlight so they left immediately. Without their help Bandung was unable to finish the temple.

Bandung was very angry. He knew that it was a dirty trick from Roro Jonggrang. Then he cursed Roro Jonggrang into a statue. The statue of Roro Jonggrang is now inside the northern chamber of the main temple which was dedicated to Shiva in Prambanan temple.

Approved by:

The English Teacher   The Researcher
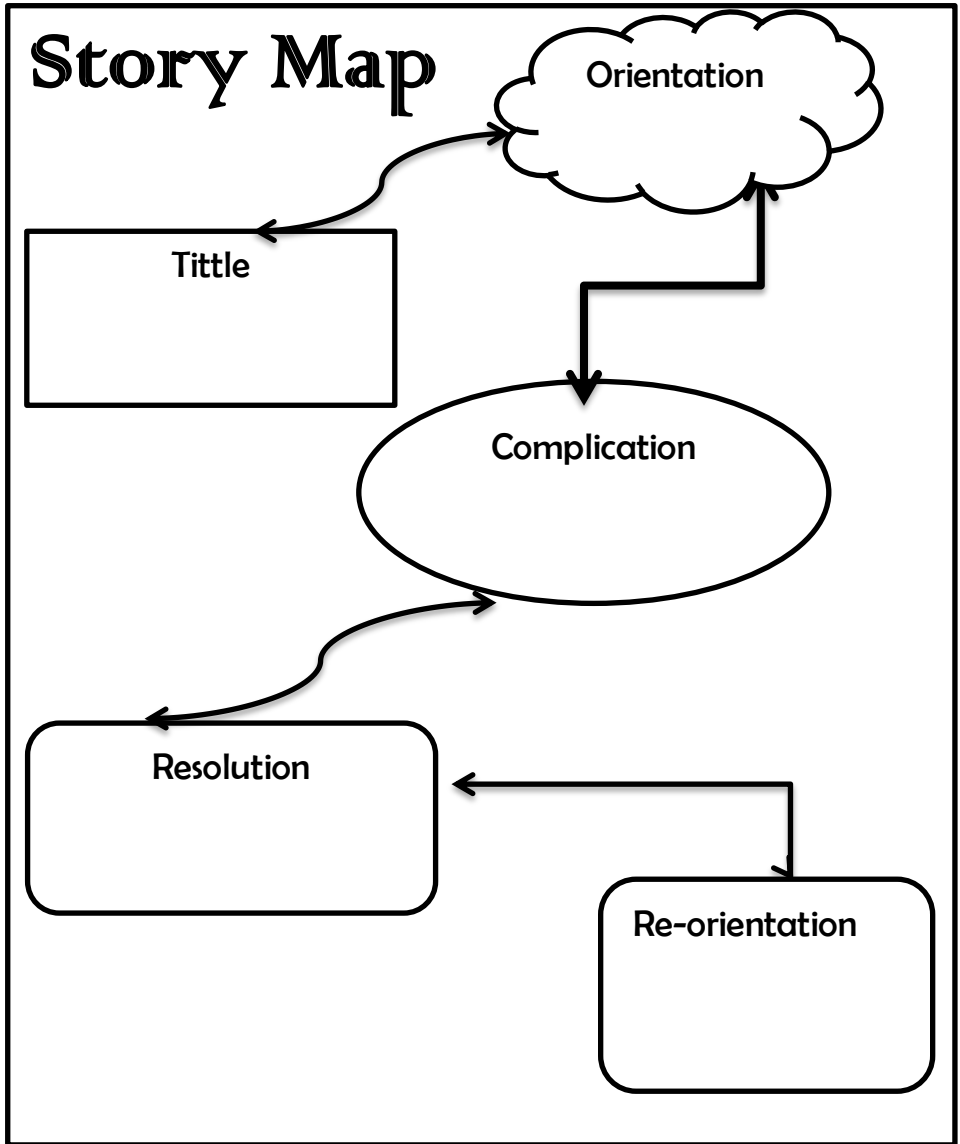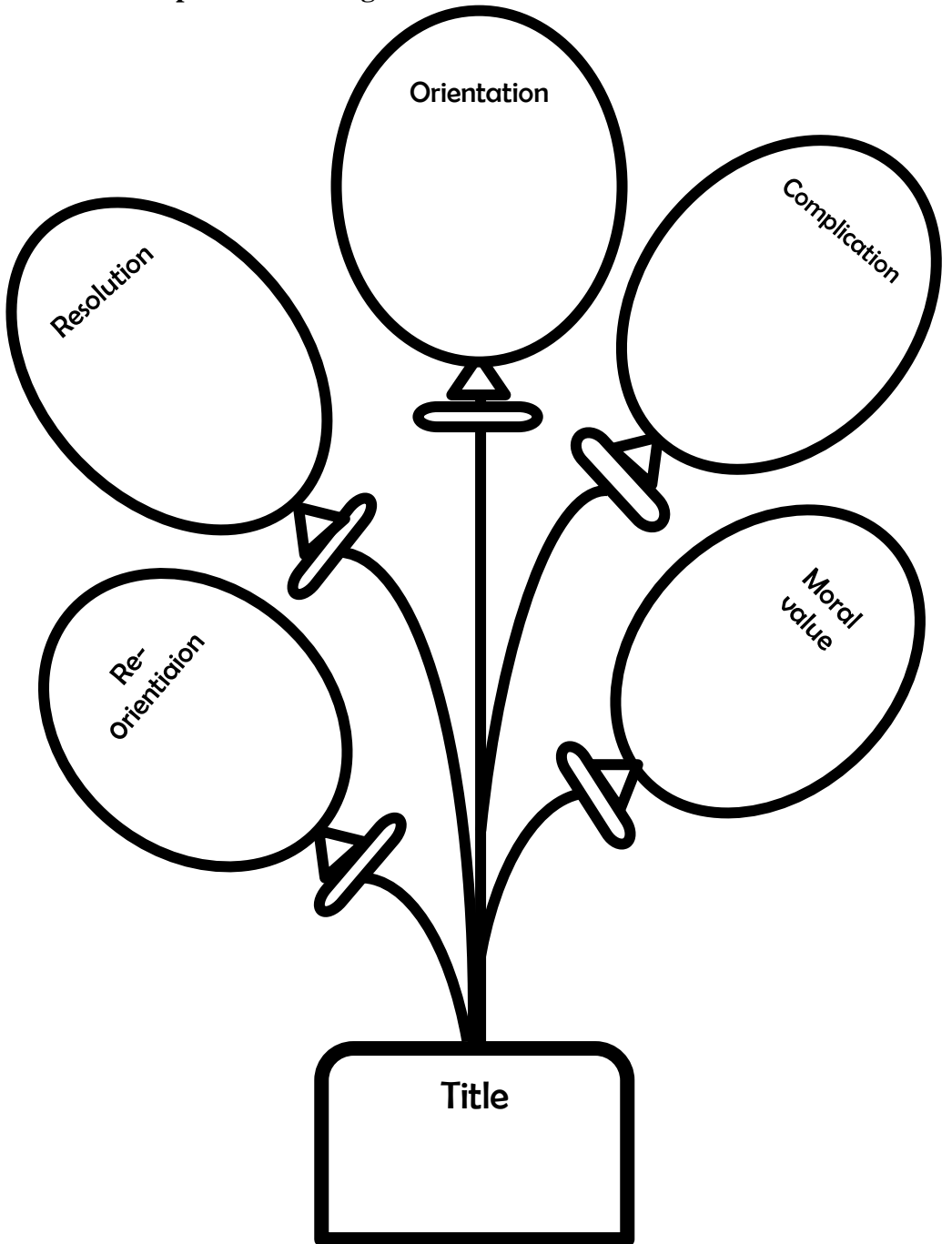
Khoridatul Afidah, S.Pd   **Nila Sa'adah**

Kepala Madrasah

Suharyanti, S.Pd.

Example of Story Map and Tree Diagram

Story Map

Orientation

Tittle

Complication

Resolution

Re-orientation

Example of Tree Diagram:

Orientation

Complication

Resolution

Re-
orientiaion

Moral
value

Title

Instrument of Post-test

Instruction

1. ***Read the narrative text carefully!***
2. ***Answer the following question based on the text!***

A Hungry Crocodile

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg

and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?" And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck". The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo."

