THE EFFECTIVENESS OF STORY MAPPING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION SKILLS IN NARRATIVE TEXT

THESIS

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

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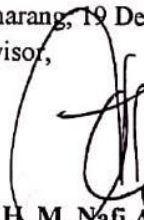Walisongo State Islamic University Semarang

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ABSTRACT

Title	:	**The Effectiveness of Story Mapping Strategy to Improve Students' Reading Comprehension Skills in Narrative Text**
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This study was aimed to examine the effectiveness of the story mapping strategy to improve students' reading comprehension skills in narrative text. A story map can help the students comprehend narrative texts easily because it provides a graphic or schema to put the chronological events of the story and other elements of the text. The participants for this study were the ninth graders of MTs Fatahillah Beringin in the academic year 2022/2023. This quantitative research used a quasi-experimental study as the research design. The sample in this study was the students of class IX-A (23 students) as the control class and class IX-C (23 students) as the experimental class. The data collection technique used was tests (pre-test and post-test). The data obtained was analyzed using statistical analysis, namely t-test. It was used to determine whether there was a significant difference between students' scores in the experimental and control class.

Based on the data analysis result, it is obtained that students' post-test score of the experimental class is higher than the control class. It can be seen from the mean of the post-test in the experimental class was 80.2. While in the control class, was 72.1. The calculation of this test showed that t table (one tail) = 1.680 and t count = 3.230, with a p value = 0. 001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then Ha is accepted and H0 is rejected. It means there is a significant difference of the post-test score average of the students who were

taught using the story mapping strategy and those who were taught using a conventional method.

Based on the statement above, it can be concluded story mapping strategy is found to be effective to improve students' reading comprehension skills in narrative text, especially the ninth-grader students of MTs Fatahillah. Based on the results of this study, it is expected to be beneficial for the teacher, students, and other researcher in the future.

Keywords: Story Mapping, Reading Comprehension, Narrative Text

MOTTO

"ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ (١) خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ (٢)"

Proclaim! (or Read!) In the name of the Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood.

(Q.S Al-Alaq/96: 1-2)[1]

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[1] Abdullah Yusuf Ali, *The Holy Quran Text, Translation and Commentary* (America: Amana Corp, 1983), p.479.

DEDICATION

This thesis is dedicated to them, the most influential people for the writer, with pleasure this is dedicated to:

- My beloved father and mother (Bapak Moh Habib Mustana and Ibu Hindun Daryani), who always devote their affection and motivation till the writer finished arranging this thesis. Thank you for your endless love, du'a, and support.
- My beloved younger sister and brothers (Hanik Isnaini, M. Naufal Mumtaza, and Arsyad Rifqi Azamy) who always give me support too to finish this thesis.
- My beloved family (Bani K. H Imam Qusyairi and Bani Nahrowi) who always give me love and support to finish my thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

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First of all, big thanks to Allah SWT the Almighty God for His blessing, love, opportunity, health, and mercy. So the writer could be able to accomplish this final project.

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The researcher realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express the deeper appreciation to:

1. Dr. K.H. Ahmad Ismail, M.Ag., M.Hum as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, S.Pd.I, M.Pd. as the Head of English Education Department of Teacher Training Faculty UIN Walisongo Semarang.
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CHAPTER I
INTRODUCTION

This chapter discusses the background of the research, research questions, research objective, significance of the study and limitation of the study.

A. Background of The Research

English is a global or international language. For this reason, it is widely recognized that English is important to Indonesia. It plays the role of a foreign language in Indonesia. By learning a foreign language, we can see ourselves from a different viewpoint. We can realize that there are other ways of thinking, ways of saying things and so on that are exceptionally different. Consequently, our insight will broaden. [2] Simatupang (as cited in Lauder, 2008) stated that English is still seen as a priority, as the most crucial foreign language to be taught, although it doesn't widely apply in society.[3] According to Crystal (2003:106), English takes an important part in the education area.[4] In terms of university students, for example, most scientific papers in all subjects are published in English. Furthermore, it is one of the requirements that must be met by those who plan their studies abroad. English is studied by Indonesian students from elementary school to the university level. It is widely taught in schools, as learning it is a necessity in this globalization era.

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[2] Geoffrey Broughton and others, *Teaching English as a Foreign Language*, ed. by John Eggleston, 2nd edn (United States of America: Routledge, 1980) <https://doi.org/10.47408/jldhe.v0i1.14>, p.10.

[3] Allan Lauder, 'THE STATUS AND FUNCTION OF ENGLISH IN INDONESIA : A REVIEW OF KEY FACTORS', *Makara, Human Behavior*, 12.1 (2008), 9–20.

[4] David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd edn (Cambridge: Cambridge University Press, 2003), p.106.

As a foreign language, English can't be separated from the arising problems in the context of the teaching and learning process. A result of a study about the problems of foreign language learning (English) and teaching from the perspective of instructors and learners, by Unal and Ilham (2017) showed that there are four types of problems found namely; problems with the education system, educational process, teachers and learners. One of the issues in the educational process and teacher is that most foreign language teachers apply a conventional method. Moreover, the subject discussion which is not the best implementation method is always used in foreign language teaching. Even though teachers are allowed to apply conventional methods, different teaching methods are expected to be applied by the teachers as a means of their self-development too.

There are four skills that should be mastered in learning English, namely reading, writing, listening, and speaking. Based on the relationship between input and output, those skills are classified into two kinds; receptive skills (reading and listening) and productive skills (writing and speaking). Of course, all of them are closely related and influence each other in the case of language learning and communication. It means that all of them work together to enhance the development of each other. Based on the Curriculum which is applied in Indonesia, reading is one of the skills that must be comprehended by students. It is a complex information processing that requires creative and active thinking skills, so it can encourage the development of other language skills.[5] Reading plays an important role in someone's communicative competence. Therefore, it is said that reading can

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[5] Chengyu Nan, 'Implications of Interrelationship among Four Language Skills for High School English Teaching', *Journal of Language Teaching and Research*, 9.2 (2018), 418–23 <https://doi.org/http://dx.doi.org/10.17507/jltr.0902.26>.

enhance one's oral and written communication skills. And this assumption has been supported by several empirical works.[6] For this reason, having a successful reading class will affect other skills development positively.

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.

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ (١)   خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ (٢)   ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ(

٣) ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ (٤) عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ (٥)

Meaning: *"1) Proclaim! (or Read!) In the name of the Lord and Cherisher, Who created. 2) Created man, out of a (mere) clot of congealed blood. 3) Proclaim! And thy Lord is Most Beautiful. 4) He Who taught (the use of) the pen, 5) Taught man that which he knew not" (Q.S Al-Alaq:1-5)[7]*

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

Broughton (1980:89) stated that reading is a complex skill as it involves a whole series of lesser skills. There are a lot of advantages students get from reading, such as vocabulary improvement, information addition, imagination and creativity enhancement, etc. Reading English as a foreign language is different from reading Indonesian language. While reading itself is

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[6] Roby Marlina, 'Teaching Language Skills', in *The TESOL Encyclopedia of English Language Teaching*, ed. by John I. Liontas, 1st edn (John Wiley & Sons, Inc., 2018), pp. 1–15 <https://doi.org/10.1002/9781118784235.eelt0665>.

[7] Abdullah Yusuf Ali, *The Holy Quran Text, Translation and Commentary* (America: Amana Corp, 1983), p.479.

a complex process, reading a foreign language is even more complex. In Goodman's (as cited in Yorio, 1971) view, there are factors affecting reading a foreign language; 1) the reader's knowledge of the foreign language is different from the native speaker, 2) limited knowledge of the language interrupts the predicting ability needed to get the correct cues, 3) the wrong choice of cues or uncertainty of the choice make associations more difficult, 4) remembering the prior cues in a foreign is harder than in the mother tongue in consequence of the unfamiliarity with the material and the lack of training, and 5) there is disruption of the native language at all levels and times.[8] Due to the explanations above, teaching students to read English is not an easy thing.

Reading is where someone creates the meaning of a text and gets information from it. Thus, it can be concluded that the main goal of reading is a comprehension of the text. As Baker (cited in Razali, 2013) stated that comprehension means that the reader understands what is being read.[9] The issue of reading comprehension is one of the most frequent topics in the EFL teaching and learning context for a long time. Reading comprehension is not easy to be achieved due to some factors affecting it in terms of the different languages, different backgrounds, et. as what have been mentioned above. It was even more evident that many EFL students still have difficulty solving their reading comprehension matters. In addition to the reading problems listed by Goodman above, Davoudi and Yousefi (as cited in Kasim and Raisha, 2017) mention that EFL learners' reading difficulties include a lack of background and vocabulary

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[8] Carlos Alfred Yorio, 'SOME SOURCES OF READING PROBLEMS FOR FOREIGN- LANGUAGE LEARNERS', *Language Learning*, 21.1 (1971), 107–15.

[9] Khairil Razali, 'STRATEGIES IN IMPROVING READING COMPREHENSION THROUGH VOCABULARY ACQUISITION', *Englisia Journal of Language, Education, and Humanities*, 1.1 (2013), 1–15.

knowledge, grammatical knowledge difficulty, and also poor reading strategies.[10] Based on the problems of reading foreign listed above, the researcher has tried to show that EFL learners still face a lot of difficulties that should be solved to help them get out of the existing problems and to make them better readers.

This situation finally encourages teachers as instructors as well as facilitators to choose and apply effective and appropriate teaching methods and strategies to improve students' reading comprehension. Johnson (2008:109) defines reading as the act of creating meaning from a text. [11] The texts themselves, are divided into some types based on their generic structures and language features. There are a lot of different kinds of text with different goals, that are read by people. The narrative text is one of the genres learned by Junior High School students. It is a text that provides a story with chronological events which is aimed to entertain the audience. In teaching reading comprehension, it is highly recommended for teachers to apply interesting strategies and activities to improve comprehension and to make the reading experience more interesting and enjoyable. Instead of applying a traditional method, many interesting strategies can be applied by teachers to teach reading comprehension of narrative text. Such as rating character traits, character maps, story grammar, story mapping, etc.[12]

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[10] Usman Kasim and Siti Raisha, 'EFL STUDENTS' READING COMPREHENSION PROBLEMS: LINGUISTIC AND NON-LINGUISTIC COMPLEXITIES', *ENGLISH EDUCATION JOURNAL (EEJ)*, 8.3 (2017), 308–21.

[11] Andrew .P Johnson, *Teaching Reading and Writing - A Guide Book for Tutoring and Remediating Students* (United States of America: Rowman & Littlefield Publishers, Inc, 2008), p.109.

[12] Johnson, p.123-133.

According to Idol (1987), story mapping is a graphic organizer that helps students to learn the elements of a story.[13] It is a kind of graphic organizer which is suitable to be applied in reading. Furthermore, Thayne (2018) stated that graphic organizers—visual representations of ideas in a text—are considered powerful instructional tools for developing reading comprehension abilities in students in both first and second/foreign language reading.[14] It means story mapping as a kind of graphic organizer can also enhance students' reading comprehension abilities. Furthermore, story mapping aimed to make students easier to read the story through the story elements provided. As it provides the story's visualization, students can recognize the important parts of the story easily. Studies about story maps have been carried out by some researchers in different fields and contexts, such as the writing of narrative text ((Rahmawati, 2018) and (Nur Latifah and Istiqomah Nur Rahmawati (2019)), students' composition (Jameel, 2022), reading comprehension (Muhammad Lukman Syafii, 2021), students with learning disabilities (Cure, 2020), and its implementation combined with repeated retells for English learners with language impairments (Rhonda D. Miller, Vivian I. Correa, and Antonis Katsiyannis, 2019). These studies revealed positive results of the story-mapping implementation.

Therefore, the researcher proposes one interesting strategy to solve the reading problems and to improve students' reading comprehension of narrative text by applying story

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[13] Lorna Idol, 'Group Story Mapping : A Comprehension Strategy for Both Skilled and Unskilled Readers', *Journal of Learning Disabilities*, 20.4 (1987), 196–205.

[14] Shelby Thayne, 'Graphic Organizers', *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–7 <https://doi.org/10.1002/9781118784235.eelt0494>.

mapping. In teaching narrative text by using story mapping students are invited to identify the elements of the story such as characters, setting, problem and solution so students can easily recognize what the story is about. Moreover, a story map would help students to understand, remember, and enjoy the stories more. By the previous studies, story mapping is claimed as an effective strategy to improve students' reading comprehension of narrative text. Then, from the explanation above, it can be concluded that the story mapping strategy can be an alternative way to overcome the existing problems related to students' reading comprehension. As it is such an interesting topic, the researcher will investigate the effectiveness of story mapping strategy to improve students reading comprehension skills in terms of narrative text. This research will be conducted to explore the effectiveness of story mapping as a reading strategy in Junior High School. The researcher will conduct research entitled "The Effectiveness of Story Mapping Strategy to Improve Students Reading Comprehension Skill in Narrative Text".

B. Research Question

How is the effectiveness of story mapping strategy to improve students' reading comprehension skills in the narrative text?

C. Research Objective

To examine the effectiveness of story mapping strategy to improve students' reading comprehension skills in narrative text.

D. Significances of Study

The researcher expects that this research will have some advantages in the field of knowledge and for people who want to be a member of an educational institution. Furthermore, all participants can benefit from this research. The researcher divides the significances into two types below:

1. Theoretically

This study is expected to provide a positive contribution of knowledge to develop students reading comprehension skills of narrative text by using a story mapping strategy.

2. Practically

The researcher is expected that the result of this research will contribute as follows:

a. For the teacher
The researcher hopes that the result of this study will be beneficial in the English teaching-learning activity and can be used to improve students' skills, especially reading comprehension skills

b. For the students
The results of this study are expected to be a piece of useful information for students about story mapping as a reading strategy. And also motivates them to learn narrative text using story mapping strategy.

c. For other researchers
Hopefully, the result of this study could be used as a reference for further research in the future, especially thosecriti related to story mapping implementation to teach English skills.

d. For readers
Hopefully, this study could broaden the readers' knowledge about the story mapping strategy in reading class.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents about previous studies, a review of related literature, conceptual framework and hypothesis.

A. Previous Research

A study by Goksel Cure, E. Sema Batu, and Emrah Gulboy (2020) entitled "Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single Case Experimental Design Studies". It was aimed to determine whether the story-mapping strategy used for developing narrative text comprehension skills in students with disabilities is an evidence-based strategy and to evaluate the moderator variables that are thought to be effective in reading comprehension. A systematic literature review was conducted for determining studies that implemented the story-mapping strategy. The results of the study revealed that the story-mapping strategy was evidence-based and very effective in developing narrative text comprehension skills in certain students with disabilities.

As this study is a meta-analysis study, providing another kind of study was recommended for future study. So, the current study will provide an experimental study.[15]

Ali Sabah Jameel (2022) conducted research under the title "The Effects of Story Mapping and Hortatory Exposition Techniques on Students' Compositions". It had several goals such as investigating the effects of the story mapping and the hortatory

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[15] Goksel Cure, E Sema Batu, and Emrah Gulboy, 'Effectiveness of the Story-Mapping Strategy in Students with Disabilities : Meta-Analysis of Single- Case Experimental Design Studies Effectiveness of the Story-Mapping Strategy in Students With', *Reading & Writing Quarterly*, 37.6 (2020), 1–26 <https://doi.org/10.1080/10573569.2020.1858211>.

exposition techniques on students' composition writing, exploring EFL students' attitudes towards writing in English, and also examining the correlation between such attitudes and students' writing achievements. The data was collected through a pretest, posttest, pre-attitudinal questionnaire, and post-attitudinal questionnaire. The participants of this study were 60 students in the 4th year of study in the Department of English, College of Arts, University of Anbar, Iraq. The results were indicating a significant positive effect of the use of story mapping and the hortatory exposition techniques in teaching writing. Moreover, the results of the postquestionnaire revealed that the students developed positive attitudes towards writing in English, which were negative before the implementation of the experiment. This study has two dependent variables and one independent variable. The application of story mapping and hortatory exposition technique to student composition was the main point of this study. Thus, this study was conducted in the field of writing. While, the current research only has one dependent and one independent variable, and has a different field of research focus, namely reading comprehension.[16]

Next, a study by Rhonda D. Miller, Vivian I. Correa, and Antonis Katsiyannis (2019) with the chapter "Effects of a Story Grammar Intervention with Repeated Retells for English Learners with Language Impairments". This study was designed as a single-case multiple-probe across participants that aimed to evaluate the effects of an SG intervention and repeated story retells on the oral narrative skills of ELs with Language Impairments (LI). Participants of this study were the four third- and fourth-grade

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[16] Ali Sabah Jameel, 'The Effects of Story Mapping and Hortatory Exposition Techniques on Students ' Compositions', *Education Research International*, 2022 (2022), 11 <https://doi.org/https://doi.org/10.1155/2022/4300692>.

Spanish-speaking ELs with language impairments. The authors measured three dependent variables: narrative organization skills, narrative productivity, and syntactic complexity. Results of this study revealed the support for the use of an SG-focused intervention paired with repeated story retelling for ELs with LI. This study indicates that all four participants' narrative organization skills increased as a result of the SG intervention. It was also revealed that an SG intervention conducted in English and paired with repeated story retells can be effective in improving oral narrative abilities and subsequently has the potential for increasing the reading achievement as well as overall academic achievement for ELs with LI. This study provides story grammar as one of the variables, combined with repeated retells, for Spanish-speaking learners with language impairments. While the current research will provide only the story mapping strategy used, as one of the variables, to teach EFL reading. Moreover, this study is a single-case study with limited participants, namely only four participants, while the current study will be an experimental quantitative study with a larger number of participants.[17]

Fardhila Sheli Rahmawati, Bambang Yudi Cahyono, and Miriam Anugerahwati (2018) conducted a study entitled "Effect of Story Maps on EFL Students' Achievement in Writing Narrative Texts". This study was conducted to investigate the effect of story maps used in process-approach on the achievement in writing narrative texts of Junior High School students as perceived by their learning styles. This study used a quasi-experimental as the research design. An independent t-test was used to analyze the scores of both experimental and control groups. The result of this

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[17] Rhonda D Miller, Vivian I Correa, and Antonis Katsiyannis, 'Effects of a Story Grammar Intervention With Repeated Retells for English Learners With Language Impairments', *Communication Disorders Quarterly*, 40.1 (2018), 15–27 <https://doi.org/10.1177/1525740117751897>.

study showed that the difference is significant between the students' scores in the experimental group and those in the control group in favor of the experimental group. It is also revealed that there is no significant difference in the achievement in writing narrative texts between visual and auditory learners. The focus of this research is on the students' writing skills. While in the current research, students' reading comprehension will be the focus of study.[18]

Moreover, Muhammad Lukman Syafii (2021) conducted a study entitled "The Implementation of The Story Mapping Strategy to Enhance Students' Reading Comprehension". This research used a Classroom Action Research design. The data of the research were collected by employing the ensuing instruments: an observation checklist, field notes, a questionnaire, and a reading comprehension test. This research is categorized as effective when 70% or more of the learners can achieve progress of at least 10 points greater than the result of the preliminary research. After the investigator did the first and second cycles, the finding indicated that the learners' scores were improved. Moreover, the findings indicated that the Story Mapping Strategy successfully increased the learners' reading comprehension. In addition, the class successfully created a better learning atmosphere compared to before the implementation of the story mapping strategy. This study has similarity to the current study in terms of the focus field of the English skill; reading. But the research design of these two studies will be different, as it used a

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[18] Fardhila Sheli Rahmawati, Bambang Yudi Cahyono, and Mirjam Anugerahwati, 'Effect of Story Maps on EFL Students ' Achievement', *JEFL: Journal on English as a Foreign Language*, 8.2 (2018), 130–48.

CAR (Classroom Action Research) while the current study will use an experimental study.[19]

Lastly, the research of Nur Latifah and Istiqomah Nur Rahmawati (2019) under the title "Teaching and Learning Narrative Text Writing Through Story Mapping". The purposes of this research were to know and describe the process of teaching and learning narrative writing using story mapping and the teacher and students' problems in teaching and learning narrative writing through story mapping. A descriptive qualitative method was used in this research. To collect the data, observation, interview, and questionnaire were used by the researcher. Data reduction, data display, and conclusion or verification were used to analyze the data. The result of this research revealed that the teacher's problems in teaching writing through story mapping were; that the teacher had difficulties to introduce story mapping, instructing to create and complete story mapping, many students in the classroom, and less time to teach writing. Whereas the problems faced by students in learning writing using story mapping were that the students were confused and difficult to develop their ideas because they did not have many vocabularies and they needed too much time to finish their writing. Moreover, they had problems with capitalization, punctuation, grammatical error, and organization. This research was aimed to provide teaching and learning process and also teacher's and students' problems with story mapping implementation in narrative writing. While the recent research will examine the effectiveness of story mapping in narrative reading comprehension. However, although the narrative text is studied by both researchers, this research focuses on writing

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[19] Muhammad Lukman Syafii, 'The Implementation of the Story Mapping Strategy to Enhance Students' Reading Comprehension', *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8.1 (2021), 1–21 <https://doi.org/10.22219/celtic.v8i1.16161.Celtic>.

skills, while future research will focus on reading skills. Moreover, this is descriptive qualitative research. While the future study will be an experimental quantitative study. The results of this study in terms of problems faced by teachers and students, definitely increase the researcher's insight about what should and should not be done during the teaching and learning process.[20]

B. Theoretical Review
1. Reading Comprehension
a. Definition of Reading

Many experts define reading in some ways. According to Johnson (2008), reading is a practice of using text to create meaning. The keywords of this definition are the word 'creating' and 'meaning'[21]. This means that meaning must be created in the reading activity. So, if there is no meaning being created, there is no reading happening. In line with this definition, Grabe & Stoller (2002) also define reading as the ability to draw meaning from the printed page and interpreted the information appropriately.[22] Moreover, Johnson (2008) stated that reading is a constantly developing skill. In this case, practicing is key. A reader will be good and get better

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[20] Nur Latifah and Istiqomah Nur Rahmawati, 'TEACHING AND LEARNING NARRATIVE TEXT WRITING THROUGH STORY MAPPING', *English Education: Jurnal Tadris Bahasa Inggris*, 12.1 (2019), 78–96.

[21] Andrew .P Johnson, *Teaching Reading and Writing - A Guide Book for Tutoring and Remediating Students* (United States of America: Rowman & Littlefield Publishers, Inc, 2008),p.3.

[22] William Grabe and Fredicka L Stoller, *Teaching and Researching Reading*, ed. by Christopher N. Candlin and David R. Hall, 2nd edn (England: Pearson Education, Inc, 2002),p.9.

at reading by practicing. Otherwise, if a reader does not practice, his/her reading skill gets worse and won't get better.

Reading is useful for language acquisition. So, practicing reading will help the readers become better readers. Reading integrates visual and non-visual information. Visual information means the information found on the page, while non-visual information means the information contained in the head to create meaning. Both are important in the process of creating meaning (reading). Based on the definitions above, the researcher concludes that reading is the act of creating meaning from a text and getting information from it.

b. **Definition of Reading Comprehension**

The word *comprehension* comes from the Latin word *comprehendere*, which means "to seize or "take in the mind".[23] Comprehension must be taught in teaching reading because comprehension is an important part of the reading process. Comprehension of the text is the main goal of the readers. Besides, comprehension is the reason for reading. If readers can read the words but do not understand the meaning of what they are reading, they are not reading. Comprehension is a process that takes place over time and it doesn't "happen" at one point.[24] Lems & Miller

[23] Larry Ferlazzo and Katie Hull Sypnieski, *The ELL Teacher's Toolbox: Hundres of Practical Ideas to Support Your Students*, 1st edn (Canada: John Wiley & Sons, Inc., 2018),p.103.

[24] Camille Blachowicz and Donna Ogle, *Reading Comprehension : Strategies for Independent Learners*, 2nd edn (United States of America: THE GUILFORD PRESS, 2008),p.27.

(2010) define reading comprehension as the ability to construct meaning from a given written text.[25] It is a varied/dynamic skill that depends on the purpose of reading and the type of text.

c. **Purpose of Reading**

The purpose of reading comprehension is basically to look for information in the reading text, so the teacher must guide the students on how to do it. According to Grabe and Stoller (2002), there are many purposes for reading as below: [26]

1) Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes

2) Reading to skim quickly is a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3) Reading to learn from texts usually occurs in an academic and professional context in which a person needs to learn a considerable amount of information from a text.

4) Reading to integrate information requires critical evaluation of the information being read so that

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[25] Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners : Insights from Linguistics* (United States of America: The Guilford Press, 2010),p.170.

[26] William Grabe and Fredicka L Stoller, *Teaching and Researching Reading*, ed. by Christopher N. Candlin and David R. Hall, 2nd edn (England: Pearson Education, Inc, 2002),p.5-10.

the reader can decide what information to integrate and how to integrate it for the reader's goal.

5) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that form coherent thoughts.

d. Types of Classrooms Reading Performance

According to Brown, there are some types of classroom reading performance as below:[27]

1) Oral reading

Oral reading is when the reader reads a passage aloud. Oral reading is taking place at a slower speed than silent reading. In reading aloud, readers should pay attention to every single word they read because they have to pronounce it correctly.[28] So, it's true that in this type of reading, reader attention to the text is very crucial. Besides, readers' attention is a point that needs to be highlighted in oral reading. As readers pay attention to the text, they are allowed to monitor what they read. It means that self-monitoring becomes one of readers' advantages of implementing oral reading, especially for beginning or struggling readers. Based on the

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[27] H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy*, 2nd edn (New York: Longman, 2001),p.312-313.

[28] Naomi Schimmel and Molly Ness, 'The Effects of Oral and Silent Reading on Reading Comprehension', 38.4 (2017), 390–416 <https://doi.org/10.1080/02702711.2016.1278416>.

explanation earlier, it can also be seen that oral reading is mainly practiced by readers at the beginning and intermediate levels.

