

**TEACHING READING COMPREHENSION
NARRATIVE TEXT THROUGH
MIND MAPPING METHOD TO THE EIGHTH GRADE OF MTs
DARUSSALAM KALIBAKUNG BALAPULANG
TEGAL REGENCY**

**(A Classroom Action Research at the Eighth Grade Students of MTs
Darussalam Kalibakung Balapulang in the Academic Year of
2014/2015)**

THESIS

**Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor in English Language Education**



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SEMARANG
2015**

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Thesis with the following identification:

Title : **TEACHING READING COMPREHENSION
NARRATIVE TEXT THROUGH MIND MAPPING
METHOD TO THE EIGHTH GRADE OF MTs
DARUSSALAM KALIBAKUNG BALAPULANG
TEGAL REGENCY**

(A classroom Action Research with 8th grade students of
MTs. Darussalam Kalibakung in the Academic Year of
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Dear Sir,
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Assalamu 'alaikum Wr.Wb

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(A Classroom Action Research at Eighth Grade Students MTs Darussalam Balapulung in the Academic Year of 2014/2015)

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ABSTRACT

Hilman Suherman (Student' Number 113411123). *Teaching Reading Comprehension Through Mind Mapping Method to The Eighth Grade of MTs Darussalam Kalibakung Balapulang Tegal Regency in the Academic Year of 2014/2015*. Thesis, Semarang: Bachelor program of English Language Education of Walisongo State Islamic University, 2015.

Keywords: Mind Mapping, Students' Reading Skill, Narrative Text, Action Research.

This final project is about the use of personal letter to improve students' skill in reading comprehension text of eighth grade students of MTs Darussalam Balapulang in the academic year of 2014/2015. The background of the study in this research was based on the students' difficulties in comprehending reading texts. Some of the reasons were the method of the English teaching process was not interesting, and there were teachers that still used conventional way. So, it will difficult for students to achieve the teaching and learning target. In order to solve this problem the teacher should have creative activity, and the using of mind mapping method can be an alternative way as a learning media that will make students enjoy and easy to comprehend a reading text.

This study is aimed at responding the following questions: (1) how the implementation of mind mapping method is improving students' skill in reading text to the eighth grade of MTs Darussalam Balapulang in the academic year of 2014/2015, (2) how mind mapping can improve students' skill in reading text. Then the objective of this study was to describe the improvement of students' reading skill after being taught by using mind mapping method.

In order to achieve the objectives, a classroom action research was designed and carried out through pre-test, cycle 1, and cycle 2. The subject of this research was 31 students of VIII A class of MTs Darussalam Balapulang. Researcher used writing tests and observation sheet as the instruments for collecting the data. There were three meetings during the research, they were pre-cycle test, cycle test I and cycle test II. The researcher used written test and observation in collecting the data. The using of written test was to measure the students' skill in reading narrative text after giving the treatment, and the using of observation was to monitor students' activities during teaching learning process.

The results of the study showed a significant improvement of the students' achievement. The students' average score in pre-test was (64.4), in cycle I test was (68.5), and in post-test was (72.8). The students' reading skill in each test improved, too. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research improved students' skill in reading narrative text.

The result of the observation sheet showed that after learning reading narrative text using mind mapping method, the students became more attentive, active, attracted in joining the lesson, happier and more serious in reading. Based on the overall results of the research, it can be concluded that the use of mind mapping contributes to the improvement of students' skill and the increases in their motivation in reading texts.

MOTTO

- ❖ There is a way if there is a will (quote)
- ❖ The best richness is the richness of the soul (quote)

DEDICATION

I dedicated this thesis to:

- ❖ My father in the heaven, my mother (Ning Sriyati) and my wife (Rahmawati), thanks for love.
- ❖ My Brothers and sister (Noor Rachmatyasyifa El Izza). Thanks for the support.

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The first and foremost, all of praises, honors, and glory only belong to Allah SWT for blessing that enable me to finish this thesis.

This thesis with title “Teaching Reading Comprehension through Mind Mapping Method the Eighth Grade Students of MTs Darussalam Kalibakung Balapulang in the Academic Year 2014/2015” is made in partial fulfillment of the requirements for completing the Strata 1 Degree Program in English Education.

The writer realizes that there are many people who helped him in making this thesis. The writer would like to express her sincere and deep gratitude to:

1. Dr. Raharjo, M. Ed. St, as the Dean of Tarbiyah Faculty.
2. Dr. Ikhrom, M.Ag as the Head of English Department.
3. Daviq Rizal, M.Pd as the advisor for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
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6. Khaeri Masrukhi, S.Pd.I as principal at MTs Darussalam Balapulang who had allowed the writer to carry out the research in his school.
7. Susilawati, S.Pd as a collaborator in this research.

8. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer 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

Semarang, December 7th 2015
The Writer,

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Hilman Suherman
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CHAPTER I INTRODUCTION

A. BACKGROUND OF THE STUDY

Reading is the main gateway for people to obtain information or knowledge. With mastering knowledge or science from the reading activity or whole learning process, a person will be elevated in rank as Allah proclaims in the Holy Qur'an, that He will rise the degrees of people who believe and who have been granted knowledge.