The crocodile laughed at the buffalo. Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you." The buffalo said, "I'm not telling a lie. I can prove it." Kancil said, "I believe that crocodile is right, but then you can try to prove yours telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay, it is easy, but after that I will eat the buffalo." Kancil said, "Okay, deal."

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly Kancil said, "Let's run buffalo, lets run!" The buffalo and Kancil run as fast as possible and the crocodile had realized that it is had been fooled by Kancil. The crocodile was still trapped there and there was no one helped it.

(https://www.yuksinau.id/contoh-narative-text/)

Question:

1. What is the main idea of paragraph 3?
2. How many characters are in the story? Please mention!
3. Where is the setting of the place of narrative text above?
4. Why is Kancil not sure that buffalo help to remove the big branch from its neck?
5. What is the text mainly talks about?
6. When does the story take place?
7. "After that, suddenly Kancil said, "Let's <u>run</u> buffalo, let's run!"…." (paragraph 5) What is the antonym of underline word?
8. "One day, there was a hungry crocodile waiting a prey near the lake in the jungle." (Paragraph 1). What is the function of above sentence?
9. "The crocodile *laughed* at the buffalo." (Paragraph 5). What is antonym of bold word?
10. What can the moral value that we will learn?

Answer key:
1. The main idea of paragraph 3 is
2. There are 3 characters in the story. There are Crocodile, Buffalo, and Kancil
3. The setting of place the story above at near the lake of jungle
4. Because Kancil saw the Crocodile had to right to bite Buffalo
5. The text mainly talk about a hungry crocodile
6. The story takes place at the afternoon

7. The antonym of run is walk
8. The function of the sentence is orientation
9. The antonym of laughed is cry
10. The moral value that can we learned in the story is we have to be honest to another person.

APPENDIX 7

Sample of Students answer

Answer sheet

Name : A .AFiq Mubarak

Class : X. IPS

1. the main idea of Paragraph 3 is the. Kancil asked to buffale what happened

2. the Characters in the story are 3 there are Buffalo, crocodile, and Kancil

3. Jungle

4. Kancil bofuia

5. crocodile

6. morning

7. walk

8. orientation

9. word is cry

10. anather Porson

Answer sheet

Name : Siti Mahfidhoh

Class : X ipc

1. The Main idea of Paragraph 3 is the Kancil asked to buffalo What happened.

2. The Characters In the Story are 3 There are Buffalo, Crocodile and Kancil.

3. Near the lake In the Jungle

4. Because Kancil Saw the Crocodile bite the buffalo

5. The text Mainly about the hungry Crocodile.

6. At the afternon

7. Walk

8. The Function Of Paragraph I is Orientation

9. The antonym of bold word is Cry

10. The Moral that Can We learned Is we dont Say lie With another Person.

90

Name : Elma Islamiati

Class : x.IPs

1. the main idea of paragraph 3 is the Kancil asked to buffalo what happened

2. the characters in the story are 3 there ar Buffalo, Crocodile, and kancil.

3. ~~prey~~ near the lake in the Jungle

4. bacause kancil saw the crocodile bite the buffalo

5. the text mainly about the hungry crocodile

6. at the afternoon

7. walk

8. the function of paragraph 1 is orientation

9. the antonym of -bold word is cry

10. the moral value thet car we learned is we don't say lie with another person.

Story Map

90

Name : Nova Fitri Anasari

Class : X. IPA.

1. the crocodile are very hungry and then bite the buffalo feat.

2. the characters in the story are buffalo, crocodile and kancil.

3. In the jungle.

4. because kancil saw the crocodile bite the buffalo

5. the text mainly about the hungry crocodile

6. the story take place at the afternoon

7. Walk.

8. the function of paragraph 1 Orientation

9. the antonym of bad word is cry

10. the moral value that can we learned is we have to be honest with another person

Answer sheet

Name : Sirot an . A

Class : X . ipa

5 1. . misvnders tanding ....