2) Silent reading

Silent reading is when the reader doesn't produce any sound while reading a passage. Silent reading is taking place at a faster speed than oral reading. Silent reading can be implemented when someone wants to read faster, wants to read any time or want to improve her/his reading speed. In this type of reading, readers should have full of concentration to focus on the meaning of the text. Schimmell & Ness (2017:3) state that in silent reading, readers may focus less on pronunciation and skip unnecessary words either intentionally or accidentally.[29] One of the silent reading benefits is improving readers' understanding of the text because it helps them concentrate on reading rather than pronunciation. Moreover, practicing it can also improve readers' comprehension. Based on its characteristics, silent reading may be less advantageous for novice readers and more suitable to be applied by more advanced readers. Silent reading may be sub-divided into intensive and extensive reading. Here are the explanations:

a. Intensive reading

According to Nation (2009:25), intensive study of reading texts can be a means of increasing learners' knowledge of

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[29] Naomi Schimmel and Molly Ness, 'The Effects of Oral and Silent Reading on Reading Comprehension', 38.4 (2017), 390–416 <https://doi.org/10.1080/02702711.2016.1278416>

language features. Moreover, he claimed that the focus of intensive reading is a comprehension of a certain text. [30] Intensive reading is also usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.[31] To read intensively, readers should have full of focus when reading a text in order to comprehend it as much as possible. For this reason, readers should choose an interesting and short text to maximize the implementation of intensive reading. Because if readers do not enjoy what they read, they will forget the content and have more mental resistance to read intensively. Because the longer the text, the longer the reader will have to analyze the text.

b. Extensive reading

"Extensive reading is reading activity involving the rapid reading of large quantities of material or longer reading (e.g.,a whole book, texts, etc) for general understanding generally focused on the meaning of

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[30] I.S.P. Nation, *Teaching ESL / EFL Reading and Writing* (New York: Routledge, 2009), p.25.

[31] H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy*, 2nd edn (New York: Longman, 2001),p.312.

what is being read rather than on the language."[32] (Carrel & Carson, 1997)

Similarly, according to Brown (2001:313), the purpose of extensive reading is to achieve a general understanding of a longer text such as a long article, essay, or book and also to develop general reading skills. While intensive reading requires a high level of concentration, focus, and effort, extensive reading is meant to be fun and enjoyable activity. It involves readers reading text for enjoyment, information, and language improvement. To read a text extensively, readers should choose interesting and medium-length text as it will be done for a longer time compared to intensive reading.

Below are the differences between intensive and extensive reading:[33]

Table 2.1: Differences between Intensive and Extensive Reading.

Intensive reading	Extensive reading
Focus on the language features of the text (language-focused learning)	Focus on the meaning of the text (meaning-focused input)
It is usually classroom-oriented activity.	It is mostly performed outside class time.

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[32] Patricia L Carrell and Joan G Carson, 'Extensive and Intensive Reading in an EAP Setting', *English for Specific Purposes*, 16.1 (1997), 47–60.

[33] H. Douglas Brown; Nation.

It requires a high level of concentration, focus, and effort.	It is meant to be fun and enjoyable activities.
It is a means of increasing learners' knowledge of language features.	It can help readers to develop their fluency in reading.
The goal is to comprehend a text. Learning the text in details (word by word).	It is done to achieve general understanding of a longer text.
It is applicable for a short text.	It is applicable for a long text or book, novel, etc.

2. Teaching Reading Comprehension

a. Definition of Teaching

The definition of teaching is complex enough. It can be said that teaching is the main duty of a teacher. According to Brown (2000:7), "teaching is showing or helping someone to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge, causing to know or understand."[34] Teachers can also be called as instructors as they give instruction. Besides, in the teaching practice, teacher should make learners understand the knowledge they shared. As teaching can be separated from learning, Brown (2000:7) gives another definition of teaching as guiding, facilitating, learning, enabling the learners to learn, and setting the condition for learning.

b. Principles of Teaching Reading

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[34] H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy*, 2nd edn (New York: Longman, 2001),p.7.

According to Nunan (2003:74-78), the principles for teaching reading are: [35]

1) Readers' background knowledge utilization

   All of the experiences readers bring to a text such as life experiences or educational experiences are called background knowledge. According to Carrel (1983), one of the factors that can affect readers' reading comprehension is their background knowledge. It means that activating the background knowledge can lead to reading comprehension enhancement. Therefore, reading class can be started by building up learners' background knowledge in order to achieve their comprehension in reading.

2) Building a strong vocabulary basic

   Levine and Reves (1990) claimed that "it is easier for the reader of academic texts to cope with special terminology than with general vocabulary". It can be enhanced by the following questions:

   1. What vocabulary do my learners need to know?
   2. How will they learn this vocabulary?
   3. How can I best test to see what they need to know and what they now know?

3) Teaching for comprehension

   Observing comprehension is important to create a successful reading. The process of observation includes verifying that the predictions being made are correct and checking that the reader is making

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[35] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003),p.74-78.

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the necessary adjustments when meaning is not obtained. Instead of asking students to read a passage and then testing reading comprehension of the material, the teacher should make them engage with the meaning and develop ideas.

4) Working on increasing reading rate

One great challenge in the second language reading classroom is reading fluency. A fact shows that even when language learners can read, much of their reading is not fluent. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is crucial to know that the focus should be on the development of fluent readers, not speed readers.

5) Teaching reading strategies

Strategies are "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use" (Oxford, 1996). A good technique to sensitize students to the strategies they use is to get them to verbalize (or talk about) their thought processes as they read.

6) Encouraging readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to the unconscious; from strategy to skill. The use of the

strategy is conscious during the learning and practice stages. The goal of explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use of reading skills.

7) Building assessment and evaluation into the teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom.

8) Struggling for continuous improvement as a reading teacher

The quality of the individual teacher is integral to the success of second/foreign language readers. Reading teachers need to be enthusiastic about their work. They should view themselves as facilitators, helping each reader discover what works best. A good reading teacher teaches students what to do actively.

3. **Types of Text**

In English, the text is classified into some types. Mark & Kathy Anderson (as cited in Isnaini, 2014) classified the text into two main types, 1) literary text and 2) factual text.[36] Below are the explanations:

a. **Literary Text**

A literary text is described as an extensive form of imaginative and creative writing that ends

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[36] Siti Masiha Isnaini, 'AN ANALYSIS ON TEXT TYPES OF READING TEXTS IN NATIONAL EXAMINATION' (UIN Maulana Malik Ibrahim, 2014).

with the appreciation of students' cultural backgrounds. Since it is an imaginative text, it can distract readers' feelings and make them laugh, cry, reflect on their own life, or reflect on their beliefs. Literary text can be in the form of aboriginal dreaming stories, movie scripts, limericks, fairy tales plays, novels, song lyrics, mimes, and soap operas. In addition, Mark & Kathy Anderson divided the literary text into three main types; *narrative*, *poetic*, and *dramatic*. When someone expresses his/her opinion about any of these text types, a *response* text is created. The explanations are below:

1) **Narrative text**

Narrative text is a text that tells a story and, in doing so, entertains the audience. It tells a series of events in a sequence or interrelated system. Narrative text consists of some kinds. Those are: fairy tales, folktales, myth, fables, legends, etc. Narrative text is aimed to amuse, entertain readers, and increase reader insight.

2) **Poetic text**

Poetic text can help learners acquire and improve knowledge of the language itself.[37] Poetic text expresses one's life emotion and impression. A poem tells a story or provides a poet's views of people and events. Poems can have common structures such as rhyming the last word of lines and a certain number of lines.

3) **Dramatic text**

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[37] Romuald Cudak, 'The Poetic Text in Teaching a Foreign Language', *Canadian Slavonic Papers*, 46.1–2 (2004), 101–10 <https://doi.org/10.1080/00085006.2004.11092348>.

Dramatic text uses acting to communicate ideas and experiences. Dramas can be spoken or written. To help communicate meaning, they often use visuals such as face expressions, costumes, and sets. Examples of dramatic text are film scripts, soap operas, stage settings, improvisation, and street theater. Drama is aimed to express the dramatist's ideas so as to make the audience think about life.

4) **Response text**

Response text provides someone's response in the form of opinion, judgment, or reaction to another text such as a book, film, or poem. The purpose of a response is to describe the audience artistic work and provide a judgment about it.

b. **Factual Text**

Factual texts consist of advertisements, announcements, internet websites, current affairs, shows, recipes, reports, and instructions. They are aimed to show, tell, or persuade the audience by delivering information or ideas. Factual texts consist of some types of text including information report, explanation, discussion, exposition, recount, procedure, factual description, and procedural recount.

1) **Explanation Text**

It tells how or why something happens. The explanation can be written or spoken. It aimed to tell each step of the process (HOW) and give the reason (WHY). The goal of an explanation text is to explain the processes involved in the formation

or working of natural/ or socio-cultural phenomena.

2) **Information Report Text**

It is a piece of text that presents information about a subject. The goal of this text is to describe or classify subjects generally using their facts in terms of behavior, qualities, etc.

3) **Discussion Text**

Discussion text presents a different point of view about an issue. It can be oral or written form. Discussion text is aimed to present different opinions about an issue or problem and to present arguments from different points of view about them.

4) **Exposition Text**

Exposition text is a text that presents one side of an issue. It is purposed to persuade the reader by presenting one side of an argument. It persuades the reader that something should or should not be done.

5) **Recount Text**

Recount text is a text that retells past events. The purpose of recount text is to provide a description of what happened and when it happened.

6) **Procedure Text**

Procedure text is a text that presents information of steps on how to do something. It is aimed to provide instruction for making something, doing something, or getting somewhere. It describes how something is done through a sequence of steps.

7) **Factual Description Text**

It describes a particular person, place, or thing. Factual description text describes a subject specifically, while information report describes a subject generally. The purpose of this text is to tell about the subject by describing its features without including personal opinions.

8) **Procedural Recount Text**

It tells the steps taken to achieve a goal sequentially. It is written after the procedure has been done. It is aimed to retell the steps taken which led to something happening. Its social function, generic structures, and language features are just the same as a procedure text.

4. Narrative Text

a. Definition of Narrative Text

In Junior High School, narrative text is one of the genres taught to students. It can be one of the text types that is interesting to be learned by them. Broadly speaking, narrative text is a written work that tells an event or story. So, it can consist of a series of paragraphs written in the same way. Narrative text probably describes fictional or non-fictional events.[38] According to Mark & Kathy Anderson (as cited in Selviana, 2014):

"A narrative text is a text that tells a story to entertain the audience. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The

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[38] Rodearta Purba, 'Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique', *Advances in Language and Literary Studies*, 9.1 (2018), 27 <https://doi.org/10.7575/aiac.alls.v.9n.1p.27>.

story is usually told by a narrator. If the narrator is one of the characters in the story, it is said to be told in the first person. If a person outside the story is being told, it is said to be told in the third person."[39] (Anderson & Anderson, 1997)

In the same line, Dymock (2002) stated that narratives are stories. It is more than simple lists of sentences or ideas.[40] Moreover, Rebecca (as cited in Susilawati, 2017) defines narrative text as a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.[41] Based on the explanation above, it can be summed up that narrative text is a kind of genre that provides a chronological imaginary or factual story which aimed to entertain the readers.

b. Purpose of Narrative Text

The goal of reading narrative text is just the same as the reason for watching TV or reading a novel. Therefore, the goal of narrative text is to amuse and entertain the readers. It is to provide a text in which the readers can receive new insight, benefits, or lessons from reading it.

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[39] Anna Agus Selviana, 'IMPROVING STUDENTS ' READING COMPREHENSION OF NARRATIVE TEXT THROUGH USING STORY MAPPING' (UIN Syarif Hidayatullah, 2014).

[40] Susan Dymock, 'Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness', *The Reading Teacher*, 61.2 (2002), 161–67 <https://doi.org/10.1598/RT.61.2.6>.

[41] Fenti Susilawati, 'TEACHING WRITING OF NARRATIVE TEXT', *Journal of English and Education*, 5.2 (2017), 103–11.

c. Generic Structures of Narrative Text

Anderson & Anderson (as cited in Hasanah, 2016) explained the steps for constructing narrative text as below: [42]

1) Orientation

A story cannot be told if the characters and setting are unknown. So, all of them need to be introduced first. Probably even a simple text needs it. Orientation is located at the beginning of the text. It is an introduction paragraph where the characters, time, and place that will be told in the story are introduced.

2) Complication

A complication is located after the orientation. In this section, the paragraph tells how a problem begins in the story. The problems that arise will continue to be a long storyline which will include the conflict, climax, and anticlimax of the story.

3) Resolution

Resolution is the conclusion or the end of the story. This paragraph can also be a further explanation of the previous section, complication. This paragraph provides how the story ends. The problem in a story should be ended and be closed with a happy ending, sad ending, etc.

4) Re-orientation

Reorientation is not required to be in narrative text. It is an optional section that can be skipped. Generally, this section tells the final condition of

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[42] Novia Uswatun Hasanah, 'IMPROVING STUDENTS ' READING COMPREHENSION IN NARRATIVE TEXTS WITH THE MEDIUM OF STORY MAP' (UIN Walisongo, 2016).

the character in the story. It can also contain a moral message or lessons that can be taken from the story to be applied in the real world.

d. **Language Features of Narrative Text**

According to Gerot and Wignell (as cited in Ningsih and Rosa, 2019), the language features that are commonly found in the narrative text are: [43]

1) Focusing on specific characters or participants

The characters in a story are told specifically, which refers to one or several individuals and do not apply generally.

Example: Cinderella (main characters in Cinderella story), Snow White (main characters in Snow White story)

2) Highlighting the use of material processes (including behavioral processes and verbal processes)

- Material Processes are also called as 'Action Verbs'. It is a verb that refers to the actions or activities which occur in the story. Material process means processes of doing.[44]

Example: listen, go, stay up, leave, etc.

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[43] Patria Ningsih and Rusdi Noor Rosa, 'THE USE OF PAIRS CHECK STRATEGY IN TEACHING READING COMPREHENSION ON NARRATIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS', *Journal of English Language*, 8.1 (2019), 1–12.

[44] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics*, 2nd edn (London: Continuum International Publishing Group, 2004), p.215.

- Whereas Behavioral Processes are processes of physiological or physiological behavior.[45]
  Example: dreaming, breathing, looking, watching, listening, etc.
- While Verbal processes are the processes of verbal action.[46]
  Example: telling, saying, asking, arguing, stating, etc.

3) Using relational process and mental process
  - Relational processes can be called as the process of being and having.[47] They can be called as Linking Verb, which connects words in a sentence. They relate a participant to its identify and description.
    Example: to be, become, grew, stay etc.
  - Mental Processes or Sensing Verbs are processes that encode meanings of thinking or feeling.[48]
    Examples: believe, hate, like, prefer, see, feel, smell, taste, etc.

4) Using temporal conjunctions to show how the story goes on in sequence
  Temporal conjunction describes the time. It is used to connect one event to another.

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[45] M.A.K. Halliday and Christian Matthiessen, *Introduction to Functional Grammar*, 3rd edn (New York: Oxford University Press Inc., 2004), p.248.

[46] Eggins, p.235.

[47] Halliday and Matthiessen, p.210.

[48] Eggins, p.225.

Example: firstly, secondly, first of all, finally, in conclusion, to summarize, then, meanwhile, once upon a time, one day, etc.

5) Using temporal circumstance to show the places where the story takes place
Temporal circumstance can be defined as an adverb of place, words that describe when, for how long, or how often a certain action happened. Example: On the sea, in the mountain, happily ever after.

6) Using past tense frequently
Examples: went, walked, brought

e. **Elements of Narrative Text**
Chatman (as cited in Hasanah, 2016) classified narrative text into four basic elements as follows:[49]

1) Characters
In every story, there must be characters that play on it. There are two characters that take place within a story. They are the main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, and even personality traits including the strength and weaknesses

2) Settings
Settings are what the author writes to describe where and when the story takes place. The setting addressed the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction, or fantasy.

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[49] Hasanah.

3) Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem-solving.

4) Conclusion

The writer ends up the story by summarizing and telling the solution to the problem in the story. This last part is called by the conclusion

f. Reading Strategies for Narrative Text

There are a lot of strategies and activities to encourage interaction with narrative text. Those are all designed to provide learners an opportunity to interact with story ideas and to make connections with literature in order to improve their comprehension. Some of them are drawn up by Johnson (2008).[50] Below are the explanations of some strategies for narrative text drawn up by him:

1) **Rating Character Traits**

First of all, students identify three or four character traits. Then they rate the degree to which various characters in the story display those traits. Next, to support their rating, students are invited to go beyond the written text, infer, and look for clues. Results can be displayed in the form of a poster, journal, graph, or table. This activity is suitable to be the post-reading activity.

2) **Character maps**

Another post-reading activity is character maps. In this activity, students are invited to identify two

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[50] Johnson, p.123-139.

or three describing adjectives for a story character and then find supporting detail. First, students choose a character of the story and write it down with a circle in the middle of a sheet of paper. Then, they are asked to look for two or three adjectives that describe the character. After that, students should make a list of story events that represent each adjective.

3) **Story Map**

A story map describes a story plot by providing its illustration visually. By applying this map, readers can easily see the story events as it is representing the story events in sequence. Story map has many variants of form. It can be used as during-reading or post-reading activity. Here is an example of story map for The Wizard of Oz:

4) **Story Grammar**

If sentences have a certain grammatical structure such as nouns, verbs, adjectives, etc. thus a story also has a structure in the form of characters, setting, problem, etc. Story grammar is another type of story map, which is used to identify the structures of a story. This activity can be used as a pre-reading activity.

5. **Story Mapping**
   a. **Definition of Story Mapping**

First of all, here is the explanation of Pamela J. Farris (as cited in Selviana, 2014) about the history of a story map:

"The origin of story maps lies within story grammar research. The term story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying a story, so to speak. These psychological models of

comprehension and memory are used by both adults and children to encode and store information in their long-term memories." [51]

Based on that definition, story map and story grammar are closely related to each other. According to Graesser, Golding, & Long (as cited in Baumann & Bergeron, 1993) the term story grammar has been used as "a formal device for capturing the important properties of a story schema". [52] Additionally, in this journal, Baumann even equates story maps with story grammar. According to him, story maps have the concept of story grammar, namely using a tool, for example, a graphic, to obtain the important elements of a story.

The term "*Story Mapping*" consists of two different words, "*story*" and "*mapping*". Based on Cambridge Dictionary, *story* means "a description, either true or imagined, of a connected series of events". While the term *map* means "a drawing that gives a particular type of information about a particular area." There are many experts who have presented the definition of story mapping. According to Johnson (2008:131)[53], a story map is any visual illustration of the story plot. Through this map, readers can easily see the story events as it is representing the story events in order. Moreover, Davis & McPherson (as cited in Isikdogan and

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[51] Selviana.

[52] James F Baumann and Bette S Bergeron, 'STORY MAP INSTRUCTION USING CHILDREN'S LITERATURE : EFFECTS ON FIRST GRADERS' COMPREHENSION OF CENTRAL NARRATIVE ELEMENTS', *Journal of Reading Behavior*, 25.4 (1993), 407–37.

[53] Johnson, p.131.

Kargin, 2010) defined story mapping as the representation of the whole story and the relations of basic components of the story to each other in graphical form.[54]

Story maps provide a visual-spatial display for key information in a narrative (i.e., fiction) text. [55] In addition, it creates a visual representation of the major events or elements in a story. According to Idol (1987), Story Mapping is a graphic organizer that helps students to learn the elements of a story.[56] It can be seen as a kind of graphic organizers which is suitable to apply in the reading activities. Implementing an appropriate graphic organizer can be extremely useful for both teachers and students. Furthermore, Ferlazzo (2018:3) claimed that graphic organizer is often used to promote active learning and engagement. Consequently, it encourages students' self-efficacy so they can take on increasingly more-challenging academic tasks.[57]

Based on the explanation above, it can be concluded that story mapping is a kind of graphic organizers that provides an illustration of elements in a story. It visualizes the overview of a story by

[54] Necla Isikdogan and Tevhide Kargin, 'Investigation of the Effectiveness of the Story-Map Method on Reading Comprehension Skills among Students with Mental Retardation', *Educational Sciences: Theory & Practice*, 10.3 (2010), 1509–27.

[55] Tori Boulineau and others, 'USE OF STORY-MAPPING TO INCREASE THE STORY-GRAMMAR TEXT COMPREHENSION OF ELEMENTARY STUDENTS WITH LEARNING DISABILITIES', 27 (2004), 105–21.

[56] Idol.

[57] Ferlazzo and Sypnieski, p.3.

providing the illustration of the story elements such as characters, setting (time and place), problem, major event, and ending.[58] In reference to some previous studies, story mapping can be applied as a pre-reading, while-reading, or post-reading activity. Some previous studies showed that the implementation of story mapping through an appropriate procedure can enhance students' narrative comprehension.

A simplified version of a story mapping is recommended and has been used by Baumann & Bergeron (1993) where the terms within it are modified somewhat.[59]

PARTS OF A STORY MAP

WHO? The most important <u>persons</u> or <u>animals</u> in the story.
WHERE? The <u>places</u> the story happens
WHEN? The <u>times</u> the story happens
WHAT'S THE PROBLEM? The <u>problem or difficulty</u> a person or animal has.
WHAT HAPPENED? The things that <u>happened</u> in the story. What was <u>done</u> to try to solve the problem.
WHAT'S THE SOLUTION? How the problem was <u>solved</u>.

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[58] Baumann and Bergeron.

[59] Baumann and Bergeron.

b. Purpose of Story Mapping

Story mapping aimed to make students be easier to read the story through the story elements provided. It is also aimed to lead students to remember the important information after they read the text.[61] (Boulineau, Fore, Hagan-Burke, & Burke, 2004)

Similarly, according to Sorrell (as cited in Isikdogan & Kargin, 2010), the purpose of the story map method is to have students construct the story about the elements of the story in their minds without using the given visual material as a story map after a certain time and to improve thinking structures that provide text comprehension.[62] In addition, Farris (as cited in Selviana, 2014) drew up some purposes of story mapping as follows: [63]

1. Allow readers to create mental images from words in the text
2. Enhances meaning with mental imagery
3. Links past experience to the words and ideas in the text
4. Enables readers to place themselves in the story
5. Strengthens readers relationship to the text

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[60] Baumann and Bergeron.

[61] Boulineau and others.

[62] Isikdogan and Kargin.

[63] Selviana.

6. Stimulates the imaginative thinking
7. Heightens engagement with text
8. Brings joy to reading

c. Advantages and Disadvantages of Story Mapping

According to Sorrel (as cited in Bolineau, 2004) "Story-mapping can assist students with interpreting, organizing, and comprehending new information prior to, during, and after reading stories".[64] Moreover, Mendiola (as cited in Kurniawan, 2013) states some benefits of story mapping strategy as below: [65]

1) The story map is a highly effective, practical way to help students organize story content into a coherent whole.
2) It is an effective strategy for exceptional and low-achieving students (it improves comprehension of materials that are above their instructional levels).
3) 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.
4) These concrete representations aid students in visualizing the story.
5) Students can more easily see how the story pieces mesh, and the knowledge they continually apply when they predict what might happens next in one story after another.

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[64] Boulineau and others.

[65] Ashadi Kurniawan, 'IMPROVING STUDENTS ' READING COMPREHENSION ON NARRATIVE TEXT THROUGH STORY MAPPING STRATEGY' (Tanjungpura University, 2013).

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

On the other hand, story mapping has also some disadvantages as follows:

1) Faris (as cited in Prawulandari, 2014) The maps can be applied to stories, particularly the shorter text. [66]

2) Story mapping is suitable to be applied when reading a story, not reading an information book.[67]

3) For some students with learning disabilities, identifying the structures and elements of a story will not eliminate their problems. They may still face difficulties in finding ideas and understanding the information.[68]

d. Procedure of Story Mapping

According to Faris, et.al (in Prawulandari, 2014) procedures of story mapping as follow: [69]

1) First, read the story. And then write a sequenced summary of the main ideas, key events and characters that make up the plot of story

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[66] Qisti Prawulandari, 'The Effectiveness of Using Story-Mapping Technique towards Students' Reading Ability of Narrative Text' (UIN Syarif Hidayatullah, 2014).

[67] Baumann and Bergeron.

[68] Daqi Lii, 'EFFECT OF STORY MAPPING AND STORY MAP QUESTIONS ON THE STORY WRITING PERFORMANCE OF STUDENTS WITH LEARNING DISABILITIES' (Texas Tech University, 2000).

[69] Prawulandari.

2) Put the title, theme, or topic of the story in the center of the graphic story map in a predominant box or at the top of semantic chart.

3) Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plots. Then attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

4) Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the ley plot event, adding relevant information from the summary list.

Based on the procedures above, the result of story mapping graph that has been made as below:
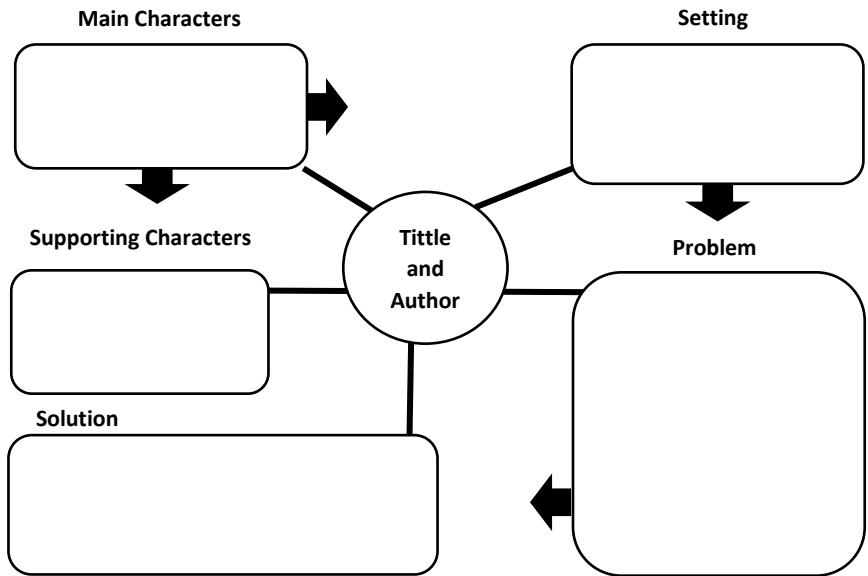
Figure 2.2: Story map heuristic used by Baumann &
Bergeron (1993).

6. Teaching Reading of Narrative Text Using Story Mapping

In the study of Baumann & Bergeron (1993), an explicit model of story mapping (Baumann & Schmitt, 1986) was implemented. There are four steps to implement this model, as below: [70]

a. What (declarative knowledge)

In this step, the teacher explains and introduces the concept of story map to the learners.

b. Why (conditional knowledge)

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[70] Baumann and Bergeron.