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَاَفْسَحُوْا
يَفْسَحِ اللّٰهُ لَكُمْ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرْفَعُ اللّٰهُ الَّذِيْنَ ءَامَنُوْا
مِنْكُمْ وَالَّذِيْنَ اٰتُوْا الْعِلْمَ دَرَجٰتٍ ۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ﴿۱۱﴾

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

(Q.S. Al Mujadalah : 11)¹

As knowledge and as a language, English is used as a means of communication among people throughout the world or become a lingua

¹ The Quran, Arabic Text Corresponding English Meaning, (Riyadh: Abulqasim Publishing House, 1997). P. 784

franca.² Today English is the world's most widely studied foreign language. In other words, English has important role in people's communication. In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of this subject.

There are four skills taught in teaching and learning process of English: listening, speaking, reading, and writing.³ Reading is a skill that teachers expect learners to acquire in foreign language learning. It argues as the most essential skill for success in all education contexts. No wonder, through reading the students can learn many things. In other words, the more they read, the more knowledge they get; hence, a strong correlation between reading and academic success is shown.

Teach reading can't be separated from efforts to convey an understanding of what the contents of the material presented. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their teachers; hence the way to teach comprehension should be well understood by the teachers. Teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, modeling the strategy, guided support, practicing, independently, and

² Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman Publishing, 1991) p.1

³ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University press), p.17.

reflecting.⁴ Therefore, it can be concluded that reading comprehension is a long process.

So far, teaching and learning process of reading comprehension at MTs Darussalam Balapulang still happened in conventional ways, the teacher taught the students in textual approach, asked the students to read the text, gave some questions, explained the text without involving the students to find out the information in the text. These teaching models made students less motivation to learn English texts, especially at school; many students often got difficulties and did not have motivation in reading, especially in reading long texts. They needed a good and effective model of teaching language that could help them to overcome their problem.

Based on the facts above, it can be concluded that it needs a new method in teaching reading. In order to make the students feel more motivated to study reading. So the researcher will use mind mapping method to increase their motivation in studying reading. The researcher will try to apply this method at Class Eight of MTs Darussalam Balapulang. This research is hoped can increase the students' motivation in studying reading comprehension.

B. RESEARCH QUESTION

This study was aim to answer the following questions:

⁴ NSW Department of Education and Training, *Teaching Comprehension Strategies*, 2010, p.7.

1. How was the implementation of using Mind Mapping Method to improved students' reading comprehension skill in MTs Darussalam Balapulang?
2. How was the effectiveness of using Mind Mapping Method to improved students' reading comprehension skill of narrative text in MTs Darussalam Balapulang?

C. REASON FOR CHOOSING THE TOPIC

The reason of choosing the topic was based on the fact that some of the students of VIII grade MTs Darussalam Balapulang in academic year 2014/2015 have some problems in reading class. The problem was the students had low reading comprehension and low interest in following the reading lesson. By using Mind Mapping Method, the researcher want to solved the problems that was face by the students in reading, and improve their reading comprehension through Mind Mapping Method. Thus, they would get a good achievement in reading. That was why the Classroom Action Research did.

D. OBJECTIVE AND BENEFITS OF THE RESEARCH

The researcher expects that this research had some significance. They were limit below:

a. Objectives

1. This classroom action research could be used as process to improved the teaching performance both teacher and researcher.

2. For students, it might motivate students to improve their interest in reading since they would find out that English reading material was not complicated, boring, and monotonous.

b. Benefit

For teachers, it might show teacher that mind mapping and other forms of interesting methods could be used for teaching reading. This study also could give motivation to the English teacher to create new ways or media in teaching learning English.

E. LIMITATION OF THE RESEARCH

This research specifically deals with teaching and learning process of reading comprehension in narrative text at the eighth grade of MTs Darussalam Balapulang Tegal. This study intends to measure whether or not mind mapping technique was effective in improving students' reading comprehension achievement of narrative text.

F. SIGNIFICANCE OF THE RESEARCH

The result of the study was expected to be useful for the researcher; hence, it would enrich his knowledge in teaching reading. Besides, it could be the English teacher's reference in stimulating their students to read and comprehend the various reading materials by using mind mapping in the teaching and learning of reading comprehension. Finally, the students could be motivated to read more; hence they could improve their reading comprehension.