5 2. ~ kancil ~ Crocodiles ~ Buffalo ....

5 3. river. ....

   4. because there's away a Strory ....

5 5. buerte may mensru herbau keqi seng kancel mqay sekuh : xya

   6. the story take Place at the afternon ....

   7. . ? .... walked ....

   8. ! . No Friend and the other animals have it so much

   9. . The antonym of bold word is Cry ....

  10. the moral value that can we lears ned is we have to be honest
      with another person ....
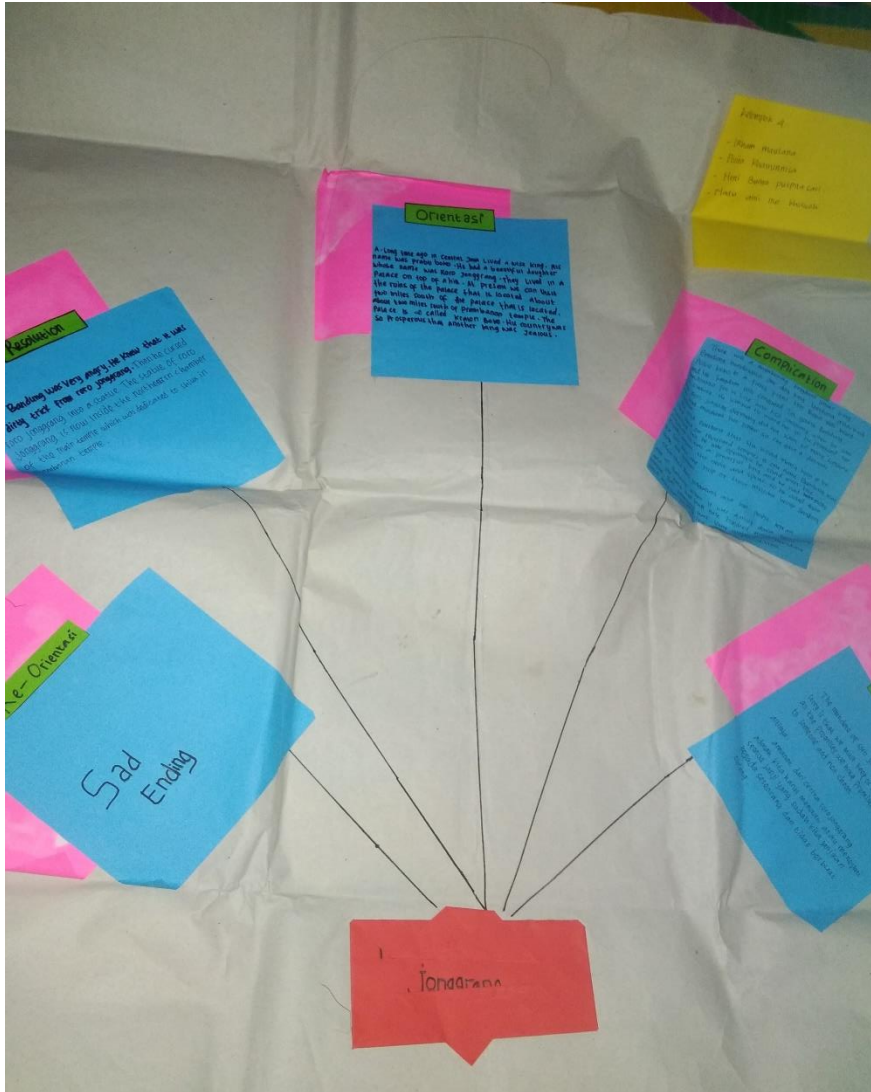
Answer sheet

Name : TRI FAJAR SURYA

Class : X MIA

1. Misunderstanding between crocodiles and Buffalo
   kancil /ideas

2. kancil, Buffalo and crocodile : 3

3. lake in the forest

4. Because to free the buffalo

5. The Selfishness of a crocodile after being helped by a buffalo

6. At the afternoon / the story place the afternoon

7. walk

8. Introduce figures / orientation

9. the antonim of bold word is cry

10. the moral value can we learned is we have to
    be honest with another person