In this step, the teacher presents conditional knowledge that confirmed the story map technique and explained how it might be a useful reading strategy. Students are explained that the story map would help them to understand, remember, and enjoy stories more.

c. How (procedural knowledge)
 1) Verbal explanation phase
    The teacher informs and explains to students the elements of a story map using the "Part of Story Map".
 2) Modeling phase
    The teacher shows how to identify the Who?, Where?, and When? elements of the map while reading aloud the first section of the story.
 3) Guided practice phase
    The students are invited to join the teacher to identify the remaining parts of the map as he read aloud the remaining text.

d. When (conditional knowledge)
When information was delivered to students through the course of the experiment at suitable moments in the next lesson. Below are examples of *When* information is shared to them:

- Story map is suitable to apply when reading a story, not reading an information book.
- As reading a story, think about a story map. Then you can look for the important ideas in the story
- Story map can be used when you reading a story and get confused.

C. Conceptual Framework

The conceptual framework can provide the schema as follow:

```
                          ┌─────────────────┐
                          │    Students     │
                          └─────────────────┘
                   ┌─────────────┴─────────────┐
                   ▼                           ▼
        ┌──────────────────────┐    ┌──────────────────────┐
        │  Experimental Class  │    │     Control Class     │
        └──────────────────────┘    └──────────────────────┘
                   │          ┌───────────────┐          │
                   │          │   Pre-test    │          │
                   ▼          └───────────────┘          ▼
        ┌──────────────────────┐    ┌──────────────────────┐
        │ Story mapping strategy│    │  Conventional Method │
        └──────────────────────┘    └──────────────────────┘
                   │          ┌───────────────┐          │
                   └────────► │   Post-test   │ ◄────────┘
                              └───────────────┘
                                      │
                                      ▼
                    ┌─────────────────────────────────────┐
                    │    Post-test result analysis of     │
                    │ experimental class and control class │
                    └─────────────────────────────────────┘
                                      │
                                      ▼
                    ┌─────────────────────────────────────┐
                    │  The average of post-test  score of │
                    │   experimental class is higher than  │
                    │    the average of control class      │
                    └─────────────────────────────────────┘
```
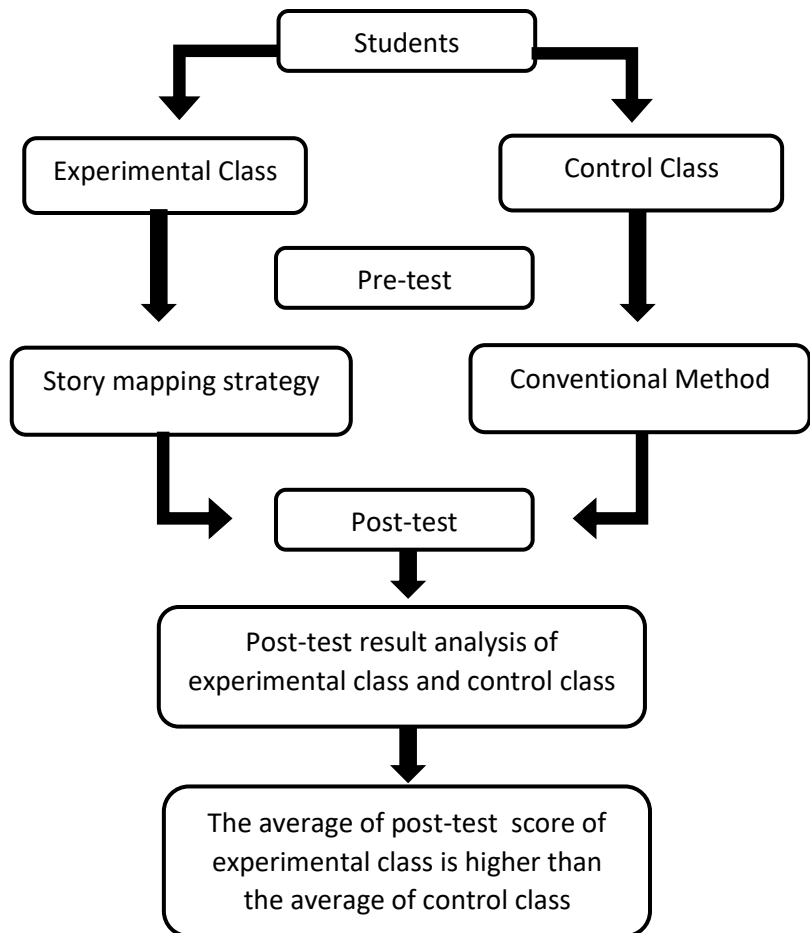
D. Research Hypothesis

1. H_a: Story mapping strategy is effective to improve students' reading comprehension skills in narrative text.
2. H_0: Story mapping strategy is not effective to improve students' reading comprehension skills in narrative text.

CHAPTER III
RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments, data collection techniques, and data analysis techniques.

A. Research Design

This research used a quantitative research method. A quantitative research method is defined as a research method that is used to examine certain populations or samples, collect data using research instruments, and analyze quantitative or statistical data with the aim of testing the established hypotheses.[71] It is a type of research that focuses on collecting numerical data and analyzing it. The quantitative method is chosen because this study aims to examine whether the use of story mapping strategy is effective to improve students' reading comprehension skills in narrative text.

The researcher used nonequivalent control group design of quasi-experimental method with one experimental and control class as the design of this research. It was carried out to find out the effectiveness of a variable into another one. Quasi-experimental design is used to examine the effect of a treatment given to students to improve their reading comprehension skills. The treatment here means the implementation of a story mapping strategy. According to Nunan (1992:41), the characteristics of quasi-experimental are; having both pre-test and post-test

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[71] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), p.8.

experimental and control groups, but no random assignment of subjects.[72]

Table 3.1: The Research Design of Quasi Experimental[73]

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	-	O_4

T

he researcher choosed two groups of subjects to be an experimental group and a control group. The researcher then conduct a pretest on both groups to know their first ability level. Then the two groups had different treatments. The story mapping strategy was applied to the experimental group. While in the control group, the learning was carried out using the conventional method. Then after completion, the researcher gave a post-test to both groups.

B. Research Setting

1. Participants

Participants of this study are the students of MTs Fatahillah Beringin in the academic year 2022/2023 with a total of 46 students of ninth grades who come from two classes; IX-A (23 students) and IX-C (23 students). In this study, the researcher used nonprobability sampling to obtain the sample. In non-probability sampling, each member of the population under

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[72] David Nunan, *Research Methods in Language Learning* (United States of America: Cambridge University Press, 1992), p.41.

[73] Prof. Dr. Sugiyono, p.79.

the study has no equal opportunities to be selected as a sample.[74]

2. **Setting**
   a) Setting of Place

   The research was conducted at MTs Fatahillah Beringin, Ngaliyan in the academic year 2022/2023 which is located at Jl. Faletehan Jl. Raya Beringin No.9, Bringin, Ngaliyan, Semarang, Central Java.

   b) Setting of Time

   The research was conducted from 22nd October until 26th November 2022 in 1st semester in the academic year 2022/2023.

C. **Variable and Indicators**

Research variables are defined as everything in any form determined by the researcher to be studied in order to obtain information about it, then the conclusion is drawn.[75] In this research there are two variables:

1. **Independent Variable (X)**

   The independent variable is a variable that influences or is the cause of the change or the emergence of the dependent (dependent) variable.[76]

   The independent variable of this research is the use of story mapping strategy in teaching reading comprehension of narrative text. The indicators from this variable are:

   a) Teacher explains and introduces the concept of story map to the learners.

   b) Teacher provides students some advantages of story mapping, such as information on how a story map might

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[74] Prof. Dr. Sugiyono, p.84.
[75] Prof. Dr. Sugiyono, p.38.
[76] Prof. Dr. Sugiyono, p.39.

be a useful reading strategy for them, and how it would help them to understand, remember, and enjoy stories more.

c) Teacher informs students the story map elements.

d) Teacher begins to read the first section of the text aloud.

e) While reading, the teacher shows how to identify the elements of a story map, such as who, where, and when.

f) Students are invited to join identifying parts of the story map as the teacher read aloud the remaining text

g) Students are asked to read another text and create their own story map.

2. Dependent Variable (Y)

The dependent variable is the variable that is affected or is the result, because of the independent variables.[77] The dependent variable of this research is students' reading comprehension skills in narrative text. The indicators of this variable are:

a) Students are able to determine a certain and specific information from the text correctly

b) Students are able to find the main point of a paragraph or a text correctly

c) Students are able to conclude the moral value of the story

D. Method of Collecting Data

In this study, participants consist of two classes; an experimental class and a control class. The treatment was applied in the experimental class. While a conventional method was applied in the control class. To collect data, the researcher used a test. According to Brown (2004), a test is a method of measuring a

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[77] Prof. Dr. Sugiyono, 39.

person's ability, knowledge, or performance in a given domain.[78] In this research, the researcher will use a test, namely the reading comprehension test.

1. **Test**

    According to Arikunto (as cited in Hasanah, 2016), "Test is a tool or procedure that used to know and measure something in a situation by the way and rule that have been determined before."[79] It consists of two tests, a pre-test and a post-test. The test is used to see the scores of students' reading comprehension skills. The test item for each test consist of 17 multiple choice questions about reading comprehension of narrative text. With 100 as the highest score. To obtain the score of the test, the researcher used formula as follow:

    $$\frac{CA}{N} \times 100$$

    Where:
    CA : number of correct answers
    N : number of the total items

    1) Pre-test
        Pre-test was carried out in both class (experimental class and control class) before the treatment (story mapping strategy) is applied in the experimental class. This test is aimed to know whether the participants have equal background knowledge before the treatment is carried out.

    2) Post-test
        Post-test was carried out in both classes (experimental class and control class) after the treatment Story Mapping

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

[79] Hasanah.

strategy is used in the experimental class. This test is aimed to know the effect of the treatment in students' improvement in reading comprehension after being taught using story mapping (experimental class) and after being taught in the conventional method (control class).

E. Method of Analyzing Data

1. Try-out Test of Instrument

The quality of research instruments is one of the two things which definitely affect the quality of the research results.[80] Research instrument quality refers to the validity and reliability of instruments. Then the researcher will implement validity and reliability on the instruments before it is used. The procedures are as follows:

a) Validity

Validity refers to measurement accuracy. Valid instruments mean those instruments can be used to measure what must be measured.[81] To determine the validity of the instrument, Pearson product-moment correlation testing was used. The formula is as follows:[82]

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

in which:

r_{xy} : the coefficient of correlation between X and Y
n : the total of subject of experimental
$\sum X$: the sum of score X item

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[80] Prof. Dr. Sugiyono, p.137.

[81] Prof. Dr. Sugiyono, p.121.

[82] Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013), p. 314-319.

$\sum Y$:   the sum of score X item

After doing the product moment correlation test, the result obtained (r_{xy}) was consulted with r_{table} at a significance level 5% with the following assumptions.

- If $r_{xy} > r_{table}$ (5%) it means that the item is valid.
- If $r_{xy} < r_{table}$ (5%) it means that the item is invalid.

b) **Reliability**

Reliability refers to the measurement consistency. It means that score from an instrument is stable and consistent.[83] When the instruments are used multiple times and applied in different place, the data will be the same. To know the instruments' reliability, the researcher used the Kuder Richardson 20 (KR-20) formula. According to Arikunto the formula of KR-20 is below:[84]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{s^{2s} - \sum pq}{s^2}\right)$$

In which:

r_{11} : the reliability coefficient of items
k : the number of item in the test
p : the proportion of students who give the right answer
q : the proportion of students who give the wrong answer
s^2 : the deviation standard of the test

c) **Level of Difficulty**

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[83] John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edn (London: Pearson Education, 2002), p.159.

[84] Arikunto, p.230-231.

A question of a test can be called as a good question if it is not too difficult nor too easy. The formula of difficulty level test is:

$$P = \frac{B}{JS}$$

In which:

P   :   index of difficulty

B   :   the number of students who answer the item correctly

JS :   the total number of students

d) Discriminating Power

Dali S. Naga (as cited in Hanifah, 2014) stated that the discriminatory power of questions is the ability of questions with scores that can distinguish test takers from the high group and the low group.[85] The higher or greater the discriminatory power index of the question, the greater the question can distinguish between the high group and the low group. The formula of discriminating power is:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

In which:

D   :   discrimination index

JA :   member of student in upper group

JB :   member of student in low group

[85] Nani Hanifah, 'PERBANDINGAN TINGKAT KESUKARAN, DAYA PEMBEDA BUTIR SOAL DAN RELIABILITAS TES BENTUK PILIHAN GANDA BIASA DAN PILIHAN GANDA ASOSIASI MATA PELAJARAN EKONOMI', *E-Journal Universitas Indraprasta PGRI*, 6.1 (2014), 41–55 <https://doi.org/10.30998/sosioekons.v6i1.171510.30998/sosioekons.v6i1.1715>.

BA	:	member of student in upper group who answer the item correctly
BB	:	member of student in low group who answer the item correctly

2. Pre-Requisite Test
a) Normality Test

Normality test is applied in order to know whether the data has a normal distribution or not. To calculate the data distribution, the researcher used normality test with Liliefors. The formula as below:[86]

$$Z_i = \frac{x_i - \bar{x}}{s}$$

In which:

X	:	number of data
x	:	transformation of numbers to notations in the normal distribution
Z_i	:	empirical cumulative probability
$F(z)$	:	normal cumulative probability
$S(z)$	:	empirical cumulative probability
Fz- Sz	:	cumulative proportion of normal

Normality test provides hypotheses as below:

H_o : data are normally distributed

H_a : data are not normally distributed

With the criteria:

If $| F(x) - S(x) | <$ Liliefors table score, then Ho is accepted; Ha rejected.

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[86] Sudjana, *Metoda Statistika*, 7th edn (Bandung: PT Tarsito, 2005), p.466.

If | F (x) − S (x) | > Liliefors table score, then Ho is rejected; Ha accepted.

With α = 0.05

If the calculation of result of $L_{count} < L_{table}$, H_o is accepted. It can be concluded that the data has a normal distribution. In addition, if $L_{count} > L_{table}$, H_o is rejected. And it means that the data has not a normal distribution.

b) **Homogeneity Test**

Homogeneity test is aimed to find out whether the pre-test and post-test scores are homogenously distributed or not by using the variance or F test. According to Sudjana, the formula of the test as below:[87]

$$F = \frac{vb}{vk}$$

In which:

vb : bigger variant

vk : smaller variant

Homogeneity test provides hypotheses as below:

H_o : homogeny variant

H_a : non homogeny variant

With α = 0.05 (5%) degree of significances

If the calculation of result of $F_{count} < F_{table}$, H_o is accepted. It can be concluded that the data is homogeneous and both classes have the same variance.

3. **Paired Sample T-Test**

Paired sample t-test is a test conducted to compare the average pre-test and post-test values in 2 groups who come from the same population. As a Paired T-Test is part of the

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[87] Sudjana, p.250.

parametric analysis so first of all, the data must be normally distributed. It means that , a normality test must be carried out first.

Paired Sample Test provides hypothesis as follows:
- Ho: $\mu_1 = \mu_2$ (there is no difference in the results student learning before and after treatment)
- Ha : $\mu_1 \neq \mu_2$ (there is a difference in the results student learning before and after treatment)

With the criteria:
- If Significant value (Sig) > 0.05, then Ho is accepted; Ha rejected.
- If Significant value (Sig) < 0.05, then Ho is rejected; Ha accepted.

With α = 0.05

4. **Normalized-Gain test (N-gain test)**

The N-gain score is aimed to know the effectiveness of particular method or treatment implemented in a research. The N-gain test is carried out by calculating the difference between the post -test value and the pre -test value. That way, it will be known whether the use or application of a method can be said to be effective or not.

Normalized gain data analysis is used to find whether there is an improvement in the pre-test and post-test scores of experimental and control class. To calculate the amount of gain normalized is found by the formula:

$$(G) = \frac{posttest\ score - \ pretest\ score}{maximum\ score - \ pretest\ score}$$

5. **Independent Sample T-Test**

After knowing the effectiveness of the using of story mapping strategy (experimental class) and a conventional

method (control class) through the interpretation of the average of N-gain score, then the researcher compared whether there was an effectiveness difference in the using of story mapping strategy and a conventional method to improve students' reading comprehension skills in narrative text especially for for the ninth graders of MTs Fatahillah by using an independent sample t-test. It is also called an average similarity test. The average test is used to examine the average scores of experimental and control groups whether they have a different mean significance.

Below is the formula:

$$t = \frac{\bar{X}1 - \bar{X}2}{S_{X_1 X_2} \sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

With:

$$S_{X_1 X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

The hypotheses are:

- $H_0 \quad : \mu_1 = \mu_2$
- $H_a \quad : \mu_1 \neq \mu_2$

With the criteria:

- If $t_{count} < t_{table}$, H_a is rejected and there is no difference of average value from both groups
- If $t_{count} > t_{table}$, H_a is accepted and there is a significant difference of average value from both groups

With a significant level of $\alpha = 5\%$

df = 23 + 23 - 2 = 44

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses about the data that was collected during the experimental research.

A. Research Finding

This study is aimed to examine the effectiveness of the story mapping strategy to improve students' reading comprehension skills in the narrative text of the students of class IX MTs Fatahillah Beringin in the academic year 2022/2023. This study is an experimental study. The researcher used a quasi-experimental study that aimed to know the effect of implementing a learning strategy on classroom learning by providing certain treatments in the experimental class and did not give this treatment to the control class. There were two classes that participated in this study, class IX C as the experimental class and class IX A as the control class. There were a total of 46 students with 23 students for each class. In this study, the researcher provided the treatment in the form of a story mapping strategy in class IX C and a conventional method in class IX A.

The data were collected through a test, namely pre-test and post-test. The test was used by the researcher to know the effectiveness of the learning strategy. A pre-test is a test given to students, both students in class experimental and control class before being given different treatments. This test aimed to know the first ability of students in the experimental class and control class before receiving different treatments. While a post-test is a test given to students, both students in class experimental and control class after being given different treatments. This test aimed to know the final ability of students in the experimental class and control class after receiving different treatments. The pre-test and post-test data were obtained from a written test in the form of multiple-choice questions of 17 items for each test. The test used

by the researcher here is the test of the English National Exam for Junior High School (2015-2019) in the narrative text materials.

Before carrying out data collection, researchers conducted a try-out on the instrument questions that will be used as pre-test questions and post-test. A try-ou test was conducted to know the validity, reliability, level of difficulty, and discriminating power of the instrument items. First of all, the researcher prepared 25 items of questions. However, after testing these questions, it was found that there were 17 valid questions and the remaining 8 questions were invalid because they had a lower r count than the r table at a significance level of 0.05 with n 24, namely 0.404. Then the calculation of the reliability test that was carried out also obtained an R-value of 772. So it can be concluded that the test instrument for learning outcomes is reliable with high criteria.

After the try-out test was carried out and the results were known, it was continued by taking the initial results data using the pretest in the experimental class and the control class. Then they were given treatment, where the experimental class used the story mapping method while the control class used the conventional method. After the two classes were given treatment, then a post-test was given to the two classes. This is done to determine the final ability of students after treatment.

To provide a clearer picture of research data here is the comparison of average score of pre-test and post-test on the experimental group and the control group.

Table 4.1: The average score of pre-test and post-test

	Experimental Class	Control Class
Pre-test-Score Average	54.8	58.1
Post-test-Score Average	80.2	72.1

The initial condition of student learning outcomes in the experimental class with the pre-test score data found that the average pre-test score in the experimental class was 54.8. Whereas for the control class, it was found that the average pretest score was 58.1. Then the average score of pre-test in experimental and control class was tested with independent sample T-test with the help of the 2016 version of the Microsoft Excel application. It is obtained that t count = 0.921 and t table (one tail) = 1.680 with a p value = 0. 181. Because the p value is higher than the alpha of 5% (0,05) or by looking at |t count| < t table, therefore it can be known that there is no significant difference between the pre-test average scores experimental class and control class.

After carrying out the pre-test in experimental and control class, next treatment given. After the treatment was done, the post-test was provided to the both classes. From the post-test data score as shown above, it was known that the average post-test score in the experimental class was 80.2. Whereas for the control class, it was found 72.1. The calculation of this test resulted that t table (one tail) = 1.680 and t count = 3.230, with p value = 0. 001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then Ha is accepted and H0 is rejected. It means there is a significant difference of the post-test score average of the students who were taught using the story mapping strategy and those who were taught using a conventional method.

To see if there was an improvement of student learning outcomes, then analyzed with Normalized-gain (N-gain). From data analysis of N-gain, it resulted that students learning outcomes of experimental class has increased of 0.57 with the interpretation "enough effective". Meanwhile for the control class, it was found

that the students learning outcomes has increased of 0.33 with the interpretation "not effective".

The next step is to test the hypothesis. To see if there is a difference significant between the experimental and control class, the data obtained from both classes are processed by independent sample t-test. The data to be used for testing hypothesis using independent sample t test is the post-test score data of experimental and control class. The calculation of this test resulted that t table (one tail) = 1.680 and t count = 3.304, with a p value = 0. 001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then Ha is accepted and H0 is rejected. It means there is a significant difference of the post-test score average of the students who were taught using the story mapping strategy and those who were taught using a conventional method. And finally, it can be concluded that that story mapping strategy is effective to improve students' reading comprehension skills in narrative text especially for students of class IX of MTs Fatahillah.

B. Data Analysis

1. Data Analysis of Instrument Try-out Test

Try-out test instrument consists of validity, reliability, degree of difficulty, and discriminating power.

a. Validity

The researcher provided 25 items for each pre-test and post-test for try-out test of instrument. To determine the validity of the instrument, the researcher used the Pearson product-moment correlation formula. The result (r_{xy}) then consulted to r_{table}. If it shows r_{xy} or r_{count} was higher than r_{table} ($r_{xy} > r_{table}$), it means that the item was valid at 5% alpha level of significance. Meanwhile, if ($r_{xy} < r_{table}$), the item test was invalid. It was obtained

from 25 test items; there were 17 valid test items and 8 invalid test items.

Table 4.2: The Validity Test

No. of items	Uji Validitas		
	R_{xy}	R_{table}	Criteria
1.	0.454	0.404	Valid
2.	0.026	0.404	Invalid
3.	0.546	0.404	Valid
4.	0.568	0.404	Valid
5.	0.680	0.404	Valid
6.	0.414	0.404	Valid
7.	0.619	0.404	Valid
8.	0.454	0.404	Valid
9.	0.421	0.404	Valid
10.	0.557	0.404	Valid
11.	0.195	0.404	Invalid
12.	0.456	0.404	Valid
13.	0.051	0.404	Invalid
14.	0.467	0.404	Valid
15.	0.554	0.404	Valid
16.	0.619	0.404	Valid
17.	0.535	0.404	Valid
18.	0.083	0.404	Invalid
19.	0.610	0.404	Valid
20.	0.283	0.404	Invalid
21.	-0.055	0.404	Invalid
22.	0.505	0.404	Valid
23.	0.376	0.404	Invalid
24.	0.428	0.404	Valid
25.	-0.021	0.404	Invalid

The results of calculation analysis of the validity of the items obtained data as follows:

Table 4.3: The Result of Validity Test

Criteria	Number of Question	Total
Valid	1, 3, 4, 5, 6, 7, 8, 9,10, 12, 14, 15, 16, 17, 19, 22, 24	17
Invalid	2, 11, 13, 18, 20, 21, 23, 25	8
Total Items		25

b. **Reliability**

The reliability of instrument is to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. To know the instruments' reliability, the researcher uses the Kuder Richardson 20 (KR-20) formula. The formula of KR-20 is below: [88]

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

In which:

r_{11} : the reliability coefficient of items

n : the number of item in the test

S_t^2 : the total variance

p : the proportion of students who give the right answer

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[88] Arikunto, p.230-231.

q : the proportion of students who give the wrong answer

The result of r_{11} obtained from the calculation is compared to the value of the product moment table. The value of r_{table} is obtained with a significance level of 5%. If $r_{11} > r_{table}$, it can be concluded that the instrument is reliable. The calculation is below:

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

$$r_{11} = \left(\frac{25}{25-1}\right)\left(\frac{21.356 - 5.530}{21.356}\right)$$

$$r_{11} = \left(\frac{25}{24}\right)\left(\frac{15.826}{21.505}\right)$$

$$r_{11} = (1.04)(0.74)$$

$$r_{11} = 0.772$$

The result of reliability testing for instrument with n = 24 respondents is; $r_{11} = 0.772$, while the $r_{table} = 0.404$. Because $r_{11} > r_{table}$, then it means that the instrument item is reliable. The criteria of reliability analysis as follow:

Table 4.4: The Criteria of Reliability

Coeficient (r_{11})	Criteria
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Medium
0,60 – 0,79	High
0,80 – 1,00	Very high

Based on the explanation above, the result obtained was 0.772. So, it can be concluded that the criteria of the reliability of 25 test items are high.

c. **Level of Difficulty**

To determine whether the items of instrument are difficult, medium, or easy, the level of difficulty test was used. The criteria of level of difficulty as follow:

Table 4.5: Criteria of Difficulty Level

Index of Difficulty	Criteria
$0,00 < P \leq 0,30$	difficult
$0,30 < P \leq 0,70$	medium
$0,70 < P \leq 1,00$	easy

The formula to determine the level of difficulty as follow:

$$P = \frac{B}{JS}$$

In which:

P : index of difficulty

B B : the number of students who answer the item
e   correctly
l JS : the total number of students
o

w is the example of the calculation of difficulty level on item number 1.

$$B = 13$$

$$JS = 24$$

$$P = \frac{B}{JS} = \frac{13}{24} = 0.54$$

From the calculation, it obtained P = 0.54. Based on the criteria of level of difficulty above, the result is between 0,30< P ≤ 0,70, so it can be concluded that the item is classified as medium level. Then, below is the calculation result of level of difficulty test:

Table 4.6: The Analysis Result of Difficulty Level Test

Criteria	Number of Question	Total
Easy	2, 12	2
Medium	1, 3, 4, 5, 6, 7, 8, 11, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25	19
Difficult	9, 10, 15, 22	4
Total Items		25

d. Discriminating Power

Discriminatory power of questions is the ability of questions with scores that can distinguish test takers from the high group and the low group.[89] The higher or greater the discriminatory power index of the question, the greater the question can distinguish between the high group and the low group. The formula to obtain the discriminating power is:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

In which:

D : discrimination index

JA : member of student in upper group

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[89] Hanifah.