CHAPTER II

THEORITICAL REVIEW

A. READING COMPREHENSION

1. Teaching Reading

Teaching reading is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities.¹

Reading is a receptive skill. Receptive skill is the way in which the meaning of the discourse extracting from what they see or hear. In this aspect, the cognitive processes involved in reading are similar to those used when listening. In fact, in the second, students engage in decoding the message instead of encoding, reading not only acts to absorb information only. It is a communicative act that involves creating a discourse of the text.²

Thus, it is not surprised to see because reading experts' definition of reading is an active process of thinking. It sets two people in action together, an author and a reader. To read is to rise relationships among ideas. They also explain that what you bring to

¹ Jack C Richards, *Approaches and Method in Language Teaching*, (United States of America: Cambridge University Press, 2001) p.207

² Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p. 199.

the reading of a selection is as important to your understanding of it as what the author has put into it. You bring a purpose for reading; you bring understanding of vocabulary, your ability to figure out meanings and your attitudes toward reading. Reading is an active process in which people try to bring out idea, concept, or image from the pattern words set forth on the printed page.³

From those definition, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from author via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. It other words, reading is interpreting graphic symbols, which involves an interaction between the writer and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

2. Reading Skill

Reading is a thought process that establishes two people in action together, a writer and a reader. The author has a purpose in writing and a message to get across. In writing, the authors chose the facts and ideas, and arrange them in a clear way. In doing this, the author refers to her or his knowledge and feelings

³ Callahan F and L.H. Clark, *Teaching in the Middle and Secondary School. Planning for Competence*. (USA: Mc Millan po.co.inc, 1982), p. 60.

about the subject. Clearly, what the author writes in the text decide what we learn from it.⁴

Reading in language learning hold an important role. In English language learning, mainly in secondary school, reading is one of the four language skills. Students must learn it. Although reading is only about 25% of the entire portion for the four skills (listening, speaking, reading, and writing), people who are learning a new language need to learn reading more. Mikulecky states several reasons why reading is important: Reading helps us learn to think in the new language, reading helps us build a better vocabulary, makes us more comfortable with written English. We can write better English if you feel comfortable with the language. Reading may be the only way for us to use English if we live in non English speaking country. Reading can help if we plan to study in an English speaking country.⁵

In reading activities need reading skills in order to become a good reader and skilled. Reading skills are the cognitive process that uses a reader to make sense of the text. For readers who are fluent, mostly reading skills are employed not expressly and automatically. When confronted with a challenging text, fluent

⁴ Dorothy Grant Hennings, *Reading with Meaning*(Prentice Hall:New Jersey,1999), p.2

⁵ Beatrices Mikulecky and Linda Jefries, *More Reading Power*, 2nd Ed., (New York:Pearson Education,2004), p.6.

readers apply these skills consciously and strategically in order to comprehend.⁶

Reading skills basically consist of three types, they are pre-reading, while-reading and post reading. Pre-reading activities prepare the students for reading the text. They help the student's know an idea of what the text will be about and this increases their motivation to read. While reading activities improve their ability to interact and understand the text. Post-reading activities which help students to critically analyze what they have read. Post-reading activities also increase the students' understanding of the text. Some of skills, which we should teach students are previewing, predicting, skimming, and scanning.⁷ Preview is a quick and easy way to find out what the text is about before reading it. While predicting involves using cues in the text to guess what is going to come next. For helps students to make predictions, it's good to understanding the context what they have already read.

Scanning is reading quickly to search for specific information. We may not realize it, but we are already good at scanning. We scan, for example, when checking a TV guide or a phone book. Scanning may allow us to 'read' up to 1,500 words a minute. While skimming is reading quickly to gain a general

⁶ Beatrice Mikulecky, *Reading Monograph* (Pearson Education, Boston, 2008), p.3.

⁷ Shirley Leanne, *The Basics of Teaching Reading Skills*, Notre Dame Seishin University, Okayama

idea. Skimming may allow us to ‘read’ up to 1000 words a minute.⁸

We can conclude based the statements above that reading technique can divide into some points. The main points is skimming and scanning. Skimming is quickly running one’s eyes over the text to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. Skimming is used when reading some general question in mind. Skimming is used in making decisions on how to approach a text such as when determining if a careful reading is deserved. Skimming is also used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.

3. Reading Comprehension

For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. Understanding written texts means of extracting information from it as efficient as possible. Reading is also defined as the process of understanding meaning from a piece of text.⁹

⁸ Teaching and Reading Unit, *Helpsheet Reading Skills*(University of Melbourne, 2010),p.2

⁹ William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*,(Harlow:Pearson Education Limited, 2002), p.17

According to the definition of Kimberly, comprehension is the process by which information from the text and the knowledge possessed by the actions of the reader together to construct meaning, including the ability to decode printed text, recognize and understand words. Word recognition is a foundation of reading.¹⁰

Curtis states reading comprehension is learning to understand written and spoken language understanding one has empirical justification. At the beginning of learning to read, the correlation between the reading and comprehension of spoken language is small. Stich and James reveal this is because at the beginning, children are learning to decode and identify words, so that the process of reading these words that limit understanding. However, as children move beyond the beginnings of learning to read, the correlations between reading comprehension and spoken language comprehension increase and then level out by high school. As children learn to read words, the limiting factor in reading comprehension shifted from the introduction of the word to be spoken language understanding.¹¹

Elizabeth S. Pang and friends also explain that comprehension is a process that comes from the meaning of the text is connected. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct

¹⁰ Kimberly's Literacy Blog, *html*(May,2015)

¹¹ Margaret J.S and Charles Hume, *The Science Of Reading* (Blackwell:USA,2005), p. 228

meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.¹²

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions unshared explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

According to reading experts, there are some factors that may influence reading comprehension. Reading comprehension is most likely to occur when students are reading what they want to read or at least what they see some good reason to read.