APPENDIX 8

The Result of media Story Map and Tree Diagram by students

STORY MAP

Kelompok I
- Fausiyatul inayal
- Shanti sept A
- Sodikin
- Siroj AG Abdullah

Orientation

Once upon a time, a couple who longed to have a child. As the wife wished to herself to be frsh, she wanted some Rapunzel lettuce which grew in the garden next door. Her craving was so much that she became sick. Hearing of this her husband with a face turned. Unfortunately, the owner who was a witch caught him. She punished the owner to take all the lettuce, but in return, he must give the witch his child. The poor man agreed.

complication

Rapunzel grew to be beautiful girl. As she turned to be twelve, the witch took her away...

(Tittle) RAPUNZEL

Tittle

Re-orientation

Rapunzel and the prince lived ever after back in the kingdom. Both also soon married and lived happily afterwards.

APPENDIX 9

DOCUMENTATION

Figure1. Treatment of Story Map

Figure2. Treatment of Tree Diagram

Figure3. Post-test in Tree Diagram class

Figure4. Post-test of Story Map

APPENDIX 10

RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B-233/Un.10.3/D.1/TL.00/1/2020   14 Januari 2020
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Nila Sa'adah
NIM   : 1503046047

Yth.
Kepala Sekolah MA Manbaul Ulum Tlogorejo
di tempat

Assalamu'alaikum Wr.Wb,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Nila Sa'adah
NIM   : 1503046047
Alamat   : Tlogogedong 03/01 Tlogorejo Kr.awen Demak
Judul Skripsi : Teaching Reading Narrative Text Through Story Map and Tree
              Diagram at Tenth Grade of MA Manbaul Ulum Tlogorejo in the
              Acadmic Year 2019/2020

Pembimbing :
1. Lulut Widyaningrum, M.Pd
2. Dra. Nuna Mustikawati Dewi, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama1
bulan, mulai tanggal 23 Januari 2020 sampai dengan tanggal 23 Februari 2020
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai
laporan)

APPENDIX 11

LETTER OF RESEARCH STATEMENT

مؤسسة منبع العلوم الإسلامية

YAYASAN MANBAUL ULUM

MADRASAH ALIYAH MANBAUL ULUM

TERAKREDITASI A

NO : 047/BANSM-JTG/SK/XII/2018

Alamat : Tlogorejo Rt 03/02 Karangawen Demak 59566 Telp. 08112784321

NSM : 131233210015   NPSN : 20362856

SURAT KETERANGAN

Nomor : K2MA.11/Ket.427/II/2020

Yang bertanda tangan di bawah ini, saya :

Nama	:	Suharyanti, S.Pd.
Jabatan	:	Kepala Madrasah
Alamat	:	Tlogorejo Karangawen Demak

berdasarkan Surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, Nomor : B.233/Un.10.3/D.1/TL.00/1/2020, tanggal 14 Januari 2020 tentang Permohonan Ijin Riset/Penelitian Skripsi, maka saya menerangkan bahwa mahasiswa :

Nama	:	NILA SA'ADAH
N I M	:	1503046047

telah melaksanakan penelitian mencari data untuk penyusunan skripsi dengan judul : **"Theaching Reading Narrative Text Through Story Map and Tree Diagram at Tenth Grade of MA Manbaul Ulum Tlogorejo in the Academic Year 2019/2020"** dengan **BAIK**.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Tlogorejo, 22 Februari 2020

Kepala Madrasah

Suharyanti, S.Pd.

AKADEMI STATISTIKA (AIS)
MUHAMMADIYAH SEMARANG

PENELITI : Nila Sa'adah

NIM : 1503046017

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : TEACHING READING NARRATIVE TEXT THROUGH STORY MAP AND TREE DIAGRAM AT THE TENTH GRADE OF MA MANBAUL ULUM TLOGOREJO IN THE ACADEMIC YEAR OF 2019/2020

HIPOTESIS:

a. **Hipotesis Uji Homogenitas**

$H_0: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

b. **Hipotesis Perbedaan Rata-Rata**

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Uji Homogenitas Data
F-Test Two-Sample for Variances

	X IPS	X IPA
Mean	72.82608696	87.5
Variance	329.1501976	34.5
Observations	23	26
df	22	25
F	9.540585439	
P(F<=f) one-tail	2.11598E-07	
F Critical one-tail	1.984252242	

Keterangan:

Sig. = 0.000 > 0.05, maka H_0 ditolak artinya kedua kelas tersebut tidak memiliki varians yang sama (Tidak Homogen).