JB	:	member of student in low group
BA	:	member of student in upper group who answer the item correctly
BB	:	member of student in low group who answer the item correctly

The criteria of discriminating power as follow:

Table 4.7: Criteria of Discriminating Power

Discriminating Power	Interpretation
negative	Very poor
Less of 0,20	Poor
0,21 - 0,40	Satisfactory
0,41 - 0,70	Good
0,71 - 1,00	Excellent

Based on the calculation of discriminating power, the following results are obtained:

Table 4.8: The Analysis Result of Discriminating Power

Criteria	Number of Question	Total
Very poor	21, 25	2
Poor	2, 12, 13, 20	4
Satisfactory	6, 9, 11, 14, 15, 18, 22, 23, 24	9
Good	1, 3, 4, 7, 8, 10, 16, 17, 19	9
Excellent	5	1
Total		25

2. **Pre-requisite Test**
a. **Normality Test**

Normality test is applied in order to know whether the data has a normal distribution or not. To calculate the data distribution, the researcher will use normality test of Liliefors as follow:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

In which:

X	:	number of data
x	:	transformation of numbers to notations in the normal distribution
Z_i	:	empirical cumulative probability
$F(z)$	:	normal cumulative probability
$S(z)$	:	empirical cumulative probability
Fz- Sz	:	cumulative proportion of normal

Normality test provides hypotheses as below:keten
- H_o : data are normally distributed
- H_a : data are not normally distributed

With the criteria:
- If | F (x) – S (x) | < Liliefors table score, then Ho is accepted; Ha rejected.
- If | F (x) – S (x) | > Liliefors table score, then Ho is rejected; Ha accepted.

With α = 0.05

Table 4.9: The Normality Result of Pre-Test in Experimental and Control Class

Class	L$_{count}$	L$_{table}$	Criteria
Experimental	0.121	0.190	Normal

Control	0.159	0.190	Normal

The result above showed that L$_{count}$ score of both classes were lower than the Lilliefors table score, so Ho is accepted and Ha is rejected. Finally, it can be concluded that the data of experimental class and control class are normally distributed.

Table 4.10: The Normality Result of Post-Test in Experimental and Control Class

Class	**L$_{count}$**	**L$_{table}$**	**Criteria**
Experimental	0.140	0.190	Normal
Control	0.165	0.190	Normal

The result above showed that L$_{count}$ score of both classes were lower than the Lilliefors table score, so Ho is accepted and Ha is rejected. Finally, it can be concluded that the data of experimental class and control class are normally distributed.

b. **Homogeneity Test**
The homogeneity test is used to know whether the both classes are homogeneous or not. Homogeneity test provides hypotheses as below:
- $H_o : \sigma_1^2 = \sigma_2^2$ (homogeny variant)
- $H_a : \sigma_1^2 \neq \sigma_2^2$ (non homogeny variant)

With the criteria:
- If $t_{count} > t_{table}$, H_0 is rejected and both groups haven't the same variance or homogeneous
- If $t_{count} < t_{table}$, H_0 is accepted and both groups have the same variance or homogeneous

According to Sudjana, the formula of homogeneity test as below:[90]

$$F_{count} = \frac{vb}{vk}$$

In which:
  vb : bigger variant
  vk : smaller variant

According to the formula above, it is obtained that:

Table 4.11: The Homogeneity Result of Pre-Test in
Experimental and Control Class

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	118.29	23	1.075	2.048	Homogenous
Control	110.03	23			

Based on computation above, it is obtained that F_{count} is lower than F_{table} so Ho accepted. It can be concluded that data of pre-test from experimental and control class have the same variance or homogeneous.

Table 4.12: The Homogeneity Result of Post-Test in
Experimental and Control Class

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	107.43	23	1.172	2.048	Homogenous
Control	91.63	23			

Based on computation above, it is obtained that F_{count} is

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[90] Sudjana, p.250.

lower than F_{table} so Ho accepted. It can be concluded that data of pre-test from experimental and control class have the same variance or homogeneous.

3. **Paired Sample T-test**

   Paired sample t-test is a test conducted to compare the average pre-test and post-test values in 2 groups who come from the same population. The Paired T-Test is part of the parametric analysis so the first thing to pay attention to is that the data must be normally distributed. Of course, to find out whether the data used is normally distributed or not, a normality test must be carried out first.

Table 4.13: The Normality Result of Pre-Test and Post-test in Experimental Class

	L_{count}	L_{table}	**Criteria**
Pre-test	0.181	0.190	Normal
Post-test	0.140	0.190	Normal

Table 4.14: The Normality Result of Pre-Test and Post-test in Control Class

	L_{count}	L_{table}	**Criteria**
Pre-test	0.162	0.190	Normal
Post-test	0.162	0.190	Normal

The result above showed that L_{count} score of both tests in both classes were lower than the Lilliefors table score, so Ho is accepted and Ha is rejected. Finally, it can be concluded that the data of experimental class and control class are normally distributed.

Paired Sample Test provides hypothesis as follows:

- Ho: $\mu_1 = \mu_2$ (there is no difference in the results student learning before and after treatment)
- Ha : $\mu_1 \neq \mu_2$ (there is a difference in the results student learning before and after treatment)

With the criteria:

- If Significant value (Sig) > 0.05, then Ho is accepted; Ha rejected.
- If Significant value (Sig) < 0.05, then Ho is rejected; Ha accepted.

  With $\alpha = 0.05$

To test it, the researcher was assisted by the Microsoft Excell version 2016 for windows.

Table 4.15: The Paired sample t-test Result of Experimental Class

t-Test: Paired Two Sample for Means		
	Pre-test	*Post-test*
Mean	54.8	80.2
Variance	141.8	73.4
Observations	23	23
Pearson Correlation	0.781711	
Hypothesized Mean Difference	0	
df	22	
t Stat	-16.316	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.717	
P(T<=t) two-tail	0.000	
t Critical two-tail	2.074	

Interpretation of the calculation above as follow:

- The average score of students before the implementation of the story mapping strategy was 54.8. Whereas after implementing the story mapping strategy it increased to 80.2. There is a significance difference between the average score of the pre-test and post-test in the experimental class. So, it can be drawn that experimental class students experienced significant improvement in learning outcomes after being given treatment with a story mapping strategy.
- The hypothesis used is a two-tailed hypothesis. The result showed that t table (two tailed) = 2.074 with a p value = 0.000. Because the p value is smaller than the alpha of 5% (0,05) or by looking at |t count| > t table, then the decision is to reject H_0.
- H_0 is rejected and H_a is accepted, then it can be concluded that there is a significance difference between the learning outcome before and after the implementation of story mapping strategy.

Table 4.16: The Paired sample t-test Result of Control Class

t-Test: Paired Two Sample for Means		
	Pre-test	*Post-test*
Mean	58.1	72.1
Variance	154.2	70.7
Observations	23	23
Pearson Correlation	0.899	
Hypothesized Mean Difference	0	
df	22	
t Stat	-11.024	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.717	

P(T<=t) two-tail	0.000	
t Critical two-tail	2.074	

Interpretation of the calculation above as follow:

- The average score of students after the implementation of learnng process (conventional strategy) was 58.1. Whereas after the implementation, it increased to 72.1. There is significant difference between the average score of the pre-test and post-test in the control class. So, it can be drawn that control class students experienced significant improvement in learning outcomes after carrying out the process of learning.
- The hypothesis used is a two-tailed hypothesis. The result showed that t table (two tailed) = 2.074 with a p value = 0.000. Because the p value is smaller than the alpha of 5% (0,05) or by looking at |t count| > t table, then the decision is to reject H_0.
- H_0 is rejected and H_a is accepted, then it can be concluded that there is a significance difference between the learning outcome before and after the learning process.

4. **Normalized-Gain test (N-gain test)**

The N-gain score is aimed to know the effectiveness of particular method or treatment implemented in a research. The N-gain test is carried out by calculating the difference between the post -test value and the pre -test value. That way, it will be known whether the use or application of a method can be said to be effective or not.

Normalized gain data analysis is used to find whether there is an improvement in the pre-test and post-test scores of experimental and control class. To calculate the amount of gain normalized is found by the formula:

$$(G) = \frac{posttest\ score - pretest\ score}{maximum\ score - pretest\ score}$$

Table 4.17: Criteria of N-gain according to Hake (cited in Zaakiyah)[91]

Gain	Interpretation
G ≥ 0,7	Very effective
0,7 > g ≥ 0,3	Enough effective
g < 0,3	Less effective

Precentage (%)	Interpretation
< 40	Not effective
40 – 55	Less effective
56 - 75	Enough effective
>75	Very effective

The N-gain test of pre-test and post test score in the experimental class and control class as follow:

Table 4.18: Result of N-gain test of Experimental Class

Students' Code	Pre-test score	Post-test score	N-gain
C1	41	70	0.49
C2	64	82	0.50
C3	47	76	0.55
C4	58	82	0.57
C5	41	76	0.59
C6	58	88	0.71
C7	41	70	0.49
C8	41	76	0.59

[91] Eneng Dewi Zaakiyah, Abas Asyafah, and Udin Supriadi, 'EFEKTIVITAS MODEL PEMBELAJARAN NUMBERED-HEADS-TOGETHER UNTUK MENINGKATKAN HASIL BELAJAR SISWA PADA MATERI AKHLAK KELAS X (Studi Quasi Eksperimen Di Kelas X MIPA SMAN 7 BANDUNG)', *TARBAWY : Indonesian Journal of Islamic Education*, 4.1 (2017), 66 <https://doi.org/10.17509/t.v4i1.6993>.

C9	41	76	0.59
C10	47	76	0.55
C11	76	94	0.75
C12	47	76	0.55
C13	41	58	0.29
C14	64	82	0.50
C15	70	94	0.80
C16	64	88	0.67
C17	41	76	0.59
C18	64	82	0.50
C19	58	76	0.43
C20	64	94	0.83
C21	58	82	0.57
C22	76	82	0.25
C23	58	88	0.71
Mean	54.8	80.2	0.57
Max	76	94	0.83
Min	41	58	0.25

Table 4.19: Result of N-gain test of Control Class

Students' Code	Pre-test score	Post-test score	N-gain
A1	47	58	0.21
A2	58	70	0.29
A3	47	70	0.43
A4	76	82	0.25
A5	41	58	0.29
A6	47	64	0.32
A7	41	58	0.29
A8	76	82	0.25
A9	58	76	0.43
A10	41	64	0.39
A11	70	76	0.20
A12	41	70	0.49
A13	64	70	0.17
A14	76	88	0.50
A15	41	64	0.39
A16	58	70	0.29
A17	70	82	0.40

A18	64	76	0.33
A19	58	70	0.29
A20	64	76	0.33
A21	70	82	0.40
A22	64	76	0.33
A23	64	76	0.33
Mean	58.1	72.1	0.33
Max	76	88	0.50
Min	41	58	0.17

Based on the results of the n-gain test calculation above:

- The average value of the N-gain score for the experimental class (strategy mapping strategy) is 0.57 or 57%, indicating that experimental class students have increased by 0.57 which is included in the "enough effective" category. With a minimum N-gain score of 0.25 and a maximum of 0.83.
- The average value of the N-gain score for the control class (conventional method) is 0.33 or 33%, indicating that control class students have increased by 0.33 which is included in the "not effective" category. With a minimum N-gain score of 0.17 and a maximum of 0.50.

It can be concluded that the use of the story mapping strategy is enough effective to improve students' reading comprehension skills in narrative text, especially for the ninth graders of MTs Fatahillah in the academic year 2022/2023.

5. **Independent Sample T-Test**

After knowing the effectiveness of the using of story mapping strategy (experimental class) and a conventional method (control class) through the interpretation of the average of N-gain score, then the researcher compared whether there was an effectiveness difference in the using of story mapping strategy and a conventional method to improve

students' reading comprehension skills in narrative text especially for for the ninth graders of MTs Fatahillah by using an independent sample t-test. It is also called an average similarity test. The average test is used to examine the average scores of experimental and control groups whether they have a different mean significance.

Below is the formula:

$$t = \frac{\bar{X}1 - \bar{X}2}{S_{X_1 X_2} \sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

With:

$$S_{X_1 X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

The hypotheses are:
- $H_0 \quad : \mu_1 = \mu_2$
- $H_a \quad : \mu_1 \neq \mu_2$

With the criteria:
- If $t_{count} < t_{table}$, H_0 is rejected and there is no difference of average value from both groups
- If $t_{count} > t_{table}$, H_0 is accepted and there is a significant difference of average value from both groups

With a significant level of $\alpha = 5\%$

df = 23 + 23 - 2 = 44

The average similarity test of pre-test and post test score in the experimental class and control class as follow:

Table 4.20: The Average of Pre-Test of Experimental and
Control Class

t-Test: Two-Sample Assuming Equal Variances		
	Exp Class	*Co Class*
Mean	54.8	58.1
Variance	141.8	154.2
Observations	23	23
Pooled Variance	147.994	
Hypothesized Mean Difference	0	
df	44	
t Stat	-0.921	
P(T<=t) one-tail	0.181	
t Critical one-tail	1.680	
P(T<=t) two-tail	0.362	
t Critical two-tail	2.015	

Interpretation of the calculation above as follow:

- The hypothesis used is a one-tailed hypothesis. The result showed that t table (one tail) = 1.680 with a p value = 0. 181. Because the p value is higher than the alpha of 5% (0,05) or by looking at |t count| < t table, then the decision is to reject Ha.
- Ha is rejected and H0 is accepted, then it can be concluded that there is a no difference of the pre-test score average from experimental and control class.

Table 4.21: The Average of Post-Test of Experimental and Control Class

t-Test: Two-Sample Assuming Equal Variances		
	Exp Class	*Co Class*
Mean	80.2	72.1
Variance	73.4	70.7
Observations	23	23
Pooled Variance	72.0711	
Hypothesized Mean Difference	0	
df	44	
t Stat	3.230	
P(T<=t) one-tail	0.001	
t Critical one-tail	1.680	
P(T<=t) two-tail	0.002	
t Critical two-tail	2.015	

Interpretation of the calculation above as follow:

- The hypothesis used is a on-tailed hypothesis. The result showed that t table (one tail) = 1.680 with a p value = 0.001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then the decision is to reject H0.
- H0 is rejected and Ha is accepted, then it can be concluded that there is a significant difference of the post-test score average from experimental and control class.
- It means that experimental class students experienced a significant improvement in the learning outcome after being given treatment in the form of story mapping strategy.

C. Hypothetical Test

To see if there is a difference significant between the experimental and control class, the data obtained from both classes are processed by independent sample t test. The data to be used for testing hypothesis using independent sample t-test is the post-test score of experimental and control class.

$H_0: \mu1 \leq \mu2$: This means that there is no significant difference between students who are taught narrative text using story mapping strategy and those who are taught using the conventional method.

$H_a: \mu1 > \mu2$: This means that there is a significant difference between students who are taught narrative text using story mapping strategy and those who are taught using the conventional method.

The result of the calculation of the average post-test score of experimental and control class by using the independent sample t-test assisted by Microsoft Excell 2016 showed that t table (one tail) = 1.680 and t count = 3.304, with a p value = 0. 001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then Ha is accepted and H0 is rejected. It means there is a significant difference of the post-test score average of the students who were taught using the story mapping strategy and those who were taught using a conventional method. And finally, it can be concluded that that story mapping strategy is effective to improve students' reading comprehension skills in narrative text especially for the ninth graders of MTs Fatahillah.

D. Discussion

This study entitled "The Effectiveness of Story Mapping Strategy to Improve Students' Reading Comprehension Skills in

Narrative Text". The participants of this study consist of two classes, experimental class and control class. The researcher used tests to measure the students' reading comprehension skills. The test is used to see the scores of students' reading comprehension skills. The test consists of two kinds of test, namely pre-test and post-test. Pre-test was carried out in both classes before the treatment (story mapping strategy) is applied in the experimental class. While post-test was carried out in both classes after the treatment is applied in the experimental class. Before using the instrument to collect the data, the researcher had conducted try-out test to know the validity, reliability, difficulty level, and discriminating power of the instrument.

Based on the data analysis result, the following conclusion can be drawn:

1. There is an improvement in students' learning outcomes in both classes after implementing the treatment.

    For the experimental class, the calculation of the paired-sample t-test showed that the average of the pre-test was 54.8 and the post-test was 80.2. While the t-count = 16.316 and t table (two-tailed) = 2.074 with a p-value = 0.000. It can be seen that the p-value is lower than the alpha of 5% (0,05) or |t count| > t table = Ha is accepted and H0 is rejected. It means there is a significant difference between the learning outcome before and after the implementation of the story mapping strategy. In addition, the N-gain test resulted that the students learning outcomes in the experimental class increased by 0.57 or 57% with the interpretation "enough effective".

    For the control class, the calculation of the paired-sample t-test showed that the average of the pre-test was 58.1 and the post-test was 72.1. While the t-count = 11.024 and t table (two-tailed) = 2.074 with a p-value = 0.000. It can be

seen that the p-value is lower than the alpha of 5% (0,05) or |t count| > t table = Ha is accepted and H0 is rejected. It means there is a significant difference between the learning outcome before and after the implementation of the story mapping strategy. In addition, the N-gain test resulted that the students learning outcomes in the experimental class increased by 0.33 or 33% with the interpretation "not effective".

The improvement of students' score in the experimental and control class can be served as follow:

Graph 4.1 Students' average score improvement
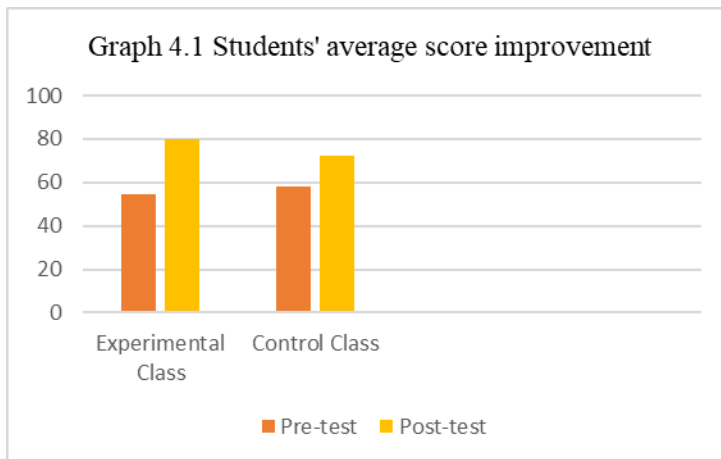
2. There is a significant difference in the post-test score average between the students who were taught using the story mapping strategy and those who were taught using a conventional method. in students' learning outcomes in both classes after implementing the treatment.

For the pre-test, the calculation of the independent sample t-test showed that t table (one tail) = 1.680 and t count = 0.921, with p-value = 0. 181. It can be seen that

the p-value is higher than the alpha of 5% (0,05) or |t count| < t table = Ha is rejected and H0 is accepted. It means there is no significant difference in the pre-test score average between the experimental class and the control class.

For the post-test, the calculation of the independent sample t-test showed that t table (one tail) = 1.680 and t count = 3.230, with p-value = 0. 001. It can be seen that the p-value is lower than the alpha of 5% (0,05) or |t count| < t table = Ha is accepted and H0 is rejected. It means there is a significant difference in the pre-test score average between the experimental class and the control class.

The difference of students' score in the experimental and control class can be served as follow:
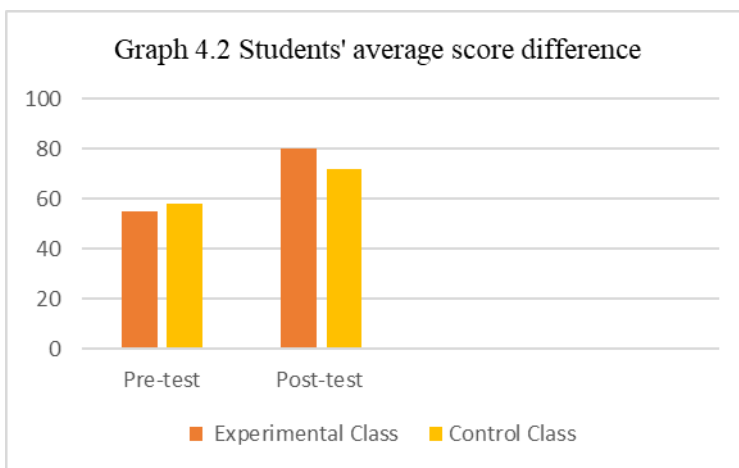
Graph 4.2 Students' average score difference

And finally, it can be concluded that story mapping strategy is effective to improve students' reading comprehension skills in narrative text especially for students of class IX of MTs Fatahillah. The research findings have some similarities with

several previous researchers such as Muhammad Lukman Syafii (2021) who examined the implementation of the story mapping strategy in teaching reading comprehension.[92] This research was a Classroom Action Research. It was resulted that the learners' score in the cycle 2 was higher compared to the cycle 1 after treatment. It means that the learners' scores were improved. The findings indicated that the Story Mapping Strategy successfully increased the learners' reading comprehension. This result is in accordance as Thayne (2018) statement about graphic organizers. That it is considered as the powerful instructional tools for developing students reading comprehension abilities in both first and second/foreign language reading.[93]

Further, several researchers have also investigated the use of story mapping in teaching writing. Ali Sabah Jameel (2022) investigated the effects of story mapping combined with hortatory exposition techniques on students' composition writing. [94]The results were indicating a significant positive effect of the use of story mapping and the hortatory exposition techniques in teaching writing. While Fardhila Sheli Rahmawati, Bambang Yudi Cahyono, and Miriam Anugerahwati (2018) investigated the effect of story maps used in process-approach of achievement of writing narrative texts. This study used a quasi-experimental as the research design. An independent t-test was used to analyze the scores of both experimental and control groups. The result of this study showed that the difference is significant between the

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[92] Syafii.

[93] Shelby Thayne, 'Graphic Organizers', in *The TESOL Encyclopedia of English Language Teaching*, ed. by John I. Liontas, 1st edn (John Wiley & Sons, Inc., 2018), pp. 1–7 <https://doi.org/10.1002/9781118784235.eelt0494>.

[94] Jameel.

students' scores in the experimental group and those in the control group in favor of the experimental group.

E. Limitation of The Research

There are some limitations on this research. These limitations include the subject and time of the study. These limitations can be explained as follows:

1. This research was limited at class IX of MTs Fatahillah, with one experimental class and one control class. The researcher focused on the using of story mapping strategy in narrative text. The other researcher will probably obtain the different result when he/she conducted study in other schools.

2. The research process carried out by the researcher was also limited by time. This research was carried out with the short length of time determined by agreement with the schools party involved. This short time was one of the factors that could not be done maximally. Although the time was used quite short but was still able to fulfill the requirements for a research.

3. The researcher was still lack of knowledge and experience during this research, so the implementation process of this research was probably less maximal. But the researcher tried her best to provide the research as good as possible.

CHAPTER V
CONCLUSION

In this chapter, the researcher provides the conclusion of this study, some suggestions, and closing.

A. Conclusion

Based on the result and analysis in the previous chapters, the researcher draws the conclusions of the study. The researcher concludes that story mapping strategy was effective to improve students' reading comprehension skills in narrative text. Furthermore, there is significant differences between the experimental and control class. The result showed the average post-test of the experimental class was 80.2 which was higher than the control class which was 72.1. It means that implementing the story mapping strategy to teach narrative text is better than implementing the conventional method.

The calculation of the t-test of the post-test obtained t count = 3.230 and t table = 1.680, with a p value = 0. 001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then Ha is accepted and H0 is rejected. To conclude, there is a significant difference between the students who are taught narrative text using story mapping strategy and students who are taught narrative text using a conventional method. In other words, story mapping strategy is found to be effective to improve students' reading comprehension skills in narrative text, especially the ninth-grader students of MTs Fatahillah.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions as follow:

1. For English teacher

English teacher should be innovative in providing and developing the appropriate learning methods and media to teach students. So they will be interested in learning English especially in reading skill. Because the use of an appropriate technique and media in teaching and learning process can enhance students' interest and motivation.

2. For Students

Reading is is a complex process which aimed to comprehend a text. But, most of students face difficulties in comprehending a text. Therefore, students should always pay attention to the teacher's explanation in teaching and learning process. To improve reading skill, students have to develop their vocabullary mastery and do many excercises in order to get a better achievement in comprehending a text.

3. For Other Researcher

The results of this study are expected to be used as a consideration or preview for further researcher in conducting the same research field.

C. Closing

Alhamdulillahi rabbil 'aalamin. Finally, this research can be completed.The researcher realizes that this thesis is far from being perfect. Therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. *Amin*..

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QUESTIONS ON THE STORY WRITING PERFORMANCE
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APPENDIX 1

Students' Name List of Experimental Class (IX-C)

No.	Name of Students	Code
1	Afif Murdiyanto	C1
2	Andin Septya Amelia	C2
3	Arsyadani Muhammad Ramdhan	C3
4	Atha Rasyid Rizqi	C4
5	Aulia Fa'iqotul Insyiroh	C5
6	Bintang Setyo Nugroho	C6
7	Candra Pratama	C7
8	Diah Eka Putri	C8
9	Elviena Febriani	C9
10	Fitria Nada	C10
11	Hyuga Permana Suryo Nugroho	C11
12	Marsha Harpaselina Tanjung Syafana	C12
13	Mita Ayu Azzahra	C13
14	Muhammad Syaputra	C14
15	Novito Zidan Daiva	C15
16	Nurhidayatul Fitri	C16
17	Rakha Zelda Firjatullah	C17
18	Rifky Tegar Kurniawan	C18
19	Risky Widyadana	C19
20	Shofia Zahrotul Maghfiroh	C20
21	Tiara Cinta Pursada	C21
22	Yuliana Putri Lestari	C22
23	Zahrotul Mualifah	C23

APPENDIX 2

Students' Name List of Control Class (IX-A)

No.	Name of Students	Code
1	Achsana Maswaya	A1
2	Anisa Citra Silvia	A2
3	Ari Dwi Prasetya	A3
4	Bagas Rafi Ardiyansyah	A4
5	Bisri Mustova	A5
6	Dewi Ayu Marlina	A6
7	Enjelina	A7
8	Farah Anastasya	A8
9	Fatikhatul Salma Widiati	A9
10	Fitria Permadani Santiago	A10
11	Ikhsan Akbar Musa Alkadzim	A11
12	Lailatuzzahro	A12
13	Muhammad Farel Wiratama	A13
14	Muhammad Wahyudin	A14
15	Naufal Cheva Tudenadra	A15
16	Nurlailatun Hasanah	A16
17	Rakha Septiansyach Fazle Pratama	A17
18	Revan Aditya Pratama	A18
19	Riski Wahyu Wibowo	A19
20	Rizky Ana Oktavia	A20
21	Velisa	A21
22	Yahwa Malika Salsabila	A22
23	Zaky Nouval Dafala	A23

APPENDIX 3

Lesson Plan for Control Class

Lesson Plan for Control Class (1st Meeting)

School	:	MTs Fatahillah
Subject	:	English
Class/Semester	:	IX/I
Theme	:	Narrative Text
Skill Focus	:	Reading
Time Allocation	:	2 x 35 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, and analyzing factual knowledge, conceptual, and 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 applying the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, associating, and communicating in the realm of concrete and abstract related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. Basic Competence

3.6 Understanding the purpose, structure, and linguistic elements of narrative text, spoken and written, in the form of fables, short and simple.