B. MIND MAPPING

1. The Understanding of Mind Mapping

Mind map is a graphical method of network-storage, organizing and prioritizing information usually on paper using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas. Each memory is

¹² Elizabeth S. Pang and Friends, *Teaching Reading* (International Academy of Education, 2003) p.14

triggered in the Mind Map is the key to unlocking the facts, ideas and information, and also, to release the true potential of our mind is amazing. Instructions for the effectiveness of the Mind Map are the shape and dynamic form. It is taken in the shape and form of a brain cell and is designed to encourage our brain to work in a way that is fast, efficient, and in a style that is natural.¹³

Mind mapping is an effective way to make notes and brainstorming essay topics. A mind map involves writing down a central theme and think of new ideas and the associated radiating out from the center. By focusing on key ideas written in your own words and find the relationship between them, you can map knowledge in a way that will help you to better understand and retain information.¹⁴

Mind Mapping is a process that involves creative analysis integrates a combination of visual, color, code, word, and connectors. It can be used as a method for making a note, to study before the test, to brainstorm, or make connections between ideas.¹⁵

Ms. Murley states mind maps are a visual line of nonlinear complex information that can help creativity, organization, productivity, and memory. Mind maps graphically show ideas in a relational context, with the main topic in the center of the map, large

¹³ Tony Buzan, *The Short Cut To Success In Your Studies With Mind Mapping, Speed Reading And Winning Memory Techniques*(BBC Active)

¹⁴ <http://www.mind-mapping.studyskills.com/mind-maps-examples/education.html/> 25Mei2015 by Adam Sicinski

¹⁵ Barrie Bennett and Carol Rolheiser, *Beyond Monet: The Artful Science of Instructional Integration* (Toronto,2001)

subtopics in the branch emanating from the major topics and sub-topics around each subtopic, etc. We can create mind maps with paper and pens or with one of several computer applications.¹⁶

By using mind mapping, the students are hoped can be easier to understand the contents of reading text. In mind mapping, the students will get the way to know the point of text. Because mind mapping is a method that give the ways of mapping the theme of text and finding the connections between each theme of reading¹⁷.

The students will map the information to find out the mind idea of the text. They will make a map of knowledge from each paragraph, then make the whole comprehension from each map. So the students will understand the meaning of the text easily.

2. How To Draw The Mind Map

There are several steps to draw a mind map, first write the topic in a circle in the centre of a piece of paper, it's better in landscape position, for each of the main points, draw arms out from the circle, write the key words of the main point along each or at the end, draw smaller arms out from the main arms and write the sub-points that

¹⁶ Murley, *Web Services Librarian* (Southern Illinois University School of Law Library, 2007), p.175.

¹⁷ Writing centre, *Learning Guide_Mind Mapp* Central North Terrace campus, The University of Adelaide, p.1.

relate to each main point, continue with smaller arms if you have other points or examples for the sub-points.¹⁸

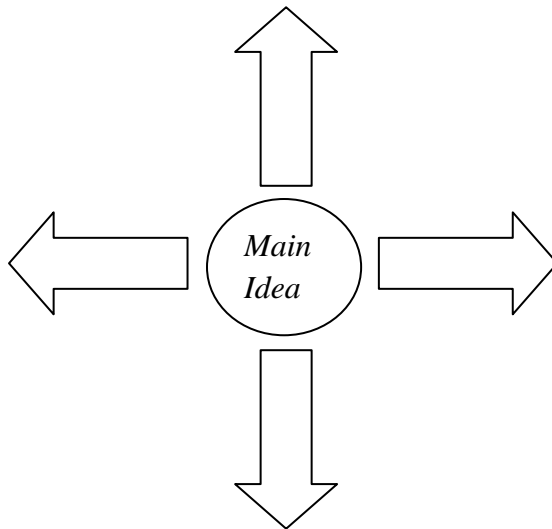


Figure 1. A simple mind map

¹⁸ [www.rmit.edu.au/study and learning centre/Quick Tips/mind mapping/s](http://www.rmit.edu.au/study_and_learning_centre/Quick_Tips/mind_mapping/s)
2007 , by Jane

3. Benefits of Using Mind Mapping

To achieve higher levels of concentration and creativity, together with greater organization and more concise communication, mind mapping might be an effective strategy for you to consider. The benefits of mind mapping are many and varied. In summary they include: giving us an overview of a large subject/broad topic and allowing us to represent it in a more concise fashion, encouraging us to see the bigger picture and creative pathways, enabling us to plan/make choices about the selection of resource material you have for an assignment and where you are going to place it, providing us with a more attractive and enjoyable format for our eye/brain to look at, muse over and remember.¹⁹

C. Narrative Text

1. The Understanding of Narrative

Narration is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters, and what the characters say and do. Narration can be fact or fiction. Some narrations report or are historical while others are creative and imaginative. Imaginary narratives normally convey to the reader a kind of truth. Whether factual or imaginary, the narrative can begin from the start and work its way to the conclusion, or it can begin in the middle of the action,