Uji Perbedaan Rata-Rata

t-Test: Two-Sample Assuming Equal Variances

	X IPA	X IPS
Mean	87.5	72.82608696
Variance	34.5	329.1501976
Observations	26	23
Pooled Variance	172.4213691	
Hypothesized Mean Difference	0	
df	47	
t Stat	3.903938329	
P(T<=t) one-tail	0.000150503	
t Critical one-tail	1.677926722	
P(T<=t) two-tail	0.000300006	
t Critical two-tail	2.011740514	

Keterangan:

Sig. = 0.000 < 0.05, maka H₀ ditolak artinya bahwa terdapat perbedaan rata-rata nilai Kelas X IPA dan Kelas X IPS

Semarang, 27 Februari 2020

Kepala Laboratorium

Dedy Setiawan, S.Si., M.Kom

APPENDIX 12

SCHOOL PROFILE

Madrasah Aliyah Manbaul Ulum Tlogorejo was established in 1990 and on January 7, 1991, the operational permit for education management was dropped from the regional offices of the provincial religious department of Central Java.

The establishment of MA Manbaul Ulum is not separated from the anxiety of the people of Tlogoreo, in particular, will be the realization of high school in the area of district Karangawen. Because at that time there is not at all Senior High School upper in the district Karangawen. To answer the question, the community leaders in Tlogorejo agreed to establish a container for children in the village of Tlogorejo in particular, to learn to be at the school, the Madrasah Aliyah Manbaul Ulum was born Geographically located in the hamlet Tlogogrdong Tlogorejo village Karangawen Demak

The leaders of the community include Simbah KH. Khotibul Umam (ALM), in KH. Abdul Hamid Khoiron (ALM), a drench KH. Muhammad Dawam (ALM), Mr. Aly Alghozi BA (ALM), Mr. Taslim Karsono, Mr. Drs. Nursholis, and others.

At the beginning of MA, Manbaul Ulum grew very slowly, because at least the students who entered at that time. At the beginning of the lesson, there were only 14 students, the second year of 6 students, the third year of 10 students, the fourth year of 19 students, the fifth year of 27 children. But Alhamdulillah in the following years, MA Manabul Ulum

experienced an increase in the number of students continuously, so that each class there is two spaces.

Thus, a brief history of Madrasah Aliyah Manbaul Ulum Tlogorejo Karangawen Demak. Which is course cannot escape the hard work and the spirit of giving up its spirits, for builds this Madrasah Aliyah Manbaul Ulum.

CURICULUM VITAE

Name   : Nila Sa'adah
Place and Date of Birthday : Demak, 14 June 1997
Original Address   : Dk. Tlogogedong Rt 03 Rw 01 Ds.
                             Tlogorejo Kec. Karangawen Kab. Demak
                             Jawa Tengah
Dormitory Address   : PPPTQ Al-Hikmah Rt 07 Rw 01 Kel.
                             Tugurejo Kec. Tugu Kota Semarang Jawa
                             Tengah
Gender   : Female
Mobile Phone Number   : 081466731755
Email   : nilasaadah146@gmail.com

Formal Education:
1. RA Manbaul Ulum Tlogorejo Karangawen
2. MI Manbaul Ulum Tlogorejo Karangawen
3. Mts Manbaul Ulum Tlogorejo Karangawen
4. MA Futuhiyyah 02 Mranggen Demak
5. S1 UIN Walisongo Semarang

Informal Education
1. PP. AL-Badriyyah Mranggen Demak
2. Ma'had Al-Jamai'ah Walisongo
3. PPPTQ Al-Hikmah Tugurejo Tugu Semarang

Semarang, March 16th 2020
The Researcher

Nila Sa'adah
1503046047