4.9 Capturing the meaning of narrative texts, spoken and written, in the form of fables, short and simple

C. Indicators
1. Identifying certain information of the narrative text correctly
2. Determining specific information of the narrative text correctly

D. Learning Objective
- In the end of the lesson, students will be able to identify certain information of the narrative text correctly
- In the end of the lesson, students will be able to determine specific information of the narrative text correctly

E. Materials
Narrative Text

1. Definition
   The narrative text is a text that tells a story to entertain the audience. Narrative text consists of several paragraphs which contain a series of events. And also usually there are moral messages or moral values that we can take from the story. We usually encounter narrative texts in the form of fairy tales, folk tales, and other fictional stories.

2. Social function
   - As mentioned above, the main purpose of narrative text is to entertain the readers or entertain the readers. In addition to entertain readers, some narrative texts are also used to convey moral messages that can be applied in the lives of readers.

- For some people, especially students, narrative texts can serve to entertain and at the same time foster a sense of respect for noble values that are upheld by the people in their environment, such as heroism, loyalty, obedience and respect for parents, openness, truth and so on.
3. Generic structures
   a) Orientation

      Orientation is the opening paragraph so it is located at the beginning of the story. This section contains the opening of the story which contains the introduction of the character, the time and place of the story. In essence, this section contains the general parts of the story which includes what (what), who (who), when (when), and where (where) the story is told.

   b) Complication

      Complication section is located after orientation. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story.

   c) Resolution

      The resolution section is the ending of the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.

   d) Reorientation

      Reorientation is a closing sentence that tells the ending condition of the character in the story, or it can also contain a moral message that we can apply to life. This section does not have to exist in the narrative text.

4. Language features
   a) Using past tense (simple past and past continuous)
      For example: went, walked, asked, said, etc.
   b) Using certain nouns as pronouns for people, animals and certain objects in the story.
      For example: the princess, the wolf, the farmer, the boy and so on.
   c) Using conjunctions and adverbs connecting time
      For example: first, then, after, that, before, at last, finally and so on to sort events.
   d) Using adverbs and prepositional phrases that indicate time
      For example: a long time ago, one day, in the morning, the next day, immediately and so on.
   e) Using adverbs and adverbial phrase to indicate the location of events or events.
      For example: on the sea, in the mountain, there, happily ever after, etc

5. Example of Narrative Test

PINNOCHIO

Once upon a time, in a small village, a craftsman named Geppetto decided to make a fine toy. He searched for a long time to get a good piece of wood. He then found a piece of pinewood, he examined the wood and started to carve it. After working for several hours Geppetto carved a beautiful puppet boy. Geppetto started cleaning the puppet as he was cleaning the puppet he heard a strange voice and found that it was the voice of the puppet. The toymaker named the wooden puppet Pinocchio.

As time passed, Pinocchio and the toymaker started enjoying each other's company and grew fond of each other. Pinocchio wanted to go to school but the toymaker did not have enough money. So he decided to sell his coat for some money. He then gave the

money to Pinocchio to buy stationary and warned him not to wander around.Pinocchio decided to go to school and as he went to the school he saw a circus. He went to see the circus and there was a huge crowd of people. Soon he found himself locked in a cell. He started crying and soon a fairy came and released him from the cell, and warned him not to repeat the same mistake.

Pinocchio started travelling to the school the next day. He was on his way to the school as he was crossing the forest he met a fox and a cat. When the cunning fox and his buddy cat saw Pinocchio carrying money, they stopped him and inquired where he was headed. Pinocchio said that he was going to acquire some school supplies. Listening to this fox said that with the money Pinocchio had he would not be able to buy the goods. The fox further suggested giving the money to the fox and he would plant it in a magical forest where the money would grow. Little Pinocchio believed the fox. As time passed by he did not find the money and started crying. Hearing the cries of the puppet boy the fairy appeared and asked what happened to the money. Pinocchio made some excuses and lied, and as he continued lying, his nose grew larger and larger. Soon the fairy realized that he was lying. The fairy asked, "Are you telling the truth?" "Sorry, I was afraid of being scolded," he replied. The fairy once again saved him and returned the money.

The next day as Pinocchio was going to school he met the circus owner. The circus owner was furious to see Pinocchio as he knew Pinocchio ran away from the circus. To punish the puppet boy he threw Pinocchio in the sea where he was swallowed by a giant whale.The toymaker grew worried about the whereabouts of Pinocchio. He searched the nearby places then a fisherman said he saw a wooden boy thrown into the sea. Hearing this the toymaker went to the sea and soon he was also swallowed by the same giant whale. As the toymaker and Pinocchio saw each other in the whale's stomach they started sobbing. Pinocchio promised the toymaker that he would be wise and listen to the toymaker.

Hearing them cry the fairy that helped Pinocchio earlier, appeared and rescued them. Pinocchio thanked the fairy and promised that he would be wise and listen to the toymaker. The fairy found his apologies sincere and granted him the wish to be a real human boy. From then the toymaker and Pinocchio lived happily ever after.

Source: https://www.vedantu.com/stories/pinocchio-short-story-for-kids (20/10/22) 20:52

F. Teaching method
- Approach   : Scientific Approach
- Method   : Lecture method

G. Teaching media
- Student worksheets

H. Tools
- Whiteboard
- Marker

I. Learning Sources
- Wardiman, Artono dkk., 2008, *English Focus for Grade IX Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- English dictionary
- Internet
  https://www.penaguru.com/materi-dan-soal-narrative-text-bahasa-inggris-smp/
  http://www.pakzen.net/2021/01/materi-narrative-text-kelas-9-smpmts.html

J. Learning Activities

Activities	Description	Time Allocation

Pre Activity		
Opening	• The teacher greets students • The teacher leads the students to pray together • The teacher checks the students' attendance • The teacher tells the topic that will be learn • The teacher tells the goal of the lesson	10 minutes
Main Activity		
Observing	• The teacher provides students a narrative text • The teacher read the text aloud and asked students to listen and pay attention	50 minutes
Questioning	• The teacher provides students an opportunity and guidances them to ask some questions related to the text they read • The teacher answers students' questions and gives more explanation about it.	
Experimenting	• Students are asked to read the text together loudly • By the guidance of the teacher, students are asked to identify the certain information of the text they read correctly • By the guidance of the	

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	teacher, students are asked to determine the specific information of the text they read correctly	
Associating	• Students are devided into some groups • Students are asked to discuss the certain and specific information they found in the text they read	
Communicating	• Each group are asked to present their discussion result of the certain and specific information they found in the text they read • The rest of students with the teacher' guidance check and discuss the group work. • The teacher gives confirmation to the students' work.	
Post Activity		
	• Teacher and students review the material that has been taught. • Students are given the opportunity to ask questions if they are still confused. • Teacher motivates students. • Teacher invites students to pray together, gives a closing statement, and closes the class.	10 minutes

K. Assessment

| Form | : | written test (short-answer and true or false) |
| Instrument | : | students' worksheet 1 |

Scoring guidance :

Aspect	Description	Score
Answering questions related to the story correctly	Student can answer the question correctly	1
	Student can not answer the question correctly	0

Final score : $\dfrac{\text{total obtained score}}{10} \times 100$

Semarang, 12th November 2022

English Teacher,   Researcher,

Riska Rahayuni, S. Pd.   Zuliyah Istiqomah

Head Master,

Chabibah, S.Pd.
NIP. 197505222005012002

Name : …………………………………

No. : …………………………………

Class : …………………………………

Read the following passage!

LITTLE RED RIDING HOOD

One day, Little Red Riding Hood's mother said to her, "Take this basket of goodies to your grandma's cottage, She's feeling sick and I hope this will make her feel better. Don't talk to strangers, don't leave the path and walk straight to your grandma's house." Promising not to, Little Red Riding Hood skipped off. On her way she met the Big Bad Wolf who asked, "Where are you going, little girl?" "To my grandma's, Mr. Wolf!" she answered.

"And where does your grandmother live?" asked the wolf and Little Red Riding Hood explained exactly where her grandma lived. They walked together for a while. Then the wolf spoke again.

"What lovely flowers there are here! Why don't you pick some for your grandma?"

The girl looked around and saw all those beautiful flowers. She thought that her grandmother would be delighted to have some fresh flowers and, despite her mother's advice, she left the path. While Little Red Riding Hood went deeper into the woods to pick flowers, the wolf went straight to her grandmother's house and knocked on the door. When Grandma opened the door, he locked her up in the cupboard. The wicked wolf then wore Grandma's clothes and lay on her bed, waiting for Little Red Riding Hood.

When Little Red Riding Hood reached the cottage, she entered and went to Grandma's bedside. "My! What big eyes you have, Grandma!" she said in surprise. "All the better to see you with, my dear!" replied the wolf. "My! What big ears you have, Grandma!" said

Little Red Riding Hood. "All the better to hear you with, my dear!" said the wolf. "What big teeth you have, Grandma!" said Little Red Riding Hood. "All the better to eat you with!" growled the wolf pouncing on her. Little Red Riding Hood screamed and the woodcutters in the forest came running to the cottage. They beat the Big Bad Wolf and rescued Grandma from the cupboard. Grandma hugged Little Red Riding Hood with joy. The Big Bad Wolf ran away never to be seen again. Little Red Riding Hood had learnt her lesson.

Source: https://shortstoriesshort.com/story/little-red-riding-hood/ (21/10/2022) 12:57

Answer the following questions correctly based on the story above!

1. Why did Little Red Riding Hood take a basket filled with food to her grandma? ……………
2. What did her mother tell her not to do? ……………………………………………………
3. Who did she meet in the woods? ………………………………………………………
4. Where did the wolf go after he talked to Little Red Riding Hood? …………………
5. Who saved Little Red Riding Hood and her grandmother? ……………………………

State TRUE or FALSE based on the story above!

Based on the story above, decide whether the sentences below are TRUE or FALSE.

1. _____ Little Red Riding Hood didn't talk to strangers on her way.
2. _____ She felt scared when she met the wolf in the woods.

3. _____ The huntsman had been looking for the wolf for a long time.
4. _____ The wolf was a friend of the huntsman .
5. _____ The wolf couldn't run away because his belly was filled with heavystones.

Answer key:

Short answer

1. Because her grandma was feeling sick.
2. Her mother told her not to talk to strangers and leave the path.
3. She met a wolf in the woods.
4. The wolf went to grandma's house after he talked to Little Red Riding Hood.
5. A huntsman saved Little Red Riding Hood and her grandmother.

True or false

1. False
2. False
3. True
4. False
5. True

Lesson Plan for Control Class (2ⁿᵈ Meeting)

School : MTs Fatahillah
Subject : English
Class/Semester : IX/I
Theme : Narrative Text
Skill Focus : Reading
Time Allocation : 2 x 35 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, and analyzing factual knowledge, conceptual, and 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 applying the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, associating, and communicating in the realm of concrete and abstract related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. Basic Competence

3.6 Understanding the purpose, structure, and linguistic elements of narrative text, spoken and written, in the form of fables, short and simple.

4.9 Capturing the meaning of narrative texts, spoken and written, in the form of fables, short and simple

C. Indicators
1. Identifying the social function, generic struture, and language features of a narrative text correctly
2. Analyzing the generic struture of a narrative text correctly

D. Learning Objective
- In the end of the lesson, students will be able to identify the social function, generic struture, and language features of a narrative text correctly
- In the end of the lesson, students will be able to analyze the generic struture of a narrative text correctly

E. Materials

Narrative Text

1. Definition

   The narrative text is a text that tells a story to entertain the audience. Narrative text consists of several paragraphs which contain a series of events. And also usually there are moral messages or moral values that we can take from the story. We usually encounter narrative texts in the form of fairy tales, folk tales, and other fictional stories.

2. Social function
   - As mentioned above, the main purpose of narrative text is to entertain the readers or entertain the readers. In addition to entertain readers, some narrative texts are also used to convey moral messages that can be applied in the lives of readers.
   - For some people, especially students, narrative texts can serve to entertain and at the same time foster a sense of respect for noble values that are upheld by the people in their environment, such as heroism, loyalty, obedience and respect for parents, openness, truth and so on.

3. Generic structures
   a) Orientation
      Orientation is the opening paragraph so it is located at the beginning of the story. This section contains the opening of the story which contains the introduction of the character, the time and place of the story. In essence, this section contains the general parts of the story which includes what (what), who (who), when (when), and where (where) the story is told.

   b) Complication
      Complication section is located after orientation. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story.

   c) Resolution
      The resolution section is the ending of the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.

   d) Reorientation
      Reorientation is a closing sentence that tells the ending condition of the character in the story, or it can also contain a moral message that we can apply to life. This section does not have to exist in the narrative text.

4. Language features
   a) Using past tense (simple past and past continuous)
      For example: went, walked, asked, said, etc.
   b) Using certain nouns as pronouns for people, animals and certain objects in the story.

For example: the princess, the wolf, the farmer, the boy and so on.
c) Using conjunctions and adverbs connecting time
For example: first, then, after, that, before, at last, finally and so on to sort events.
d) Using adverbs and prepositional phrases that indicate time
For example: a long time ago, one day, in the morning, the next day, immediately and so on.
e) Using adverbs and adverbial phrase to indicate the location of events or events.
For example: on the sea, in the mountain, there, happily ever after, etc

F. Teaching method
- Approach   : Scientific approach
- Method   : Lecture Method

G. Teaching media
- Student worksheets

H. Tools
- Whiteboard
- Marker

I. Learning Sources
- Wardiman, Artono dkk., 2008, *English Focus for Grade IX Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- English dictionary
- Internet
  https://www.penaguru.com/materi-dan-soal-narrative-text-bahasa-inggris-smp/
  http://www.pakzen.net/2021/01/materi-narrative-text-kelas-9-smpmts.html

J. Learning Activities

Activities	Description	Time Allocation
Pre Activity		
Opening	• The teacher greets students • The teacher leads the students to pray together • The teacher checks the students' attendance • The teacher tells the topic that will be learn • The teacher tells the goal of the lesson	10 minutes
Main Activity		
Observing	• The teacher provides students a narrative text • The teacher read the text aloud and asked students to listen and pay attention	50 minutes
Questioning	• The teacher provides students an opportunity and guidances them to ask some questions related to the text they read • The teacher answers students' questions and gives more explanation about it.	
Experimenting	• Students are asked to read the text together loudly • The teacher involves the students to identify the social function, generic structure, and language features of a narrative text	
Associating	• Students are divided into some	

	groups	
	• Each group is given a worksheet of narrative text by the teacher.	
	• Students are asked to identify the social function, generic structure and language features of the text in a group.	
	• Students discuss their work	
	• Students write down their work on the available worksheet	
Communicating	• Each group are asked to present their work	
	• The rest of the students with the teacher' guidance check and discuss the group work.	
	• The teacher gives confirmation to the students' work.	
Post Activity		
	• Teacher and students review the material that has been taught.	
	• Students are given the opportunity to ask questions if they are still confused.	
	• Teacher motivates students.	
	• Teacher invites students to pray together, gives a closing statement, and closes the class.	10 minutes

K. **Assessment**

Form   :   written test (matching)

Instrument   :   students' worksheet 2

Scoring guidance   :

Aspect	Description	Score
Matching the generic structures to the correct sentences	Student can match the generic structures to the sentences correctly	2
	Student can not match the generic structures to the sentences correctly	0

Final score : $\dfrac{\text{total obtained score}}{10} \times 100$
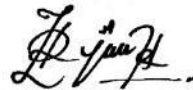
Semarang, 12th November 2022

English Teacher,

Riska Rahayuni, S. Pd.

Researcher,

Zuliyah Istiqomah

Head Master,

Chabibah, S.Pd.
NIP. 197505222005012002

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Students Worksheet 2

Name : …………………………………

No. : …………………………………..

Class : …………………………………

Please identify the generic structure of the story below by giving the line into the correct part of the structure!

1. Orientation	A. One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring.
2. Complication 1	B. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
3. Resolution 1	C. She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.
4. Complication 2	D. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.
5. Resolution 2	E. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Answer key:

1. Orientation = A
2. Complication 1 = D
3. Resolution 1 = C
4. Complication 2 = E
5. Resolution 2 = B

Lesson Plan for Control Class (3ʳᵈ Meeting)

School : MTs Fatahillah
Subject : English
Class/Semester : IX/I
Theme : Narrative Text
Skill Focus : Reading
Time Allocation : 2 x 35 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, and analyzing factual knowledge, conceptual, and 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 applying the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, associating, and communicating in the realm of concrete and abstract related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. Basic Competence

3.6 Understanding the purpose, structure, and linguistic elements of narrative text, spoken and written, in the form of fables, short and simple.

4.9   Capturing the meaning of narrative texts, spoken and written, in the form of fables, short and simple

C. Indicators

1. Identifying certain information of the narrative text correctly
2. Determining specific information of the narrative text correctly

D. Learning Objective

- In the end of the lesson, students will be able to identify certain information of the narrative text correctly
- In the end of the lesson, students will be able to determine specific information of the narrative text correctly

E. Materials

Narrative Text

1. Definition

The narrative text is a text that tells a story to entertain the audience. Narrative text consists of several paragraphs which contain a series of events. And also usually there are moral messages or moral values that we can take from the story. We usually encounter narrative texts in the form of fairy tales, folk tales, and other fictional stories.

2. Social function

- As mentioned above, the main purpose of narrative text is to entertain the readers or entertain the readers. In addition to entertain readers, some narrative texts are also used to convey moral messages that can be applied in the lives of readers.
- For some people, especially students, narrative texts can serve to entertain and at the same time foster a sense of respect for noble values that are upheld by the people in their environment, such as heroism,

loyalty, obedience and respect for parents, openness, truth and so on.

3. Generic structures
   a) Orientation
      Orientation is the opening paragraph so it is located at the beginning of the story. This section contains the opening of the story which contains the introduction of the character, the time and place of the story. In essence, this section contains the general parts of the story which includes what (what), who (who), when (when), and where (where) the story is told.

   b) Complication
      Complication section is located after orientation. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story.

   c) Resolution
      The resolution section is the ending of the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.

   d) Reorientation
      Reorientation is a closing sentence that tells the ending condition of the character in the story, or it can also contain a moral message that we can apply to life. This section does not have to exist in the narrative text.

4. Language features
   a) Using past tense (simple past and past continuous)
      For example: went, walked, asked, said, etc.

b) Using certain nouns as pronouns for people, animals and certain objects in the story.
   For example: the princess, the wolf, the farmer, the boy and so on.
c) Using conjunctions and adverbs connecting time
   For example: first, then, after, that, before, at last, finally and so on to sort events.
d) Using adverbs and prepositional phrases that indicate time
   For example: a long time ago, one day, in the morning, the next day, immediately and so on.
e) Using adverbs and adverbial phrase to indicate the location of events or events.
   For example: on the sea, in the mountain, there, happily ever after, etc

F. Teaching method
- Approach   : Scientific approach
- Method   : Lecture Method

G. Teaching media
- Student worksheets

H. Tools
- Whiteboard
- Marker

I. Learning Sources
- Wardiman, Artono dkk., 2008, *English Focus for Grade IX Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- English dictionary
- Internet
  https://www.penaguru.com/materi-dan-soal-narrative-text-bahasa-inggris-smp/

J. Learning Activities

Activities	Description	Time Allocation
Pre Activity		
Opening	- The teacher greets students - The teacher leads the students to pray together - The teacher checks the students' attendance - The teacher tells the topic that will be learn - The teacher tells the goal of the lesson	10 minutes
Main Activity		
Observing	- The teacher provides students a narrative text - The teacher read the text aloud and asked students to listen and pay attention	50 minutes
Questioning	- The teacher provides students an opportunity and guidances them to ask some questions related to the text they read - The teacher answers students' questions and gives more explanation about it.	
Experimenting	- Students are asked to read the text together loudly - The teacher involves the students to identify the social function, generic structure,	

	and language features of a narrative text	
Associating	• The teacher provides students a narrative text and a worksheet • Students are asked to answer the questions related to the text individually. • Students write down their work on the available worksheet	
Communicating	• By the teacher's guidance, students check and discuss the result of their work. • The teacher gives confirmation to the students' work.	
Post Activity		
	• Teacher and students review the material that has been taught. • Students are given the opportunity to ask questions if they are still confused. • Teacher motivates students. • Teacher invites students to pray together, gives a closing statement, and closes the class.	10 minutes

K. Assessment

Form   :   written test (short answer)

Instrument   :   students' worksheet 3

Scoring guidance :

Aspect	Description	Score
Answering questions related to the story correctly	Student can answer the question correctly	1
	Student can not answer the question correctly	0

Final score : $\dfrac{\text{total obtained score}}{10} \times 100$
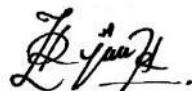
Semarang, 12th November 2022

English Teacher,   Researcher,

Riska Rahayuni, S. Pd.   Zuliyah Istiqomah

Head Master,

Chabibah, S.Pd.
NIP. 197505222005012002

Students Worksheet 3

Name : …………………………………
No.   : …………………………..
Class : …………………………………

The Hare and The Tortoise

Once, there lived a boastful hare. He could run very fast and was over-proud of his speed. While he was walking around, the hare met a slowly moving tortoise. He laughed at him and said, "You're such a slowcoach, buddy!" The Tortoise was annoyed by Hare's words and replied, "My dear friend, Hare! You're over-proud of your speed. Let's have a race, and see who is the faster between us?"

The next day, the Hare and the Tortoise had a race. The Hare ran very fast and left the Tortoise far behind. He confidently thought that he would surely win the race. "The Tortoise will take a very long time to get here, so I will catch my breath first for a moment," said the Hare to himself.

After waiting for quite a while, the Hare started to get bored. He leaned on a tree and decided to take a nap for a while. The Tortoise kept walking slowly but steadily until he passed the Hare. The Hare suddenly woke up and saw that the Tortoise was just about an inch from the finish line.

Then the Hare started to run as fast as he could, but it was too late. The Tortoise had just crossed the finish line and won the race. At last, the hare was really disappointed and bowed his head down admitting his loss.

Source: https://www.contohtext.com/2019/04/dongeng-bahasa-inggris-singkat-hare-and-tortoise.html

<u>Answer the following questions correctly!</u>

1. What kind of the text above?

2. What is the purpose of the text above?

3. Who was over-proud?

4. Who could run fast?

5. Who wanted to challenge the hare to a race?

6. Why did the tortoise challenge the hare to a race?

7. What happened at the half-way point?

8. What did the tortoise do?

9. Who won the race?

10. What lesson do we learn from this story?

Answer Key:

1. It is narrative text.
2. The purpose of the text is to amuse or entertain readers and to teach moral values from the story.
3. The Hare was over-proud.
4. The Hare could run fast.
5. The Tortoise wanted to challenge the Hare to a race.
6. The Tortoise challenge the Hare to a race because he was annoyed by Hare's words.
7. The Hare leaned on a tree and take a nap for a while.
8. The Tortoise kept walking slowly but steadily.
9. The Tortoise won the race.
10. To succeed, we must keep going and not quit. / We should not underestimate others./ Slow and steady wins the race./The race is not always won by the fastest.

APPENDIX 4

Lesson Plan for Experimental Class

Lesson Plan for Experimental Class (1ˢᵗ Meeting)

School	:	MTs Fatahillah
Subject	:	English
Class/Semester	:	IX/I
Theme	:	Narrative Text
Skill Focus	:	Reading
Time Allocation	:	2 x 35 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, and analyzing factual knowledge, conceptual, and 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 applying the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, associating, and communicating in the realm of concrete and abstract related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. Basic Competence

3.6 Understanding the purpose, structure, and linguistic elements of narrative text, spoken and written, in the form of fables, short and simple.

4.9 Capturing the meaning of narrative texts, spoken and written, in the form of fables, short and simple

C. Indicators

1. Identifying certain information of the narrative text correctly
2. Determining specific information of the narrative text correctly

D. Learning Objective

- In the end of the lesson, students will be able to identify certain information of the narrative text correctly
- In the end of the lesson, students will be able to determine specific information of the narrative text correctly

E. Materials

Narrative Text

1. Definition
   The narrative text is a text that tells a story to entertain the audience. Narrative text consists of several paragraphs which contain a series of events. And also usually there are moral messages or moral values that we can take from the story. We usually encounter narrative texts in the form of fairy tales, folk tales, and other fictional stories.

2. Social function
   - As mentioned above, the main purpose of narrative text is to entertain the readers or entertain the readers. In addition to entertain readers, some narrative texts are also used to convey moral messages that can be applied in the lives of readers.

- For some people, especially students, narrative texts can serve to entertain and at the same time foster a sense of respect for noble values that are upheld by the people in their environment, such as heroism, loyalty, obedience and respect for parents, openness, truth and so on.

3. Generic structures
   a) Orientation

   Orientation is the opening paragraph so it is located at the beginning of the story. This section contains the opening of the story which contains the introduction of the character, the time and place of the story. In essence, this section contains the general parts of the story which includes what (what), who (who), when (when), and where (where) the story is told.

   b) Complication

   Complication section is located after orientation. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story.

   c) Resolution

   The resolution section is the ending of the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.

   d) Reorientation

   Reorientation is a closing sentence that tells the ending condition of the character in the story, or it can also contain a moral message that we can apply to life. This section does not have to exist in the narrative text.