¹⁹ Writing centre, *Learning Guide_Mind Mapp* Central North Terrace campus, The University of Adelaide, p. 4.

and then recount earlier events through the character's dialogue, memories, or flashbacks.²⁰

Narrative, taken from the Latin word *Narre* 'to make known, to convey information, provide individuals with the tools to learn and teach others about the world. Narratives are also used by researchers as a metalanguage that allows them both to describe their research and study objects approaching them as a narrative discourse.²¹

Meanwhile Barthes describes the narratives of the world are numberless. Narrative is first and foremost a remarkable variety of genres; they are distributed among different substances - as if the material is suitable to receive a human story. Able carried by articulated language, spoken or written, fixed or moving images, gestures, and mixtures of these substances ordered all; the narrative is present in myth, legend, fable, story, novel, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news, conversations. In addition, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; starting with the very history of humanity and there is also a place that people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. All classes, all human groups, have their narratives, enjoyment very often shared by men with even opponents, different cultural

²⁰ Michigan Education, *Genre Project*, (Department of Education), p. 3.

²¹ Tomascikova, *Narrative Theories and Narrative Discourse*, (Bulletin of the Transilvania University of Braşov, 2009)

background. Caring nothing for the division between good and bad literature, narrative is international, transhistorical, transcultural: it is simply there, like life itself.²²

Dorothy states a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration. There are four elements in a strategy for successful reading of nonfictional narratives: (1) grasping the time sequence, or chronology, of the events, (2) perceiving cause/effect relationships within the events, (3) relating the events to other similar or different events, and (4) understanding the significance of events.²³

Narrative is one of text that its social function is to entertain, and dealing with actual experience or representatives in different ways. Narrative deals with problematic events that caused the crisis or turning point of some kind, which in turn find a resolution.²⁴

From the above explanation, narrative text is interesting to teach students with the goal besides entertaining can also be used to educate students' attitudes and behavior through moral value that implicit in it.

²² Paul Hazel, *Introduction to Narrative* (Swansea SA1 6ED), p. 1

²³ Dorothy Grant Hennings, *Reading with Meaning* (Prentice Hall: New Jersey, 1999), p. 283

²⁴ Artono w dkk, *English in Focus Kelas 8* (Pusat Perbukuan: Depdiknas, 2008), p. 98

2. Generic Structure of Narrative

A Narrative text usually has three or four main parts:

Orientation is the first part; it is the stage where the narrator gives information about the situation of the characters, what they want, the time and place the story happened. In other words, it answers the questions who, what, when and where. Usually, an atmosphere that makes readers or listeners wants to know more is created here.

The second part is complication; it is the stage where a crisis arises. It is usually in the middle of the story to make the story more interesting, as the main character faces problems.

Resolution is the third part of a narrative; a satisfying narrative will give resolution to the complication. However, sometimes some narratives let the readers or listeners curious about how the stories end.

At the end of narrative reorientation is the stage which returns the listeners or readers to the present and provides a kind of magic summation of the events, rather like the moral value at the end of fables. This stage is more common in spoken narratives, and is optional.²⁵

3. Language Features

Language features of narrative text are: a) focus on specific and usually individualized Participants, b) use of Action Verbs

²⁵ *Ibid.*, p.98

(material processes): processes of material doing. They express the notion that some entity physically does something e.g.: - The youngster wiggled in his seat, Jack and Jill went up the hill. c) use of Past Tense, d) use of Mental Processes, e) use time connectives and conjunctions, e.g.: then, when, suddenly, after, finally, etc. f) saying verbs that remark expression and mind, e.g.: said, told, promised, felt, thought, etc. g) having feelings, perceiving or thinking e.g. - Mark likes nice clothes,- This stuff baffles me. h) use of Relational Processes : states of being and having e.g. - Cytoplasm is sort of jelly-like material. - Plant cells have a cell wall, i) use of Adverbs of Time for example: Once, once upon a time, formerly, in the former time, long time ago, etc.²⁶

D. Previous Research

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

1. The thesis entitled “*Implementasi Metode Mind Mapping (peta pikiran) dalam Pembelajaran PAI di SD Al-Hikmah Surabaya* by Siti Nurhayati (Tarbiyah Faculty, 2007) tried to investigate the implementation of mind mapping method to teach elementary student. This study was qualitative which describes how mind mapping method used by the teacher in that school and their implementation for teaching learning process in PAI subject. She

²⁶ Alexander MJ dkk, *English Revolution* (Mawas Press: Jepara, 2012), p.

stated that teaching for young learner is not easy especially in elementary school, the teacher have to creative in choosing appropriate method. And the finding shown that the implementation of mind mapping method in the classroom of Islamic lesson is effective, the students' achievement in PAI subject could increase by using this method.²⁷