4. Language features
   a) Using past tense (simple past and past continuous)
      For example: went, walked, asked, said, etc.
   b) Using certain nouns as pronouns for people, animals and certain objects in the story.
      For example: the princess, the wolf, the farmer, the boy and so on.
   c) Using conjunctions and adverbs connecting time
      For example: first, then, after, that, before, at last, finally and so on to sort events.
   d) Using adverbs and prepositional phrases that indicate time
      For example: a long time ago, one day, in the morning, the next day, immediately and so on.
   e) Using adverbs and adverbial phrase to indicate the location of events or events.
      For example: on the sea, in the mountain, there, happily ever after, etc

5. Example of Narrative Text

PINNOCHIO

Once upon a time, in a small village, a craftsman named Geppetto decided to make a fine toy. He searched for a long time to get a good piece of wood. He then found a piece of pinewood, he examined the wood and started to carve it. After working for several hours Geppetto carved a beautiful puppet boy. Geppetto started cleaning the puppet as he was cleaning the puppet he heard a strange voice and found that it was the voice of the puppet. The toymaker named the wooden puppet Pinocchio.

As time passed, Pinocchio and the toymaker started enjoying each other's company and grew fond of each other. Pinocchio wanted to go to school but the toymaker did not have enough money. So he decided to

sell his coat for some money. He then gave the money to Pinocchio to buy stationary and warned him not to wander around.Pinocchio decided to go to school and as he went to the school he saw a circus. He went to see the circus and there was a huge crowd of people. Soon he found himself locked in a cell. He started crying and soon a fairy came and released him from the cell, and warned him not to repeat the same mistake.

Pinocchio started travelling to the school the next day. He was on his way to the school as he was crossing the forest he met a fox and a cat. When the cunning fox and his buddy cat saw Pinocchio carrying money, they stopped him and inquired where he was headed. Pinocchio said that he was going to acquire some school supplies. Listening to this fox said that with the money Pinocchio had he would not be able to buy the goods. The fox further suggested giving the money to the fox and he would plant it in a magical forest where the money would grow. Little Pinocchio believed the fox. As time passed by he did not find the money and started crying. Hearing the cries of the puppet boy the fairy appeared and asked what happened to the money. Pinocchio made some excuses and lied, and as he continued lying, his nose grew larger and larger. Soon the fairy realized that he was lying. The fairy asked, "Are you telling the truth?" "Sorry, I was afraid of being scolded," he replied. The fairy once again saved him and returned the money.

The next day as Pinocchio was going to school he met the circus owner. The circus owner was furious to see Pinocchio as he knew Pinocchio ran away from the circus. To punish the puppet boy he threw Pinocchio in the sea where he was swallowed by a giant whale.The toymaker grew worried about the whereabouts of Pinocchio. He searched the nearby places then a fisherman said he saw a

wooden boy thrown into the sea. Hearing this the toymaker went to the sea and soon he was also swallowed by the same giant whale. As the toymaker and Pinocchio saw each other in the whale's stomach they started sobbing. Pinocchio promised the toymaker that he would be wise and listen to the toymaker. Hearing them cry the fairy that helped Pinocchio earlier, appeared and rescued them. Pinocchio thanked the fairy and promised that he would be wise and listen to the toymaker. The fairy found his apologies sincere and granted him the wish to be a real human boy. From then the toymaker and Pinocchio lived happily ever after.

Source: https://www.vedantu.com/stories/pinocchio-short-story-for-kids (20/10/22) 20:52

F. Teaching method
- Approach   : Scientific approach
- Strategy   : Story Mapping

G. Teaching media
- Student worksheets

H. Tools
- Whiteboard
- Marker

I. Learning Sources
- Wardiman, Artono dkk., 2008, *English Focus for Grade IX Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- English dictionary
- Internet
  https://www.penaguru.com/materi-dan-soal-narrative-text-bahasa-inggris-smp/

J. Learning Activities

Activities	Description	Time Allocation
Pre Activity		
Opening	- The teacher greets students - The teacher leads the students to pray together - The teacher checks the students' attendance - The teacher tells the topic that will be learn - The teacher tells the goal of the lesson	10 minutes
Main Activity		
	- The teacher provides students a narrative text - Students read the text that given by the teacher - The teacher explains the teaching material of narrative text - The teacher explain and introduces the concept of story map to the students - The teacher informs the benefits of using story map - The teacher provides students the information on when a story map should and should not be used	50 minutes
Verbal	The teacher informs and	

Explanation Phase	explains students the elements of a story map using "Part of Story Map".	
Modelling Phase	• The teacher shows how to identify the elements of a story map while reading aloud the fisrt section of the story	
Guided Practice Phase	• Students are invited to join the teacher to identify the remaining parts of the map as the teacher reads aloud the remaining text	
Post Activity		
	• Teacher and students review the material that has been taught. • Students are given the opportunity to ask questions if they are still confused. • Teacher motivates students. • Teacher invites students to pray together, gives a closing statement, and closes the class.	10 minutes

Semarang, 12th November 2022

English Teacher,   Researcher,

Riska Rahayuni, S. Pd.   Zuliyah Istiqomah

Head Master,

Chabibah, S.Pd.
NIP. 197505222005012002

Lesson Plan for Experimental Class (2ⁿᵈ Meeting)

School : MTs Fatahillah
Subject : English
Class/Semester : IX/I
Theme : Narrative Text
Skill Focus : Reading
Time Allocation : 2 x 35 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, and analyzing factual knowledge, conceptual, and 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 applying the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, associating, and communicating in the realm of concrete and abstract related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. Basic Competence
3.6 Understanding the purpose, structure, and linguistic elements of narrative text, spoken and written, in the form of fables, short and simple.

4.9   Capturing the meaning of narrative texts, spoken and written, in the form of fables, short and simple

C. Indicators
1. Identifying social function, generic structures and language features of a narrative text correctly
2. Analyzing the elements of a narrative text correctly

D. Learning Objective
- In the end of the lesson, students will be able to identify social function, generic structures and language features of a narrative text correctly
- In the end of the lesson, students will be able to analyze the elements of a narrative text correctly

E. Materials
Narrative Text

1. Definition
    The narrative text is a text that tells a story to entertain the audience. Narrative text consists of several paragraphs which contain a series of events. And also usually there are moral messages or moral values that we can take from the story. We usually encounter narrative texts in the form of fairy tales, folk tales, and other fictional stories.

2. Social function
    a. As mentioned above, the main purpose of narrative text is to entertain the readers or entertain the readers. In addition to entertain readers, some narrative texts are also used to convey moral messages that can be applied in the lives of readers.
    b. For some people, especially students, narrative texts can serve to entertain and at the same time foster a sense of respect for noble values that are upheld by the people in their environment, such as heroism,

loyalty, obedience and respect for parents, openness, truth and so on.

3. Generic structures
    a) Orientation
       Orientation is the opening paragraph so it is located at the beginning of the story. This section contains the opening of the story which contains the introduction of the character, the time and place of the story. In essence, this section contains the general parts of the story which includes what (what), who (who), when (when), and where (where) the story is told.

    b) Complication
       Complication section is located after orientation. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story.

    c) Resolution
       The resolution section is the ending of the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.

    d) Reorientation
       Reorientation is a closing sentence that tells the ending condition of the character in the story, or it can also contain a moral message that we can apply to life. This section does not have to exist in the narrative text.

4. Language features
    a) Using past tense (simple past and past continuous)
       For example: went, walked, asked, said, etc.

b) Using certain nouns as pronouns for people, animals and certain objects in the story.
For example: the princess, the wolf, the farmer, the boy and so on.
c) Using conjunctions and adverbs connecting time
For example: first, then, after, that, before, at last, finally and so on to sort events.
d) Using adverbs and prepositional phrases that indicate time
For example: a long time ago, one day, in the morning, the next day, immediately and so on.
e) Using adverbs and adverbial phrase to indicate the location of events or events.
For example: on the sea, in the mountain, there, happily ever after, etc

F. Teaching method
- Approach   : Scientific Approach
- Strategy   : Story Mapping

G. Teaching media
- Student worksheets

H. Tools
- Whiteboard
- Marker

I. Learning Sources
- Wardiman, Artono dkk., 2008, *English Focus for Grade IX Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- English dictionary
- Internet
https://www.penaguru.com/materi-dan-soal-narrative-text-bahasa-inggris-smp/

J. Learning Activities

Activities	Description	Time Allocation
Pre Activity		
Opening	- The teacher greets students - The teacher leads the students to pray together - The teacher checks the students' attendance - The teacher tells the topic that will be learn - The teacher tells the goal of the lesson	10 minutes
Main Activity		
	- The teacher provides students a narrative text - Students read the text that given by the teacher - The teacher explains the teaching material of narrative text - The teacher explain and introduces the concept of story map to the students - The teacher informs the benefits of using story map - The teacher provides students the information on when a story map should and should not be used	50 minutes

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Verbal Explanation Phase	• The teacher informs and explains students the elements of a story map using "Part of Story Map".	
Modelling Phase	• The teacher shows how to identify the elements of a story map while reading aloud the fisrt section of the story	
Guided Practice Phase	• Students are invited to join the teacher to identify the remaining parts of the map as the teacher reads aloud the remaining text	
Independent Practice Phase	• Students are divided into small groups • Each group is given a narrative text and a story map worksheet by the teacher • Students are asked to read the text and then complete the story map in a group • Students discuss their work • Students write down their work on the story map worksheet	
Post Activity		
	• Teacher and students review the material that has been taught. • Students are given the opportunity to ask questions if they are still confused. • Teacher motivates students. • Teacher invites students to	

	pray together, gives a closing statement, and closes the class.	

K. Assessment

Form	:	written test (information transfer)
Instrument	:	students' worksheet 4
Scoring guidance	:	

Aspect	Description	Score
Analyzing the elements of narrative text correctly	Student can analyze the elements of narrative text correctly	1
	Student can not analyze the elements of narrative text correctly	0

Final score : $\dfrac{\text{total obtained score}}{10} \times 100$

Semarang, 12th November 2022

English Teacher,

Researcher,

Riska Rahayuni, S. Pd.

Zuliyah Istiqomah

Head Master,

Chabibah, S.Pd.
NIP. 197505222005012002

Name : …………………………………

No. : ……………………………..

Class : …………………………………

Read the following passage to complete the story map!

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Source: http://britishcourse.com/contoh-narrative-text-the-ant-and-the-dove-beserta-terjemahannya.php

Complete the story map below based on the text above!

Story Map

1 TITLE

2 CHARACTERS

3 SETTING

4 PROBLEM

5 SOLUTION

6 MORAL VALUE

Answer key:

1. Title: The Ant and The Dove
2. Characters: the ant, the dove
3. Setting: in the forest
4. Problem:
   - While trying to drink the water, the ant slipped and fell into the water.
   - There was a hunter near the dove who would throw his net at the dove to trap it.
5. Solution:
   - The dove that saw the ant quickly put off a leaf from the tree and immediately dropped it into the water near the struggling ant. Then the ant moves towards the leaf and climbed up there. Soon it carried her safely to dry ground.
   - The ant that saw a hunter then quickly bit his heel. Feeling pain, the hunter dropped his net and the dove flew away from it quickly.
6. Moral values:
   - If you do good, good will come to you. One good turn deserves another.

Lesson Plan for Experimental Class (3rd Meeting)

School	:	MTs Fatahillah
Subject	:	English
Class/Semester	:	IX/I
Theme	:	Narrative Text
Skill Focus	:	Reading
Time Allocation	:	2 x 35 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, and analyzing factual knowledge, conceptual, and 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 applying the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, associating, and communicating in the realm of concrete and abstract related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. Basic Competence

3.6 Understanding the purpose, structure, and linguistic elements of narrative text, spoken and written, in the form of fables, short and simple.

4.9 Capturing the meaning of narrative texts, spoken and written, in the form of fables, short and simple

C. Indicators
1. Identifying social function, generic structures and language features of a narrative text correctly
2. Analyzing the elements of a narrative text correctly

D. Learning Objective
- In the end of the lesson, students will be able to identify social function, generic structures and language features of a narrative text correctly
- In the end of the lesson, students will be able to analyze the elements of a narrative text correctly

E. Materials

Narrative Text

1. Definition
    The narrative text is a text that tells a story to entertain the audience. Narrative text consists of several paragraphs which contain a series of events. And also usually there are moral messages or moral values that we can take from the story. We usually encounter narrative texts in the form of fairy tales, folk tales, and other fictional stories.

2. Social function
    - As mentioned above, the main purpose of narrative text is to entertain the readers or entertain the readers. In addition to entertain readers, some narrative texts are also used to convey moral messages that can be applied in the lives of readers.
    - For some people, especially students, narrative texts can serve to entertain and at the same time foster a sense of respect for noble values that are upheld by the people in their environment, such as heroism,

loyalty, obedience and respect for parents, openness, truth and so on.
3. Generic structures
   a) Orientation

      Orientation is the opening paragraph so it is located at the beginning of the story. This section contains the opening of the story which contains the introduction of the character, the time and place of the story. In essence, this section contains the general parts of the story which includes what (what), who (who), when (when), and where (where) the story is told.

   b) Complication

      Complication section is located after orientation. Complication consists of paragraphs that explain the beginning of the problem. The beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story.

   c) Resolution

      The resolution section is the ending of the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.

   d) Reorientation

      Reorientation is a closing sentence that tells the ending condition of the character in the story, or it can also contain a moral message that we can apply to life. This section does not have to exist in the narrative text.

4. Language features
   a) Using past tense (simple past and past continuous)
      For example: went, walked, asked, said, etc.

b) Using certain nouns as pronouns for people, animals and certain objects in the story.
For example: the princess, the wolf, the farmer, the boy and so on.
c) Using conjunctions and adverbs connecting time
For example: first, then, after, that, before, at last, finally and so on to sort events.
d) Using adverbs and prepositional phrases that indicate time
For example: a long time ago, one day, in the morning, the next day, immediately and so on.
e) Using adverbs and adverbial phrase to indicate the location of events or events.
For example: on the sea, in the mountain, there, happily ever after, etc

F. Teaching method
- Approach   : Scientific Approach
- Strategy   : Story Mapping

G. Teaching media
- Student worksheets

H. Tools
- Whiteboard
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I. Learning Sources
- Wardiman, Artono dkk., 2008, *English Focus for Grade IX Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- English dictionary
- Internet
https://www.penaguru.com/materi-dan-soal-narrative-text-bahasa-inggris-smp/

J. Learning Activities

Activities	Description	Time Allocation
Pre Activity		
Opening	• The teacher greets students • The teacher leads the students to pray together • The teacher checks the students' attendance • The teacher tells the topic that will be learn • The teacher tells the goal of the lesson	10 minutes
Main Activity		
	• The teacher provides students a narrative text • Students read the text that given by the teacher • The teacher explains the teaching material of narrative text • The teacher explain and introduces the concept of story map to the students • The teacher informs the benefits of using story map • The teacher provides students the information on when a story map should and should not be used	50 minutes

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Verbal Explanation Phase	• The teacher informs and explains students the elements of a story map using "Part of Story Map" briefly
Modelling Phase	• The teacher shows how to identify the elements of a story map while reading aloud the first section of the story
Guided Practice Phase	• Students are invited to join the teacher to identify the remaining parts of the map as the teacher reads aloud the remaining text
Independent Practice Phase	• The teacher provides students a narrative text and a story map worksheet • Students are asked to read the text and then complete the story map individually • Students write down their work on the story map worksheet
Post Activity	
	• Teacher and students review the material that has been taught. • Students are given the opportunity to ask questions if they are still confused. • Teacher motivates students. • Teacher invites students to pray together, gives a closing statement, and closes the class.

K. Assessment

Form   :   written test (information transfer)
Instrument   :   students' worksheet 5

  Scoring guidance   :

Aspect	Description	Score
Analyzing the elements of narrative text correctly	Student can analyze the elements of narrative text correctly	1
	Student can not analyze the elements of narrative text correctly	0

Final score : $\dfrac{total\ obtained\ score}{10} \times 100$

Semarang, 12th November 2022

English Teacher,

Riska Rahayuni, S. Pd.

Researcher,

Zuliyah Istiqomah

Head Master,

Chabibah, S.Pd.
NIP. 197505222005012002

Students Worksheet 5

Name : …………………………………
No. : …………………………………
Class : …………………………………

Read the text below to complete the story map!

The Hare and The Tortoise

Once, there lived a boastful hare. He could run very fast and was over-proud of his speed. While he was walking around, the hare met a slowly moving tortoise. He laughed at him and said, "You're such a slowcoach, buddy!" The Tortoise was annoyed by Hare's words and replied, "My dear friend, Hare! You're over-proud of your speed. Let's have a race, and see who is the faster between us?"

The next day, the Hare and the Tortoise had a race. The Hare ran very fast and left the Tortoise far behind. He confidently thought that he would surely win the race. "The Tortoise will take a very long time to get here, so I will catch my breath first for a moment," said the Hare to himself.

After waiting for quite a while, the Hare started to get bored. He leaned on a tree and decided to take a nap for a while. The Tortoise kept walking slowly but steadily until he passed the Hare. The Hare suddenly woke up and saw that the Tortoise was just about an inch from the finish line.

Then the Hare started to run as fast as he could, but it was too late. The Tortoise had just crossed the finish line and won the race. At last, the hare was really disappointed and bowed his head down admitting his loss.

Source: https://www.contohtext.com/2019/04/dongeng-bahasa-inggris-singkat-hare-and-tortoise.html

Complete the story map below based on the text above!

Story Map

1 TITLE

2 CHARACTERS

3 SETTING

4 PROBLEM

5 SOLUTION

6 MORAL VALUE

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Answer key:

1. Title: The Hare and The Tortoise
2. Characters: the hare, the tortoise
3. Setting: in the forest / in the race
4. Problem:
   The hare was over-proud to win the race because he thought that the Tortoise is a slow moving animal. In the half-way, he leaned on a tree and take a nap.

5. Solution:
   The tortoise kept move very slowly and never stopping. Finally he won the race.

6. Moral values:
   - We should not underestimate others.
   - Slow and steady wins the race.
   - The race is not always won by the fastest

APPENDIX 5

Instrument of Pre-Test

Name : …………………………………
No.   : …………………………………
Class   : …………………………………

PRE-TEST

Choose the best answer; A, B, C or D to the following questions!

Questions 1-2 refer to the following text.

A young prince was born in Africa to the Lion King, Mufasa. His parents named him Simba. Simba's birth made his uncle, Scar, the second in line to the throne. His presence made his cruel uncle envious that he has a bad idea to destroy them. Scar plotted with the hyenas to kill King Mufasa and Prince Simba, to make himself a king. The decision day came at last. The King was killed and Simba was led to believe that it was his fault that the king was murdered. This left the kingdom in shame. Simba felt guilty about his father death so that he decided to live in exile. While the uncle ruled with iron hands, the Prince grew up beyond the Savannah, living by a philosophy "leave no worries for the rest of your days". Simba and his friends sang a song entitled "Hakuna Matata", a Swahili phrase from Kenya which roughly means "no worries to any problems," whenever they face difficulties.

When his past came haunt him, the young Prince had to decide his fate: would he remain an outcast, or face his demons and become what he needed to be? After years in exile, he was persuaded to return home to bring down Scar and claimed the kingdom as his own, completing the "Circle of Life" with the help of his friends, Timon and Pumbaa. Eventually, righteous defeated evil. Simba succeeded to take over the Kingdom from his uncle and became the king. He was a wise king just like his father.

1. The text is mainly about …
   A. The evil plant of Scar's
   B. The battle of Simba and Scar
   C. The downfall of Scar
   D. The Prince Simba
2. The underlined word in "… he was <u>persuaded</u> to return home to bring down …" in paragraph 4 is the closest meaning to …
   A. Convinced
   B. Asked
   C. Requested
   D. Invited

(source: The 2019 Junior High School English National Examination questions)

Questions 3 to 5 refer to the following text.

Takatuliang, The Woodcarver

Long time ago, on the island of Simbau, in the Celebes Sea, lived a king and his beautiful daughter. Not only was the princess beautiful, but she was also wise and kind. Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest. Whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest, but he was so poor that he has nothing to present. Then, he went far into the forest. There he shoes the best tree and carved it into a doll. Nest, he took an old piece of cloth and sewed it into a dress for the doll.

After that, he cut his own hair and glued it to the doll's head. On the contest day, all of the princes gathered before the king and princess. One by one, they presented their gifts: diamond, silk, gold, jewelry, and other expensive gifts. Then came Takatuliang's turn.

"What do you have?" asked the princess.
"I bring only a doll," said Takatuliang softly.
"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He already died and this is the only thing he left for me," answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented everything he had. Together, Takatuliang and the princess lived happily ever after.

3. What we can learn from the story above?
    A. We should relax and take things easily.
    B. We must do our best with whatever we have.
    C. We need to be rich to win a competition.
    D. We must give our valuables to get what we want.
4. Why did Takatuliang carve a doll as a gift?
    A. That was the only thing that he could do.
    B. He was a poor wood carver.
    C. His father told him to do it.
    D. He found the best tree in the forest.
5. to marry – because – the wood carver – was touched – she
        1   2   3   4   5
    – The princess – by his sincerity – decided
            6   7   8
    The best arrangement of words to make a sentence is ...

    A. 6 - 3 -1 - 2 - 5 - 8 - 4 - 7
    B. 6 - 8 - 1 - 3 - 2 - 5 - 4 - 7
    C. 6 - 4 - 7- 2- 3 - 8 - 4 - 5
    D. 6 - 8 - 4 - 5 - 1 - 2 - 7 – 3

(source: The 2019 Junior High School English National Examination questions)

Questions 6-8 refer to the following text.

Once upon a time, there was an old snake who was too weak to hunt for frogs. Then, he had an idea to trap the frogs. He went to a pond full of frogs, and relaxed on the bank without any intention to hunt. At first the frog ran away, but then they approached him. the frog king asked, "O Snake! Why don't you hunt us as usual?"

The snake replied, "Last night, I bit a holy priest. He cursed me that from then on, I have to serve frogs. So, I lie here to give a ride on my back to any frog who needs service."

Then, the king decided to take a ride. The snake rode him around the pond, and the king was very pleased. However, the next morning, when the king frog asked to ride on the snake back, he said, "I am too weak to crawl. I have not eaten for so long, and must eat something to be strong to give you a ride."

The frog king decided that they must take turns to serve the snake; one frog each day to keep him strong. From then onwards, the snake gave ride to the frogs, and got to eat one frog every day. However, the king of frogs was too excited that he did not realize the frogs were rapidly decreasing. Finally, one day, the snake also ate the king and the entire frogs in the pound were gone.

6. What is the main point of the story?
   A. How the old snake got cursed.
   B. How the snake befriended with the frogs.
   C. How the old snake fooled and ate the frogs.
   D. How the frog king got rid of the snake.
7. What adjective best describes the king frog?
   A. wise
   B. thoughtful
   C. thoughtless
   D. intelligent
8. "The frog king decided that they must <u>serve</u> the snake ..." (last paragraph).
   The underlined word is closed in meaning with …
   A. satisfy
   B. work for
   C. control
   D. look for

(source: The 2019 Junior High School English National Examination questions)

Read the following text to answer questions number 9 to 10.

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

9. Where did the crow drop the oyster?
   A. Onto the sand
   B. Near the water
   C. Near the beach
   D. Onto the wide rock
10. What is the moral value of the story?
    A. Do not fly high in the sky.
    B. It is not easy to fool anybody.
    C. Always trust people who offer help.
    D. Do not be fooled by people who offer help.

(source: The 2016 Junior High School English National Examination questions)

The following text is for questions number 11 to 12.

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The king of the mice lived inside a banyan tree in a forest. One day, a poor man was cutting down some trees. As he started to cut down the banyan tree, the king of the mice grew frightened "please leave the tree standing" he said to the woodcutter, "and I'll give you a piece of gold every day."

The woodcutter agreed. So every evening the king of the mice took out a piece of gold from under the roots of the tree and gave it to the woodcutter. The woodcutter took the pieces of gold home and showed them to his wife.

After a few days later she asked him, "where does the gold come from?"

"Don't worry about that," he said, "just keep it,"

A few days later she asked him again, but he did not tell her. If you don't tell me," she said, "I'll go and tell the government or even the king that you're a robber"

The woodcutter was frightened of his wife when she was angry. So he said, "Every evening, the king of the mice gives me a piece of gold from under the roots of the tree."

"Oh, you are stupid!" his wife said. "You've been tricked by a mouse. He gives you one piece of gold every evening but the rest of the gold is under the tree all the time! Why don't you cut down the tree and take it all away?"

The woodcutter did as he was told. He cut down the tree. But when he looked under the roots, the gold was not there. The king of the mice had run away too.

That night, the king of the mice crept up to the woodcutter's house and took back all the gold. So the woodcutter was as poor as before.

11. Why did the woodcutter cut down the tree?
   A. He wanted to get more gold.
   B. He was afraid of the king of mice.

C. The king of the mice lived inside a banyan tree.
D. The king of the mice never gave the gold to the poor.
12. What can we learn from the story above?
    A. The greedy person would never satisfy himself.
    B. The tricky person will get a problem.
    C. The lazy person will never success.
    D. The poor person must work had.

(source: The 2018 Junior High School English National Examination questions)

This text is for questions 13 to 14

One hot day, a thirsty fox came to a deep well to drink. Unfortunately, he fell into the well and could find no way to escape. A thirsty goat came to the same well and saw the fox. He asked the fox whether the water was good. The fox is tricky, he thought of the way to escape from the well so he told the goat that the taste of fresh water in the well was very nice. Then he asked the goat to jump into the well to share the water.

When the goat finished drinking water, the fox informed him the difficulty they're both in. he suggested a plan for their escape. "If," he said, "you will place your forefeet upon the wall and bend your head, I will run up your back and escape and I will help you out afterwards."

The goat readily agreed and the fox leaped upon his back. Climbing out goat's horns, he safely reached the mouth of the well and left the goat alone. The goat screamed for help to fox. But the wicked fox just turned around and cried out, "You are foolish old fellow! If you are clever you will think before jumping."

13. Why could the fox reach the mouth of the well?
    A. Another fox came to help.
    B. He was good at jumping in a well.
    C. He placed his forefeet upon the wall.
    D. He leaped upon goat's back and climbed on the goat's horn.
14. Who stayed in the well at last?

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A. The goat.
B. The fox.
C. The thirsty fox.
D. The clever fox.

(source: The 2015 Junior High School English National Examination questions)

Questions 15 refers to the following text.

Long time ago, there lived a powerful boy named Joko Sakti. His magical power had made an old magician jealous. The wicked magician cursed to the boy, so his body covered with a very disgusting smell. Due to his condition, no one wanted to be close to him. They were afraid of being affected by his disease.

One day, the boy dreamed of an old woman who could cure his illness. He wanted to find her. He visited every village, but the villagers always rejected him. They were disgusted and turned him away.

One day, the boy arrived at a village where most people were arrogant. He managed to get in and asked about the old woman. However, the villagers immediately expelled him without answering his question. Feeling disappointed, the boy reminded the villagers to always help people in need. The villagers ignore his words and even spat at him. The boy felt so hurt that he quickly stuck a stick on the ground and said, "No one can pull this stick off the ground, but ME!"

Soon, one villager tried to pull out the stick, but they couldn't. When he managed to pull up the stick, water sprang from the ground around the stick. The water swept over the boy's skin, and miraculously it was cured. The water came out more and more and became hotter. Not long after, it drowned the whole village. As for the boy, with his magical power, he escaped the flood. The boy looked at the drowned village which had become a lake. He then named the lake Telaga Rawa Pening.

15. What can we learn from the story?
    A. We must welcome strangers who come to our house.
    B. We have to cure someone with skin disease.
    C. We must be willing to help people in need.
    D. We have to keep calm in a bad situation.

(source: The 2019 Junior High School English National Examination questions)

This text is for questions 16 to 17.

Once upon time, there was a young man called Ma Liang. He was poor. He helped a rich bad man to tend cattle. He liked drawing and drew pictures everywhere. One night, he dreamed that an old man gave him a magic paintbrush in his desk.

From that day on, he used the paintbrush to help people. Whenever he drew pictures, they became real. But a few days later, his master heard about the magic paintbrush and stole it. He drew a lot of pictures, but they could not become real. He was very angry and asked some people to get Ma Liang.

When Ma Liang cane, he said to him, "If you draw some pictures for me and turn them to life, I will set you free." The young man said, "I can help you, but you should obey your words." The bad man felt very happy and said, "I want a golden mountain. I will go there to gather gold." The young man drew a sea first. Then the young man drew a golden mountain which was far away from the sea. After that he drew a big ship. The bad man jumped into the ship. When the ship sailed to the middle of the sea, the young man drew a large waved and it destroyed the ship. After that, the young man lived with his happy family and kept on helping the poor people. So the magic paintbrush was known by everyone.

16. What is the topic of the story?
    A. A magic paintbrush and a helpful man.
    B. A good painter and a greedy king.
    C. A clever painter and a wise king.

D. A young man and his king.
17. What would happen if Ma Liang didn't kill the King?
    A. The king would get a lot of gold.
    B. The king would kill him.
    C. He wouldn't get a big prize from the king.
    D. He wouldn't be able to help poor people.

(source: The 2017 Junior High School English National
Examination questions)

ANSWER KEY

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

APPENDIX 6

Instrument of Post-Test

Name : …………………………………
No.   : …………………………………
Class : …………………………………

POST-TEST

Choose the best answer; A, B, C or D to the following questions!

Read the following text to answer questions number 9 to 10.

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

1.   Where did the crow drop the oyster?
    A. Onto the sand
    B. Near the water

C. Near the beach

D. Onto the wide rock

2. What is the moral value of the story?

   A. Do not fly high in the sky.

   B. It is not easy to fool anybody.

   C. Always trust people who offer help.

   D. Do not be fooled by people who offer help.

(source: The 2016 Junior High School English National Examination questions)

Questions 3 refers to the following text.

Long time ago, there lived a powerful boy named Joko Sakti. His magical power had made an old magician jealous. The wicked magician cursed to the boy, so his body covered with a very disgusting smell. Due to his condition, no one wanted to be close to him. They were afraid of being affected by his disease.

One day, the boy dreamed of an old woman who could cure his illness. He wanted to find her. He visited every village, but the villagers always rejected him. They were disgusted and turned him away.

One day, the boy arrived at a village where most people were arrogant. He managed to get in and asked about the old woman. However, the villagers immediately expelled him without answering his question. Feeling disappointed, the boy reminded the villagers to always help people in need. The villagers ignore his words and even spat at him. The boy felt so hurt that he quickly stuck a stick on the ground and said, "No one can pull this stick off the ground, but ME!"

Soon, one villager tried to pull out the stick, but they couldn't. When he managed to pull up the stick, water sprang from the ground around the stick. The water swept over the boy's skin, and miraculously it was cured. The water came out more and more and became hotter. Not long after, it drowned the whole village. As for the boy, with his magical power, he escaped the flood. The boy

looked at the drowned village which had become a lake. He then named the lake Telaga Rawa Pening.

3. What can we learn from the story?
    A. We must welcome strangers who come to our house.
    B. We have to cure someone with skin disease.
    C. We must be willing to help people in need.
    D. We have to keep calm in a bad situation.

(source: The 2019 Junior High School English National Examination questions)

Questions 4-6 refer to the following text.

Once upon a time, there was an old snake who was too weak to hunt for frogs. Then, he had an idea to trap the frogs. He went to a pond full of frogs, and relaxed on the bank without any intention to hunt. At first the frog ran away, but then they approached him. the frog king asked, "O Snake! Why don't you hunt us as usual?"

The snake replied, "Last night, I bit a holy priest. He cursed me that from then on, I have to serve frogs. So, I lie here to give a ride on my back to any frog who needs service."

Then, the king decided to take a ride. The snake rode him around the pond, and the king was very pleased. However, the next morning, when the king frog asked to ride on the snake back, he said, "I am too weak to crawl. I have not eaten for so long, and must eat something to be strong to give you a ride."

The frog king decided that they must take turns to serve the snake; one frog each day to keep him strong. From then onwards, the snake gave ride to the frogs, and got to eat one frog every day. However, the king of frogs was too excited that he did not realize the frogs were rapidly decreasing. Finally, one day, the snake also ate the king and the entire frogs in the pound were gone.

4. What is the main point of the story?
    A. How the old snake got cursed.

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B. How the snake befriended with the frogs.
C. How the old snake fooled and ate the frogs.
D. How the frog king got rid of the snake.
5. What adjective best describes the king frog?
   A. wise
   B. thoughtful
   C. thoughtless
   D. intelligent
6. "The frog king decided that they must <u>serve</u> the snake ..." (last paragraph).
   The underlined word is closed in meaning with …
   A. satisfy
   B. work for
   C. control
   D. look for

(source: The 2019 Junior High School English National Examination questions)

Questions 7-8 refer to the following text.

A young prince was born in Africa to the Lion King, Mufasa. His parents named him Simba. Simba's birth made his uncle, Scar, the second in line to the throne. His presence made his cruel uncle envious that he has a bad idea to destroy them. Scar plotted with the hyenas to kill King Mufasa and Prince Simba, to make himself a king. The decision day came at last. The King was killed and Simba was led to believe that it was his fault that the king was murdered. This left the kingdom in shame. Simba felt guilty about his father death so that he decided to live in exile. While the uncle ruled with iron hands, the Prince grew up beyond the Savannah, living by a philosophy "leave no worries for the rest of your days". Simba and his friends sang a song entitled "Hakuna Matata", a Swahili phrase from Kenya which roughly means "no worries to any problems," whenever they face difficulties.

When his past came haunt him, the young Prince had to decide his fate: would he remain an outcast, or face his demons and become what he needed to be? After years in exile, he was persuaded to return home to bring down Scar and claimed the kingdom as his own, completing the "Circle of Life" with the help of his friends, Timon and Pumbaa. Eventually, righteous defeated evil. Simba succeeded to take over the Kingdom from his uncle and became the king. He was a wise king just like his father.

7. The text is mainly about …
    A. The evil plant of Scar's
    B. The battle of Simba and Scar
    C. The downfall of Scar
    D. The Prince Simba
8.   The underlined word in "… he was <u>persuaded</u> to return home to bring down …" in paragraph 4 is the closest meaning to …
    A. Convinced
    B. Asked
    C. Requested
    D. Invited

(source: The 2019 Junior High School English National Examination questions)

Questions 9-11 refer to the following text.

Takatuliang, The Woodcarver

Long time ago, on the island of Simbau, in the Celebes Sea, lived a king and his beautiful daughter. Not only was the princess beautiful, but she was also wise and kind. Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest. Whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest, but he was so poor that he has nothing to present. Then, he went far into the forest. There he shoes the best tree and carved it into a doll.

Nest, he took an old piece of cloth and sewed it into a dress for the doll.

After that, he cut his own hair and glued it to the doll's head. On the contest day, all of the princes gathered before the king and princess. One by one, they presented their gifts: diamond, silk, gold, jewelry, and other expensive gifts. Then came Takatuliang's turn.

"What do you have?" asked the princess.
"I bring only a doll," said Takatuliang softly.
"How many dolls like this do you have?" asked the princess again.
"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He already died and this is the only thing he left for me," answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented everything he had. Together, Takatuliang and the princess lived happily ever after.

9. What we can learn from the story above?
    A. We should relax and take things easily.
    B. We must do our best with whatever we have.
    C. We need to be rich to win a competition.
    D. We must give our valuables to get what we want.
10. Why did Takatuliang carve a doll as a gift?
    A. That was the only thing that he could do.
    B. He was a poor wood carver.
    C. His father told him to do it.
    D. He found the best tree in the forest.
11. <u>to marry</u> – <u>because</u> – <u>the wood carver</u> – <u>was touched</u> – <u>she</u>
        1   2   3   4   5
    – <u>The princess</u> – <u>by his sincerity</u> – <u>decided</u>
              6   7   8
    The best arrangement of words to make a sentence is ...

    A. 6 - 3 -1 - 2 - 5 - 8 - 4 - 7
    B. 6 - 8 - 1 - 3 - 2 - 5 - 4 - 7
    C. 6 - 4 - 7- 2- 3 - 8 - 4 - 5
    D. 6 - 8 - 4 - 5 - 1 - 2 - 7 – 3

This text is for questions 12 to 13.

Once upon time, there was a young man called Ma Liang. He was poor. He helped a rich bad man to tend cattle. He liked drawing and drew pictures everywhere. One night, he dreamed that an old man gave him a magic paintbrush in his desk.

From that day on, he used the paintbrush to help people. Whenever he drew pictures, they became real. But a few days later, his master heard about the magic paintbrush and stole it. He drew a lot of pictures, but they could not become real. He was very angry and asked some people to get Ma Liang.

When Ma Liang cane, he said to him, "If you draw some pictures for me and turn them to life, I will set you free." The young man said, "I can help you, but you should obey your words." The bad man felt very happy and said, "I want a golden mountain. I will go there to gather gold." The young man drew a sea first. Then the young man drew a golden mountain which was far away from the sea.

After that he drew a big ship. The bad man jumped into the ship. When the ship sailed to the middle of the sea, the young man drew a large waved and it destroyed the ship. After that, the young man lived with his happy family and kept on helping the poor people. So the magic paintbrush was known by everyone.

12. What is the topic of the story?
    A. A magic paintbrush and a helpful man.
    B. A good painter and a greedy king.
    C. A clever painter and a wise king.
    D. A young man and his king.

13. What would happen if Ma Liang didn't kill the King?
     A. The king would get a lot of gold.
     B. The king would kill him.
     C. He wouldn't get a big prize from the king.
     D. He wouldn't be able to help poor people.
(source: The 2017 Junior High School English National Examination questions)

The following text is for questions number 14 to 15.

The king of the mice lived inside a banyan tree in a forest. One day, a poor man was cutting down some trees. As he started to cut down the banyan tree, the king of the mice grew frightened "please leave the tree standing" he said to the woodcutter, "and I'll give you a piece of gold every day."

The woodcutter agreed. So every evening the king of the mice took out a piece of gold from under the roots of the tree and gave it to the woodcutter. The woodcutter took the pieces of gold home and showed them to his wife.

After a few days later she asked him, "where does the gold come from?"

"Don't worry about that," he said, "just keep it,"

A few days later she asked him again, but he did not tell her. If you don't tell me," she said, "I'll go and tell the government or even the king that you're a robber"

The woodcutter was frightened of his wife when she was angry. So he said, "Every evening, the king of the mice gives me a piece of gold from under the roots of the tree."

"Oh, you are stupid!" his wife said. "You've been tricked by a mouse. He gives you one piece of gold every evening but the rest of the gold is under the tree all the time! Why don't you cut down the tree and take it all away?"

The woodcutter did as he was told. He cut down the tree. But when he looked under the roots, the gold was not there. The king of the mice had run away too.

That night, the king of the mice crept up to the woodcutter's house and took back all the gold. So the woodcutter was as poor as before.

14. Why did the woodcutter cut down the tree?
    A. He wanted to get more gold.
    B. He was afraid of the king of mice.
    C. The king of the mice lived inside a banyan tree.
    D. The king of the mice never gave the gold to the poor.
15. What can we learn from the story above?
    A. The greedy person would never satisfy himself.
    B. The tricky person will get a problem.
    C. The lazy person will never success.
    D. The poor person must work had.

(source: The 2018 Junior High School English National Examination questions)

This text is for questions 16 to 17

One hot day, a thirsty fox came to a deep well to drink. Unfortunately, he fell into the well and could find no way to escape. A thirsty goat came to the same well and saw the fox. He asked the fox whether the water was good. The fox is tricky, he thought of the way to escape from the well so he told the goat that the taste of fresh water in the well was very nice. Then he asked the goat to jump into the well to share the water.

When the goat finished drinking water, the fox informed him the difficulty they're both in. he suggested a plan for their escape. "If," he said, "you will place your forefeet upon the wall and bend your head, I will run up your back and escape and I will help you out afterwards."

The goat readily agreed and the fox leaped upon his back. Climbing out goat's horns, he safely reached the mouth of the well and left the goat alone. The goat screamed for help to fox. But the

wicked fox just turned around and cried out, "You are foolish old fellow! If you are clever you will think before jumping."

16. Why could the fox reach the mouth of the well?
   A. Another fox came to help.
   B. He was good at jumping in a well.
   C. He placed his forefeet upon the wall.
   D. He leaped upon goat's back and climbed on the goat's horn.
17. Who stayed in the well at last?
   A. The goat.
   B. The fox.
   C. The thirsty fox.
   D. The clever fox.
   (source: The 2015 Junior High School English National Examination questions)

ANSWER KEY

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

APPENDIX 7

Pre-Test Score of Experimental and Control Class

Experimental Class			Control Class		
No.	Students' Code	Score	No.	Students' Code	Score
1	C1	41	1	A1	47
2	C2	64	2	A2	58
3	C3	47	3	A3	47
4	C4	58	4	A4	76
5	C5	41	5	A5	41
6	C6	58	6	A6	47
7	C7	41	7	A7	41
8	C8	41	8	A8	76
9	C9	41	9	A9	58
10	C10	47	10	A10	41
11	C11	76	11	A11	70
12	C12	47	12	A12	41
13	C13	41	13	A13	64
14	C14	64	14	A14	76
15	C15	70	15	A15	41
16	C16	64	16	A16	58
17	C17	41	17	A17	70
18	C18	64	18	A18	64
19	C19	58	19	A19	58
20	C20	64	20	A20	64
21	C21	58	21	A21	70
22	C22	76	22	A22	64
23	C23	58	23	A23	64
	Mean	54.8		Mean	56.8
	Max	76		Max	76
	Min	41		Min	41

APPENDIX 8

Post-Test Score of Experimental and Control Class

Experimental Class			Control Class		
No.	Students' Code	Score	No.	Students' Code	Score
1	C1	70	1	A1	58
2	C2	82	2	A2	70
3	C3	76	3	A3	70
4	C4	82	4	A4	82
5	C5	76	5	A5	58
6	C6	88	6	A6	64
7	C7	70	7	A7	58
8	C8	76	8	A8	82
9	C9	76	9	A9	76
10	C10	76	10	A10	64
11	C11	94	11	A11	76
12	C12	76	12	A12	64
13	C13	58	13	A13	70
14	C14	82	14	A14	88
15	C15	94	15	A15	64
16	C16	88	16	A16	70
17	C17	76	17	A17	82
18	C18	82	18	A18	76
19	C19	76	19	A19	70
20	C20	94	20	A20	76
21	C21	82	21	A21	82
22	C22	82	22	A22	76
23	C23	88	23	A23	76
	Mean	80.2		Mean	72.1
	Max	94		Max	88
	Min	58		Min	58

APPENDIX 9

Validity Test

No. of Students		PRE-TEST ITEMS												
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	0	0	0	1	0	0	1	0	0	0	1	0	1	0
2	0	1	0	0	0	0	0	1	0	0	0	1	0	0
3	1	1	0	1	1	0	1	1	1	1	1	1	0	1
4	0	1	1	1	1	1	1	1	0	1	1	1	1	1
5	0	1	1	1	1	1	0	1	0	0	1	1	1	1
6	0	1	0	0	1	0	0	0	0	0	0	0	1	0
7	1	1	1	1	1	0	1	1	0	1	1	1	0	1
8	0	0	1	0	0	0	0	1	0	0	0	1	1	0
9	1	1	1	0	0	0	0	0	0	0	1	1	0	1
10	0	1	1	0	0	0	0	0	1	0	0	1	1	0
11	1	1	1	1	1	1	0	1	0	0	0	1	0	0
12	1	1	1	1	1	0	0	1	0	0	1	0	0	1
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0
14	1	1	0	1	0	0	0	0	0	0	1	1	0	1
15	1	0	1	1	1	1	1	1	0	0	1	1	1	1
16	1	0	1	1	1	0	1	0	0	0	0	1	1	1
17	0	1	0	1	0	0	0	0	0	0	1	0	1	0
18	1	1	0	1	1	1	0	1	0	0	0	1	0	1
19	1	1	1	1	1	0	1	1	1	1	1	1	0	1
20	1	0	0	1	1	1	0	0	0	0	1	1	0	1
21	0	1	0	0	0	0	0	0	0	0	1	1	1	1
22	1	0	0	1	1	1	1	1	0	0	1	1	1	1
23	0	1	1	1	1	1	0	0	1	0	1	1	1	1
24	0	1	0	0	0	1	0	0	0	0	1	1	1	1
	13	17	13	17	15	9	10	13	5	5	15	19	13	15

					PRE-TEST ITEMS						Total	Varians	n	n-1
Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25				
0	0	1	0	0	1	0	0	0	0	1	7			
0	0	0	1	0	0	1	0	1	0	1	7			
1	1	1	1	1	0	0	0	1	1	0	18			
0	1	1	0	0	1	1	0	1	1	1	19			
0	1	1	1	1	0	1	0	0	0	1	16			
0	1	0	1	0	0	1	0	0	0	1	7	21.356	25	24
0	0	1	0	0	0	0	1	0	1	1	15			
0	0	0	1	0	1	1	0	0	1	0	8			
0	1	0	0	1	1	0	0	1	1	1	12			
0	0	0	1	1	0	0	0	1	0	1	9			
0	1	0	0	1	1	0	0	1	1	0	14			
0	0	1	1	1	0	0	0	1	1	0	13			
1	1	1	1	1	1	1	1	0	0	1	21			
0	1	1	0	1	1	0	0	1	1	0	12			
0	1	1	1	1	0	0	0	1	1	1	18			
0	1	1	0	1	1	1	1	1	1	1	17			
0	0	1	1	0	0	0	0	0	0	0	6			
0	0	0	0	0	0	1	0	0	1	0	10			
1	0	0	0	1	0	0	0	0	1	1	16			
0	0	0	0	0	0	0	0	0	1	1	9			
0	1	1	0	1	1	0	0	0	1	1	11			
0	1	1	1	1	1	0	0	1	1	0	17			
1	1	1	1	1	1	0	1	1	1	0	19			
0	0	0	0	0	0	1	0	0	0	1	8			
4	**13**	**14**	**12**	**14**	**11**	**8**	**4**	**12**	**16**	**14**				

VALIDITY													
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
R count	0.424	0.055	0.521	0.537	0.660	0.497	0.604	0.424	0.410	0.550	0.236	0.491	0.094
R table	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404
criteria	VALID	INVALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	INVALID	VALID	INVALID

VALIDITY												
Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	
0.519	0.550	0.599	0.508	0.038	0.587	0.251	0.006	0.499	0.346	0.428	0.015	
0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	
VALID	VALID	VALID	VALID	INVALID	VALID	INVALID	INVALID	VALID	INVALID	VALID	INVALID	

VALID = 17
INVALID = 8

APPENDIX 10

Reliability Test

RELIABILITY													
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
p	0.542	0.708	0.542	0.708	0.625	0.375	0.417	0.542	0.208	0.208	0.625	0.792	0.542
q	0.458	0.292	0.458	0.292	0.375	0.625	0.583	0.458	0.792	0.792	0.375	0.208	0.458
pq	0.248	0.207	0.248	0.207	0.234	0.234	0.243	0.248	0.165	0.165	0.234	0.165	0.248

RELIABILITY											
Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
0.625	0.167	0.542	0.583	0.500	0.583	0.458	0.333	0.167	0.500	0.667	0.583
0.375	0.833	0.458	0.417	0.500	0.417	0.542	0.667	0.833	0.500	0.333	0.417
0.234	0.139	0.248	0.243	0.250	0.243	0.248	0.222	0.139	0.250	0.222	0.243

$\sum pq$	5.530
KR-20	**0.772**
	RELIABLE

APPENDIX 11

Level of Difficulty Test

LEVEL OF DIFFICULTY													
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Level of difficulty	0.542	0.708	0.542	0.708	0.625	0.375	0.417	0.542	0.208	0.208	0.625	0.792	0.542
Criteria	moderate	easy	moderate	easy	moderate	moderate	moderate	moderate	difficult	difficult	moderate	easy	moderate

LEVEL OF DIFFICULTY												
Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
0.625	0.167	0.542	0.583	0.500	0.583	0.458	0.333	0.167	0.500	0.667	0.583
moderate	difficult	moderate	moderate	moderate	moderate	moderate	moderate	difficult	moderate	moderate	moderate

Easy	2
Medium	19
Difficult	4

APPENDIX 12

Discriminaing Power Test

No.	Nama	BUTIR SOAL PRE-TEST									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	Nida Khoirun Najwa	1	1	1	1	1	1	1	1	1	1
2	Cahya Kembang Jagad	0	1	1	1	1	1	1	1	0	1
3	Zaenal Fanani	0	1	1	1	1	1	0	0	1	0
4	Arya Rizki Pradana	1	1	0	1	1	0	1	1	1	1
5	Qiliyatul Aulia	1	0	1	1	1	1	1	1	0	0
6	Rafa Raditya Ramadhani	1	0	1	1	1	0	1	0	0	0
7	Vannda Arief Kurniawan	1	0	0	1	1	1	1	1	0	0
8	Fariel Reza Permana	0	1	1	1	1	1	0	1	0	0
9	Rasya Aulia Mukti	1	1	1	1	1	0	1	1	1	1
10	Hasna Maharani	1	1	1	1	1	0	1	1	0	1
11	Muhsin Maulana Sodiq	1	1	1	1	1	1	1	1	0	0
12	Nadya Kusuma Wardani	1	1	1	1	1	0	0	1	0	0
13	Keyla Sakura Dewi	1	1	1	0	0	0	0	0	0	0
14	Nilna Hikmah Lailiyah	1	1	0	1	0	0	0	0	0	0
15	Shakira Wanda Karima	0	1	0	0	0	0	0	0	0	0
16	Ramdhan Iqbal Adityo	1	1	0	1	1	1	1	1	1	0
17	Muhammad Ridho Van Ryzki	0	1	1	0	0	0	0	0	1	0
18	Rifky Dhana Ramadhan	1	0	0	1	1	1	0	0	0	0
19	Izazava Cindy Asshyfa	0	0	1	0	0	0	0	1	0	0
20	Zisael Qothrunnada Achmad	0	1	0	0	0	1	0	0	0	0
21	Ahmad Rafli Kurniawan	0	0	0	1	0	0	1	0	0	0
22	Gyzella Martha Maulina	0	1	0	0	1	0	0	0	0	0
23	Alifia Saski Indarningtyas	0	0	0	0	0	0	0	1	0	0
24	Rafa'ul Kaffi	0	0	0	0	0	0	0	0	0	0
	Jumlah	13	16	13	16	15	10	10	13	5	5

KELOMPOK ATAS | KELOMPOK BAWAH

BUTIR SOAL PRE-TEST

Kelompok	Y	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
KELOMPOK ATAS	21	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1
	19	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1
	19	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
	18	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0
	18	0	1	1	1	0	1	1	1	1	0	0	0	1	1	1
	17	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1
	17	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0
	16	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1
	16	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1
	15	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1
	14	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0
	13	1	0	0	1	0	0	0	1	1	0	0	0	1	1	0
KELOMPOK BAWAH	12	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1
	12	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0
	11	1	1	1	1	0	0	1	0	0	0	0	0	0	1	1
	10	0	1	0	1	0	0	0	1	1	0	1	0	1	1	0
	9	0	1	1	1	0	0	0	0	0	1	1	0	0	0	1
	9	1	1	1	0	0	0	0	1	0	0	0	0	0	1	1
	8	0	1	1	1	0	0	0	0	0	1	1	0	0	1	0
	8	1	1	1	0	0	0	1	1	0	0	1	0	0	0	1
	7	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1
	7	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1
	6	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1
	4	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0
Total		16	20	14	16	4	13	14	12	14	11	9	4	12	16	15

Daya Pembeda

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Ba	9	9	10	12	12	7	9	10	4	5
Bb	4	7	3	4	3	3	1	3	1	0
Ja	12	12	12	12	12	12	12	12	12	12
Jb	12	12	12	12	12	12	12	12	12	12
D	0.417	0.167	0.583	0.667	0.75	0.333	0.667	0.583	0.25	0.417
Kriteria	Good	Poor	Good	Good	Excellent	Satisfactory	Good	Good	Satisfactory	Good

	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
	9	11	7	10	4	9	10	7	10	6	4	4	8	10	7
	7	9	7	6	0	4	4	5	4	5	5	0	4	6	8
	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	0.167	0.167	0	0.333	0.333	0.417	0.5	0.167	0.5	0.083	-0.08	0.333	0.333	0.333	-0.08
	Satisfactory	Poor	Poor	Satisfactory	Satisfactory	Good	Good	Satisfactory	Good	Poor	Rejected	Satisfactory	Satisfactory	Satisfactory	Rejected

APPENDIX 13

The Normality Result of Pre-Test in Experimental Class and Control Class

Hypothesis

H_0 : the data distributes normally
H_a : the data does not distribute normally

The formula

To calculate the data distribution, the researcher used normality test with Liliefors.

$$Z_i = \frac{x_i - \bar{x}}{s}$$

In which:

X	:	number of data
x	:	transformation of numbers to notations in the normal distribution
Z_i	:	empirical cumulative probability
F (z)	:	normal cumulative probability
S (z)	:	empirical cumulative probability
Fz- S*z*	:	cumulative proportion of normal

With the criteria:

If | F (x) − S (x) | < Liliefors table score, then Ho is accepted; Ha rejected.