2. The thesis entitled "*The Application of Mind Mapping Method in Teaching Descriptive Writing*" by Heri Sutanto (Language and Art Faculty of State University of Semarang, 2008). This study was quantitative approach using experimental research; the application of mind mapping is suggested in teaching descriptive text. The students were able to explore their ideas through this method. The aim of this study is to find out whether there is contribution of the application to elicit the student responses in teaching descriptive writing. And the result of the research showed that mind mapping method can contribute greatly to students in writing especially descriptive text.²⁸

In other words, this research is different with previous one. The first thesis stated that the research was conducted in Islamic teaching context while this research will be in English teaching

²⁷Sri Nurhayati (3103171), *Implementasi Metode Mind Mapping (Peta Pikiran) dalam Pembelajaran PAI di SD Al-Hikmah Surabaya* (Semarang: Tarbiyah Faculty IAIN Walisongo, 2007), Unpublished Thesis.

²⁸Heri Susanto (2201402013), *The Application Mind Mapping Method in Teaching Descriptive Writing*, (Semarang: Language and Art Faculty State University of Semarang, 2008), Unpublished Thesis.

learning context. The second one was carried out in English language teaching context and the focus of study is the same with researchers. Both of them using mind mapping method in English teaching learning but the researcher focuses on teaching reading while the previous one concerns in teaching writing. The researcher hopes that this study will give contribution especially in English teaching learning process.

E. Hypothesis

On attempting to give a tentative solution to the problem, the hypothesis would be stated as the following: the students' reading comprehension ability could be improved through Mind Mapping Method.

Mind Mapping Method was defined as a technique of teaching reading comprehension to the eighth grade students of MTs Darussalam Balapulung in which the students were assigned to comprehend a reading text by using mind mapping. There were two sessions in this research. Each student would make a mind map of reading text. Then, with the reflection of the first session they would make a mind map to find out the significances of method.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was classroom action research. It would conduct in two cycles. Each cycle consist of planning, implementation or action, observation and reflection.¹

1. Planning

Planning was the first step in each cycle. The actions which done in each cycle are formulated in the planning. In this stage, the researcher will prepare the lesson plans, teaching materials, teaching media, observation sheets, and student's worksheets.

2. Action

In this step, the researcher will did teaching and learning process on reading comprehension through mind mapping method. The researcher would divide the students into groups. Each group consisted of six members. After that, the researcher will give number to each student. Then, he distributed teaching material to every group. The students discussed the text in groups. They were given 15 minutes. They will be asked to make a map based on the contents of reading text.

3. Observation

The observation was the activity of observing the event and activities during teaching and learning process on reading

¹ Anne Burn, *Doing Action Research in English Language Teaching* (Routledge : New York, 2010), p.8

comprehension through mind mapping method. Based on the observation, the researcher could determine what should be done or improved in the next cycles to achieve the aim of the researcher wanted of this research.

The observation in teaching learning process will be documented by camera, using note, and observation sheets. The activities observed by the observer were students' activities during teaching and learning process on reading comprehension through mind mapping method. It was done to know the weaknesses of the implementation of mind mapping method on teaching reading comprehension at the eight-A grade students of MTs Darussalam Balapulang.

4. Reflection

The last step of each cycle was a reflection. It will be done by the researcher in order to analyze and discuss the result of observation, during teaching and learning process on reading comprehension through mind mapping method. It is also used to improve the process of teaching and learning for the next cycles.

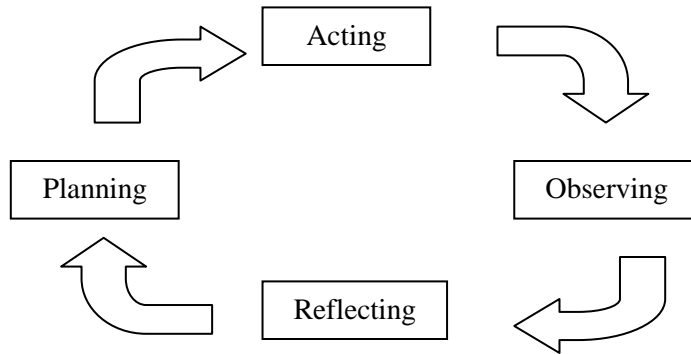


Figure 2. Action Research Cycle

B. Research Setting

The writer conducted the classroom action research at MTs Darussalam Balapulung which located in Kalibakung-Banjarnyar Street no 10, Balapulung Subdistrict, Tegal Regency.

1) Population

Population can be defined as totality of the presumable-whole grade, result for counting and measuring, quantitative and qualitative about the certain features from the whole group which is wanted to find out its feature.² The population of the research is the eighth grade students of MTs Darussalam Balapulung in the academic year of 2014/2015 which consists of four classes. Each class consists of thirty and thirty two students.

The total population is 117 students. Population is assumed homogenous considering the background of conducting distribution

² Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2006), p. 130.

class randomly and not based on act of ranking grades that there is no favorite class, and also taught by the same teacher.

2) **Sample**

A sample is a small proportion of the population that is selected for observation and analysis.³ By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. One can also infer changes observed in the sample to changes that would likely have occurred in the population. The sample of this research is taken VIII A grade, consist of 31 students.