If | F (x) − S (x) | > Liliefors table score, then Ho is rejected; Ha accepted.

With α = 0.05

Normality Result of Pre-test in Experimental and Control Class

	Experimental Class	**Control Class**
Total	1547	1423
N	23	23
Average	54.8	56.8
L_{count}	0.121	0.159
L_{table}	0.190	
Criteria	NORMAL	

The result of calculation by using Microsoft Excell showed that the L_{count} of both classes were lower than the Lilliefors table, so Ho is accepted. Finally, it can be concluded that the data distribution of experimental class and control class were normal.

Table of Count (Experimental Class)

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	L count	L table
1	47	-1.863	0.031	0.043	0.012		
2	47	-1.863	0.031	0.087	0.056		
3	47	-1.863	0.031	0.130	0.099		
4	58	-0.851	0.197	0.174	0.023		
5	58	-0.851	0.197	0.217	0.020		
6	58	-0.851	0.197	0.261	0.064		
7	64	-0.300	0.382	0.304	0.078		
8	64	-0.300	0.382	0.348	0.034		
9	64	-0.300	0.382	0.391	0.009		
10	64	-0.300	0.382	0.435	0.053		
11	70	0.252	0.599	0.478	0.121		
12	70	0.252	0.599	0.522	0.078	0.121	0.190
13	70	0.252	0.599	0.565	0.034		
14	70	0.252	0.599	0.609	0.009		
15	70	0.252	0.599	0.652	0.053		
16	76	0.804	0.789	0.696	0.094		
17	76	0.804	0.789	0.739	0.050		
18	76	0.804	0.789	0.783	0.007		
19	76	0.804	0.789	0.826	0.037		
20	76	0.804	0.789	0.870	0.080		
21	82	1.355	0.912	0.913	0.001		
22	82	1.355	0.912	0.957	0.044		
23	82	1.355	0.912	1.000	0.088		
Total	1547						
Average	54.8						

Table of Count (Control Class)

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	L count	L table
1	47	-1.42	0.08	0.04	0.03		
2	47	-1.42	0.08	0.09	0.01		
3	47	-1.42	0.08	0.13	0.05		
4	47	-1.42	0.08	0.17	0.10		
5	47	-1.42	0.08	0.22	0.14		
6	58	-0.37	0.36	0.26	0.10		
7	58	-0.37	0.36	0.30	0.05		
8	58	-0.37	0.36	0.35	0.01		
9	58	-0.37	0.36	0.39	0.04		
10	58	-0.37	0.36	0.43	0.08		
11	64	0.20	0.58	0.48	0.10		
12	64	0.20	0.58	0.52	0.06	0.159	0.190
13	64	0.20	0.58	0.57	0.02		
14	64	0.20	0.58	0.61	0.03		
15	64	0.20	0.58	0.65	0.07		
16	64	0.20	0.58	0.70	0.12		
17	64	0.20	0.58	0.74	0.16		
18	70	0.78	0.78	0.78	0.00		
19	70	0.78	0.78	0.83	0.05		
20	70	0.78	0.78	0.87	0.09		
21	76	1.35	0.91	0.91	0.00		
22	82	1.92	0.97	0.96	0.02		
23	82	1.92	0.97	1.00	0.03		
Total	1423						
Average	56.8						

APPENDIX 14

The Normality Result of Post-Test in Experimental Class and Control Class

Hypothesis

H_0 : the data distributes normally
H_a : the data does not distribute normally

The formula

To calculate the data distribution, the researcher used normality test with Liliefors.

$$Z_i = \frac{x_i - \bar{x}}{s}$$

In which:

X	:	number of data
x	:	transformation of numbers to notations in the normal distribution
Z_i	:	empirical cumulative probability
$F(z)$	:	normal cumulative probability
$S(z)$	:	empirical cumulative probability
Fz- Sz	:	cumulative proportion of normal

With the criteria:
   If $|F(x) - S(x)| <$ Liliefors table score, then Ho is accepted; Ha rejected.
   If $|F(x) - S(x)| >$ Liliefors table score, then Ho is rejected; Ha accepted.
   With $\alpha = 0.05$

Normality Result of Post-test in Experimental and Control Class

	Experimental Class	**Control Class**
Total	1688	1569
N	23	23
Average	80.2	71.8
L_{count}	0.140	0.165
L_{table}	0.190	
Criteria	NORMAL	

The result of calculation by using Microsoft Excell showed that the L_{count} of both classes were lower than the Lilliefors table, so Ho is accepted. Finally, it can be concluded that the data distribution of experimental class and control class were normal.

Table of Count (Experimental Class)

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	L count	L table
1	58	-1.485	0.069	0.043	0.025		
2	58	-1.485	0.069	0.087	0.018		
3	58	-1.485	0.069	0.130	0.062		
4	64	-0.906	0.182	0.174	0.009		
5	64	-0.906	0.182	0.217	0.035		
6	64	-0.906	0.182	0.261	0.078		
7	64	-0.906	0.182	0.304	0.122		
8	70	-0.327	0.372	0.348	0.024		
9	70	-0.327	0.372	0.391	0.020		
10	70	-0.327	0.372	0.435	0.063		
11	70	-0.327	0.372	0.478	0.106		
12	76	0.252	0.599	0.522	0.078	0.140	0.190
13	76	0.252	0.599	0.565	0.034		
14	76	0.252	0.599	0.609	0.009		
15	76	0.252	0.599	0.652	0.053		
16	76	0.252	0.599	0.696	0.096		
17	76	0.252	0.599	0.739	0.140		
18	82	0.831	0.797	0.783	0.014		
19	82	0.831	0.797	0.826	0.029		
20	88	1.409	0.921	0.870	0.051		
21	88	1.409	0.921	0.913	0.008		
22	88	1.409	0.921	0.957	0.036		
23	94	1.988	0.977	1.000	0.023		
Total	1688						
Average	80.2						

Table of Count (Control Class)

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	L count	L table
1	53	-1.590	0.056	0.043	0.012		
2	58	-1.067	0.143	0.087	0.056		
3	58	-1.067	0.143	0.130	0.012		
4	58	-1.067	0.143	0.174	0.031		
5	58	-1.067	0.143	0.217	0.074		
6	58	-1.067	0.143	0.261	0.118		
7	64	-0.441	0.330	0.304	0.025		
8	64	-0.441	0.330	0.348	0.018		
9	64	-0.441	0.330	0.391	0.062		
10	64	-0.441	0.330	0.435	0.105		
11	64	-0.441	0.330	0.478	0.149		
12	70	0.186	0.574	0.522	0.052	0.165	0.190
13	70	0.186	0.574	0.565	0.009		
14	70	0.186	0.574	0.609	0.035		
15	70	0.186	0.574	0.652	0.078		
16	70	0.186	0.574	0.696	0.122		
17	70	0.186	0.574	0.739	0.165		
18	76	0.813	0.792	0.783	0.009		
19	76	0.813	0.792	0.826	0.034		
20	76	0.813	0.792	0.870	0.078		
21	82	1.440	0.925	0.913	0.012		
22	88	2.067	0.981	0.957	0.024		
23	88	2.067	0.981	1.000	0.019		
Total	1569						
Average	71.8						

APPENDIX 15

The Homogeneity Result of Pre-Test in Experimental Class and Control Class

Hypothesis

$H_o : \sigma_1^2 = \sigma_2^2$ (homogeny variant)
$H_a : \sigma_1^2 \neq \sigma_2^2$ (non homogeny variant)

The formula

$$F = \frac{vb}{vk}$$

In which:
  vb : bigger variant
  vk : smaller variant

With the criteria:
  If $t_{count} > t_{table}$, H_0 is rejected and both groups haven't the same variance or homogeneous
  If $t_{count} < t_{table}$, H_0 is accepted and both groups have the same variance or homogeneous
  With α = 0.05

Homogeneity Result of Pre-test in Experimental and Control Class

	Experimental Class	**Control Class**
Average	54.8	56.8
N	23	23
Df	22	22
F_{count}	1.075	
F_{table}	2.048	
Criteria	H_0 accepted	

	Homogenous

The result of calculation by using Microsoft Excell showed that the $F_{count} = 1.075$ and $F_{table} = 2.048$. So $1.075 < 2.048$, it means F_{count} is lower than the F_{table}, so Ho is accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogeneous.

Table of Count (Homogeneity of Pre-test)

	Experiment Class (IX C)	Control Class (IX A)
1	47	58
2	70	64
3	58	58
4	76	76
5	64	47
6	70	58
7	47	47
8	58	82
9	70	64
10	58	47
11	82	70
12	70	47
13	47	64
14	76	82
15	70	47
16	76	58
17	64	70
18	76	64
19	64	58
20	82	64
21	64	70
22	76	64
23	82	64
Total	1547	1423
Average	54.8	56.8
Variance	118.3	110.0
Std. Dev	10.9	10.5

F-Test Two-Sample for Variances		
	Variable 1	*Variable 2*
Mean	54.8	56.8
Variance	118.3	110
Observations	23	23
df	22	22
F	1.075	
P(F<=f) one-tail	0.433	
F Critical one-tail	2.048	

APPENDIX 16

The Homogeneity Result of Post-Test in Experimental Class and Control Class

Hypothesis

$H_o : \sigma_1^2 = \sigma_2^2$ (homogeny variant)
$H_a : \sigma_1^2 \neq \sigma_2^2$ (non homogeny variant)

The formula

$$F = \frac{vb}{vk}$$

In which:
   vb : bigger variant
   vk : smaller variant

With the criteria:
   If $t_{count} > t_{table}$, H_0 is rejected and both groups haven't the same variance or homogeneous
   If $t_{count} < t_{table}$, H_0 is accepted and both groups have the same variance or homogeneous
   With α = 0.05

Homogeneity Result of Post-test in Experimental and Control Class

	Experimental Class	**Control Class**
Average	80.2	71.8
N	23	23
Df	22	22
F_{count}	1.172	
F_{table}	2.048	
Criteria	H_0 accepted	

	Homogenous

The result of calculation by using Microsoft Excell showed that the $F_{count} = 1.172$ and $F_{table} = 2.048$. So $1.172 < 2.048$, it means F_{count} is lower than the F_{table}, so Ho is accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogeneous.

Table of Count (Homogeneity of Post-test)

	Experiment Class (IX C)	Control Class (IX A)
1	58	58
2	76	70
3	64	64
4	82	82
5	70	58
6	70	64
7	58	53
8	64	88
9	76	70
10	64	58
11	88	76
12	76	58
13	58	64
14	82	88
15	76	58
16	88	64
17	64	76
18	76	70
19	70	64
20	94	70
21	70	76
22	76	70
23	88	70
Total	1688	1569
Average	80.2	71.8
Variance	107.4	91.6
Std. Dev	10.4	9.6

F-Test Two-Sample for Variances		
	Variable 1	*Variable 2*
Mean	80.2	71.8
Variance	107.4	91.6
Observations	23	23
df	22	22
F	1.172	
P(F<=f) one-tail	0.356	
F Critical one-tail	2.048	

APPENDIX 17

Paired Sample T-test Result of Experimental Class

t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	54.8	80.2
Variance	141.8	73.4
Observations	23	23
Pearson Correlation	0.781711	
Hypothesized Mean Differ	0	
df	22	
t Stat	-16.316	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.717	
P(T<=t) two-tail	0.000	
t Critical two-tail	2.074	

- The hypothesis used is a two-tailed hypothesis. The result showed that t table (two tailed) = 2.074 with a p value = 0.000. Because the p value is smaller than the alpha of 5% (0,05) or by looking at |t count| > t table, then the decision is to reject H0.
- H0 is rejected and Ha is accepted, then it can be concluded that there is a significance difference between the learning outcome before and after the implementation of story mapping strategy.

APPENDIX 18

Paired Sample T-test Result of Control Class

t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	58.1	72.1
Variance	154.2	70.7
Observations	23	23
Pearson Correlation	0.899	
Hypothesized Mean Differe	0	
df	22	
t Stat	-11.024	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.717	
P(T<=t) two-tail	0.000	
t Critical two-tail	2.074	

- The hypothesis used is a two-tailed hypothesis. The result showed that t table (two tailed) = 2.074 with a p value = 0.000. Because the p value is smaller than the alpha of 5% (0,05) or by looking at |t count| > t table, then the decision is to reject H0.
- H0 is rejected and Ha is accepted, then it can be concluded that there is a significance difference between the learning outcome before and after the learning process.

APPENDIX 19

N-gain Test of Experimental Class

Experimental Class					
No.	Pre	Post	post-pre	Ideal Score (100)-Pre	N-Gain
1	41	70	29	59	0.49
2	64	82	18	36	0.50
3	47	76	29	53	0.55
4	58	82	24	42	0.57
5	41	76	35	59	0.59
6	58	88	30	42	0.71
7	41	70	29	59	0.49
8	41	76	35	59	0.59
9	41	76	35	59	0.59
10	47	76	29	53	0.55
11	76	94	18	24	0.75
12	47	76	29	53	0.55
13	41	58	17	59	0.29
14	64	82	18	36	0.50
15	70	94	24	30	0.80
16	64	88	24	36	0.67
17	41	76	35	59	0.59
18	64	82	18	36	0.50
19	58	76	18	42	0.43
20	64	94	30	36	0.83
21	58	82	24	42	0.57
22	76	82	6	24	0.25
23	58	88	30	42	0.71
mean	54.8	80.2			0.57
max	76	94			0.83
min	41	58			0.25

The average value of the N-gain score for the experimental class (strategy mapping strategy) is 0.57 or 57%, indicating that experimental class students have increased by 0.57 which is included in the "enough effective" category. With a minimum N-gain score of 0.25 and a maximum of 0.83.

APPENDIX 20

N-gain Test of Control Class

No.	Pre	Post	post-pre	Ideal Score (100)-Pre	N-Gain
Control Class					
1	47	58	11	53	0.21
2	58	70	12	42	0.29
3	47	70	23	53	0.43
4	76	82	6	24	0.25
5	41	58	17	59	0.29
6	47	64	17	53	0.32
7	41	58	17	59	0.29
8	76	82	6	24	0.25
9	58	76	18	42	0.43
10	41	64	23	59	0.39
11	70	76	6	30	0.20
12	41	70	29	59	0.49
13	64	70	6	36	0.17
14	76	88	12	24	0.50
15	41	64	23	59	0.39
16	58	70	12	42	0.29
17	70	82	12	30	0.40
18	64	76	12	36	0.33
19	58	70	12	42	0.29
20	64	76	12	36	0.33
21	70	82	12	30	0.40
22	64	76	12	36	0.33
23	64	76	12	36	0.33
mean	58.1	72.1			0.33
max	76	88			0.50
min	41	58			0.17

The average value of the N-gain score for the control class (conventional method) is 0.33 or 33%, indicating that control class students have increased by 0.33 which is included in the "not effective" category. With a minimum N-gain score of 0.17 and a maximum of 0.50.

APPENDIX 21

Independent Sample T-test Result of Pre-Test in Experimental Class and Control Class

Hypothesis

$H_0 \quad : \mu_1 = \mu_2$

$H_a \quad : \mu_1 \neq \mu_2$

The formula

$$t = \frac{\bar{X}1 - \bar{X}2}{S_{X_1 X_2}\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

With:

$$S_{X_1 X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

Where:

X_1	:	average score of the experimental group
X_2	:	average score of the control group
n_1	:	sum of subject of experimental group
n_2	:	sum of subject of control group
S_1^2	:	deviation standard of experimental group
S_2^2	:	deviation standard of control group

Which:

μ_1 : average data of experimental class

μ_2 : average data of control class

With the criteria:

- If $t_{count} < t_{table}$, H_0 is rejected and there is no difference of average value from both groups
- If $t_{count} > t_{table}$, H_0 is accepted and there is a significant difference of average value from both groups
  With a significant level of $\alpha = 5\%$
  df $= 23 + 23 - 2 = 44$

Average Test Result of Pre-test in Experimental and Control Class

PRE-TEST indp.sample
t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	54.8	58.1
Variance	141.8	154.2
Observations	23	23
Pooled Variance	147.9941	
Hypothesized Mean Diffe	0	
df	44	
t Stat	-0.921	
P(T<=t) one-tail	0.181	
t Critical one-tail	1.680	
P(T<=t) two-tail	0.362	
t Critical two-tail	2.015	

From the calculation, it is obtained T_{count} = 0.921 with T_{table} = 1.680 with a p value = 0. 181, so it can be seen that T_{count} is lower than T_{table}. Because the p value is higher than the alpha of 5% (0,05) or by looking at |t count| < t table, then the decision is to reject Ha. It can be concluded that there is no difference of the pre-test score average from experimental and control class.

APPENDIX 22

Independent Sample T-test Result of Post-Test in Experimental Class and Control Class

Hypothesis

$$H_0 \quad : \mu_1 = \mu_2$$
$$H_a \quad : \mu_1 \neq \mu_2$$

The formula

$$t = \frac{\bar{X}1 - \bar{X}2}{S_{X_1 X_2} \sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

With:

$$S_{X_1 X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

Where:

X_1	:	average score of the experimental group
X_2	:	average score of the control group
n_1	:	sum of subject of experimental group
n_2	:	sum of subject of control group
S_1^2	:	deviation standard of experimental group
S_2^2	:	deviation standard of control group

Which:

μ_1 : average data of experimental class
μ_2 : average data of control class

With the criteria:

- If $t_{count} < t_{table}$, H_0 is rejected and there is no difference of average value from both groups
- If $t_{count} > t_{table}$, H_0 is accepted and there is a significant difference of average value from both groups
  With a significant level of $\alpha = 5\%$
  $df = 23 + 23 - 2 = 44$

Average Test Result of Pre-test in Experimental and Control Class

POST-TEST indp.sample
t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	80.2	71.8
Variance	73.4	73.4
Observations	23	23
Pooled Variance	73.42292	
Hypothesized Mean Diffe	0	
df	44	
t Stat	3.304	
P(T<=t) one-tail	0.001	
t Critical one-tail	1.680	
P(T<=t) two-tail	0.002	
t Critical two-tail	2.015	

From the calculation, it is obtained $T_{count} = 1.759$ with $T_{table} = 1.680$, so it can be seen that T_{count} is higher than T_{table}. Because a p value = 0. 001. Because the p value is lower than the alpha of 5% (0,05) or by looking at |t count| > t table, then the decision is to reject H0.

H0 is rejected and Ha is accepted, then it can be concluded that there is a significant difference of the post-test score average from experimental and control class.

APPENDIX 23

Documentation

Student's Pre-test Worksheet in Experimental Class

Name: Andin Septya Amelia

No.: 02

Class: IX C.

(70)

PRE-TEST

Questions 1-3 refer to the following text.

A young prince was born in Africa to the Lion King, Mufasa. His parents named him Simba. Simba's birth made his uncle, Scar, the second in line to the throne. His presence made his cruel uncle envious that he has a bad idea to destroy them. Scar plotted with the hyenas to kill King Mufasa and Prince Simba, to make himself a king. The decision day came at last. The King was killed and Simba was led to believe that it was his fault that the king was murdered. This left the kingdom in shame. Simba felt guilty about his father death so that he decided to live in exile. While the uncle ruled with iron hands, the Prince grew up beyond the Savannah, living by a philosophy "leave no worries for the rest of your days". Simba and his friends sang a song entitled "Hakuna Matata", a Swahili phrase from Kenya which roughly means "no worries to any problems," whenever they face difficulties.

When his past came haunt him, the young Prince had to decide his fate: would he remain an outcast, or face his demons and become what he needed to be? After years in exile, he was persuaded to return home to bring down Scar and claimed the kingdom as his own, completing the "Circle of Life" with the help of his friends, Timon and Pumbaa. Eventually, righteous defeated evil. Simba succeeded to take over the Kingdom from his uncle and became the king. He was a wise king just like his father.

1. The text is mainly about …
   A. The evil plant of Scar's
   B. The battle of Simba and Scar

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Student's Pre-test Worksheet in Control Class

Name .... Enjelina ....

No. : .... 7 ....

Class : .... IX A ....

(47)

PRE-TEST

Questions 1-3 refer to the following text.

A young prince was born in Africa to the Lion King, Mufasa. His parents named him Simba. Simba's birth made his uncle, Scar, the second in line to the throne. His presence made his cruel uncle envious that he has a bad idea to destroy them. Scar plotted with the hyenas to kill King Mufasa and Prince Simba, to make himself a king. The decision day came at last. The King was killed and Simba was led to believe that it was his fault that the king was murdered. This left the kingdom in shame. Simba felt guilty about his father death so that he decided to live in exile. While the uncle ruled with iron hands, the Prince grew up beyond the Savannah, living by a philosophy "leave no worries for the rest of your days". Simba and his friends sang a song entitled "Hakuna Matata", a Swahili phrase from Kenya which roughly means "no worries to any problems," whenever they face difficulties.

When his past came haunt him, the young Prince had to decide his fate: would he remain an outcast, or face his demons and become what he needed to be? After years in exile, he was persuaded to return home to bring down Scar and claimed the kingdom as his own, completing the "Circle of Life" with the help of his friends, Timon and Pumbaa. Eventually, righteous defeated evil. Simba succeeded to take over the Kingdom from his uncle and became the king. He was a wise king just like his father.

1. The text is mainly about ...
   A. The evil plant of Scar's
   B. The battle of Simba and Scar

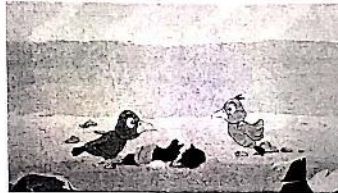# Student's Post-test Worksheet in Experimental Class

POST-TEST

Choose the best answer; A, B, C or D of the following questions!

This text is for questions 1 to 3.

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

1. How did the other crow trick the hungry crow?
   A. By giving a suggestion to drop the oyster onto the rock.
   B. By telling that he was so hungry and needed some food.

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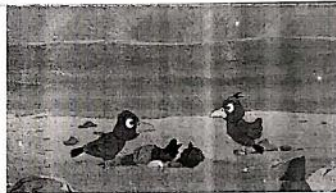# Student's Post-test Worksheet in Control Class

Name : Lailatuzzahro

No. : 13

Class : IX A

(58)

POST-TEST

Choose the best answer; A, B, C or D of the following questions!

This text is for questions 1 to 3.

The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

1. How did the other crow trick the hungry crow?
   A. By giving a suggestion to drop the oyster onto the rock.
   B. By telling that he was so hungry and needed some food.

1

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Letter of Lecture Appointment

Semarang, 08 Juni 2021

Nomor : B-2486/Un.10.3/J.4/DA.04.09/08/2021
Lamp. : -
Hal : Penunjukan Pembimbing

Kepada Yth.
Muhammad Nafi Annury, M. Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama	:	Zuliyah Istiqomah
NIM	:	1803046063
Judul	:	**The Effectiveness of Story Mapping Strategy to Improve Students' Reading Comprehension Skills in Narrative Text**

Dan menunjuk saudara Muhammad Nafi Annury, M. Pd sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Jurusan Pendidikan Bahasa Inggris

Sayyidatul Fadhilah, M.Pd
200710 2 001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

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Letter of Research Permission

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: 4739/Un.10.3/D1/TA.00.01/10/2022   20 Oktober 2022
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Zuliyah Istiqomah
NIM   : 1803046063

Yth.
Kepala Sekolah
MTs Fatahillah
di tempat

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

Nama   : Zuliyah Istiqomah
NIM   1803046063
Alamat   : RT 13/RW 01, desa Wanatirta, kecamatan Paguyangan, kabupaten Brebes, Jawa Tengah
Judul skripsi : The Effectiveness of Story Mapping Strategy to Improve Students' Reading Comprehension Skills in Narrative Text

Pembimbing   : Dr. H. Muhammad Nafi Annury, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama satu bulan.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

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Letter of Research Statement

YAYASAN MIFTAHUL HUDA BRINGIN

MTs FATAHILLAH
"TERAKREDITASI A"

NSM : 121333740029, NSS : 212036316711, NPSN : 20364837

Alamat : Jl. Faletehan No. 9 Bringin Ngaliyan Kota Semarang Telp. (024) 7615135 E-Mail : mts.fatahillah84@yahoo.com

SURAT KETERANGAN PENELITIAN
Nomor: 081/MTs-711/E.7/XII/2022

Yang bertanda tangan dibawah ini:

Nama	:	Hj. Chabibah, S.Pd.
NIP	:	197505222005012002
Jabatan	:	Kepala Madrasah

Menerangkan bahwa:

Nama	:	Zuliyah Istiqomah
NIM	:	1803046063
Perguruan Tinggi	:	UIN Walisongo Semarang
Fakultas/ Jurusan	:	FITK/ Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah mengadakan penelitian yang berjudul: "The Effectiveness Of Story Mapping Strategy to Improve Students' Reading Comprehension Skills in Narative Text". Telah melaksanakan penelitian pada tanggal 22 Oktober-26 November 2022.

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana semestinya.

Semarang, 03 Desember 2022
Kepala MTs Fatahillah

Chabibah, S.Pd.
NIP. 197505222005012002

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CURRICULUM VITAE

A. PERSONAL IDENTITY

Name   : Zuliyah Istiqomah

Place & Time of birth   : Klaten, 26th July 1999

Address   : dk. Krajan, ds. Wanatirta, RT/RW 13/01, Paguyangan, Brebes

Email   : zuliya267@gmail.com

B. EDUCATIONAL BACKGROUND

1. FORMAL EDUCATION
   b. RA Al-Karimah Kretek, Paguyangan, Brebes (2004)
   c. SDN Kretek 04 Paguyangan, Brebes (2005-2007)
   d. SDN Wanatirta 04 Paguyangan, Brebes (2008-2010)
   e. MTs Darunnajat Bumiayu, Brebes (2011-2013)
   f. MA Darunnajat Bumiayu, Brebes (2014-2017)
   g. UIN Walisongo, Semarang (2018–2022)

2. NON-FORMAL EDUCATION
   a. Darunnajat Islamic Modern Boarding School Bumiayu, Brebes (2011 – 2016)

Semarang, December 19th 2022

The Researcher,

Zuliyah Istiqomah
NIM. 1803046063