3) **Collaborator**

The collaborator in this research was the person who helped the writer to collect the data. She was Mrs. Susilawati, S.Pd, the Indonesian Language teacher in VIII A MTs Darussalam Balapulang.

C. Research Instruments

This Classroom Action Research used some instruments, they're :

1) **Test**

This research is Classroom Action Research conducted in two cycles. There was pre cycle before the researcher doing an action; it used to know students' achievement in reading narrative text. After pre cycle, the researcher implemented mind mapping

³ RM John W. Best James V. Khan, *Research in Education* (Boston: USA, 2006), p. 13.

technique in every cycle. The writer collaborated with the Bahasa teacher who teaches in VIII A.

The researcher used pre cycle test, both of cycle 1 and cycle 2 test after perform each cycle to got the data.

2) Observation Checklist

An observation checklist is a list of things that an observer is going to look at when observing a class. This list have been prepared by the researcher and the collaborator. Observation checklists not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the researcher, who may as a result be more comfortable, and will get specific feedback on aspects of the class.

D. Data Collection

The researcher will use the following techniques; they were quantitative and qualitative, in collecting data. The quantitative data were obtained from the post test which was given in the second meeting of the two cycles. The qualitative data came from the result of the observation done by the researcher and collaborator during teaching and learning process of reading comprehension through mind mapping method in two cycles.

1. Source of Data

In this research the source of data was collect from: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning

process took place, data from the picture documentation during the research.

2. Method in Collecting Data

a. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group. In this research, held in two kind of test, pre-test at the first activity, before use mind mapping method, and the second was post-test that had been given in the end of each treatment to know the result of the students after they were treated by using mind mapping technique in the action.

b. Observation

Observation is the activity of giving total concern to research object of the sense.⁴ The purpose of observations is to explain the situation in class activities, individuals involved in some activities and relation between situation, activity, and individual.⁵ In conducting the observation, the researcher used the observation scheme to make it more systematic, containing list of activity or happening which might happen.⁶ In this research observation is used to know how the implementation of mind mapping technique

⁴Suharsimi Arikunto, *Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006).p.149

⁵Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 239.

⁶ Suharsimi Arikunto, *Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006), p.157.

in teaching reading. It used to know the condition of class and the obstacles appeared during teaching learning process and it also used to see students' difficulties, problems and understanding about material given.

E. Technique for Analyzing the Data

There were two kinds of data that should be analyzed by the researcher, the percentage of students' achievement on reading comprehension which was taken from cycle 1 to cycle 2 as quantitative data. While qualitative data mind mapping were the students' activities during teaching and learning process of reading comprehension through mind mapping method in the two cycles.

The quantitative data mind mappings were taken from the percentage of each test. To know students' achievements after the actions mind mapping were conducted, the students mind mappings were given a test at the third meeting of each cycle. The percentages of the students who mind mapping are successful counted by using the following formula:

$$PM = \frac{TM}{TS} \times 100 \%$$

PM = the percentage of students who got minimum criteria

TM = the total of students who got the minimum criteria

TS = the total of students.

Students' activities and attitudes during teaching and learning process on reading comprehension through mind mapping method in this research obtained through observation mind mapping are as qualitative data which mind mapping are taken from the observation and field notes. The observation was used to record the active and inactive students. To analyze these data, the writer used the following formulation:

$$\text{PIS} = \frac{\text{IS}}{\text{TS}} \times 100\%$$

PIS = percentage of inactive students

IS = the average of inactive students

TS = the total of students

F. Theory Achievement Indicators

The most important data will require to answer the research question under study was collected through administering Initial Reflection and post-tests, some supporting additional data are gathered through administering questionnaires to the subjects under study, that is, the eighth grade students of MTs Darussalam Balapulang. Thus, there are considerably three kinds of raw scores obtain for the present class action study, that is:

(1) Scores indicating the subjects' pre-existing reading comprehension ability,

- (2) Scores showing the subjects' progress achievement in reading comprehension; and
- (3) Scores showing the subjects' changing learning behaviours.

The data then are analyzed in percentage as follows:

The average score of each student will be counted using this formula:

$$\text{Mean} = \frac{\text{Total of the right answers}}{\text{Total of test items}} \times 100 \%$$

The average score of the whole students will be counted using this formula:

$$\text{Mean} = \frac{\text{The total score of all the test takers}}{\text{Total of test takers}} \times 100 \%$$

The students' achievement will be calculated into the following criteria:

- Excellent : those students who are able to answer the test items between 80% - 100% correctly
- Good : those students who are able to answer the test items between 70% - 79% correctly
- Fair : those students who are able to answer the test items between 60% - 69% correctly
- Poor : those students who are able to answer the test items between 50% - 59% correctly
- Failure : those students who are able to answer the test items between 0% - 49% correctly.

CHAPTER IV

RESEARCH FINDING

This chapter describes about research finding that include data of research finding, data analysis, hypothesis testing and discussion.

A. Implementation of Using Mind Mapp

The implementation of using mind mapping technique in teaching reading narrative text to improve students' reading comprehension skill in MTs Darussalam Balapulung in this chapter, were explained as follows:

1. Pre-test

This activity was done on Friday, 6th July 2015. In this activity, students were taught reading narrative text used technique as usual. Teacher asked students to read narrative text aloud one by one and then translated it into Indonesian. After that, teacher explained about generic structure of the narrative text and gave example of the text they had been read. In the last activity, the researcher gave test that contains 7 items of fill the blank. The test was followed by 31 students as the participants of the study and they gave 20 minutes to do it. The purpose of the test was to measure students' achievement before given an action.

After gave the test, the researcher examined the answer sheet and found the results.

$$M = \frac{\sum X}{n}$$

$$\begin{aligned} &= \frac{2005}{31} \\ &= 64,6 \end{aligned}$$

From the result above, the mean of students in reading narrative was low. After gave test, the researcher interviewed students to know the problem that faced by students in reading narrative text, the result was used to decide the next action and arranged a set of treatment.

2. Cycle 1

This activity was done on Wednesday, July 8th 2015. Based on the result of pre-test that not satisfy enough, the researcher and collaborator decided to use mind mapping technique. The treatment was focused on deciding the main idea and generic structure. First, teacher gave explanation about narrative text, the generic structure, and the lexico-grammatical features.

When teacher explained in front of class, most of students paid attention to him, there were only students in the backside that talked with their pair. In the last of explanation, teacher gave questions to the students related to the material in order to make students think and memorized the lesson that had been learned. After that, teacher gave students reading text. He asked students to read it by themselves and decided the main idea of each paragraph. Students seemed to easily absorb in reading text, but then a little bit noisy when they had to decide the main idea of the text.

Recognizing the students' problem, the teacher started to give some treatment using mind mapping technique as stated in the plan. The teacher asked students to concentrate on the text and found the keywords by answering questions who, what, where, and when. After that, students were asked to construct the simple mind mapping using the keywords they had found. From those keywords the teacher asked students to construct sentences which became the main idea.

For about 30 minutes, students seemed a little bit confused did their own mind mapping. The teacher paid attention more to the explanation in purpose of made students easily connected with mind mapping of narrative text.

After students finished their works, teacher discussed the result together with students. During the treatment, there were only four students asked for explanation and most of the other students were quiet.

After gave treatment through mind mapping technique, the teacher gave reading test to measure students' score.

$$\begin{aligned} M &= \frac{\sum X}{n} \\ &= \frac{2125}{31} \\ &= 68.5 \end{aligned}$$

From the result above which the students' average was 68.5, the researcher and the teacher wanted to do the second cycle to make students' reading of narrative text better.

3. Cycle 2

This activity was done on Friday, July 10th 2015. In this activity, teacher told his experience. Teacher oversaw students by walking around them. These made students felt they were guided to do the best. Most of students paid attention to the teacher and it made class quite, class became noisy when one of students faced difficult words and asked it to the teacher. The teacher asked them to look up in the dictionary because it could make them independently and did not depend on the teacher.

After student finished listening to the teacher, teacher gave the mind mapping of his experience. Then the teacher asked them to write their experience using the example of mind mapping given. Students started to discuss together with their pair, it made class crowded, for the teacher it was good activity because students could express their feeling and wanted to do the best for their work.

According to the observation, the teaching learning process ran well and so the students' discussion. They were active in work and shared together to solve the problems in pair. The students wrote their experience in a story.

After doing the treatment, the teacher gave students reading test to measure their understanding in narrative text.

$$\begin{aligned}
M &= \frac{\sum X}{n} \\
&= \frac{2840}{39} \\
&= 72.8
\end{aligned}$$

The average score of this cycle was 72.8, it meant that there was improvement in students' ability in reading narrative text.

B. Effectiveness of Using Mind Mapp

The effectiveness of using Mind Mapping method to improve students' skill of narrative text in MTs Darussalam Balapulang, could be explained as follow.

After the researcher implemented the use of mind mapping method in teaching reading, the researcher got the data, it was analyzed of pre cycle, first cycle and post cycle, the researcher got the result of Classroom Action Research.

1. Pre-test

In this cycle, the teacher taught reading text as usual. In the last activity, teacher gave reading test to measure students' ability in reading narrative text. After implementing the test, the researcher examined it and gave score. In giving score, the researcher used the following formula:

$$score = \frac{\sum \textit{right answer}}{\sum \textit{items}} \times 100\%$$

The score of all students that had been counted as follow:

Table 1
The test score of pre-test

No	Students' Code	Score
1	A-1	65
2	A-2	70
3	A-3	60
4	A-4	60
5	A-5	65
6	A-6	55
7	A-7	65
8	A-8	50
9	A-9	70
10	A-10	70
11	A-11	60
12	A-12	60
13	A-13	70
14	A-14	70
15	A-15	65
16	A-16	65
17	A-17	70
18	A-18	70
19	A-19	75

20	A-20	55
21	A-21	70
22	A-22	80
23	A-23	55
24	A-24	60
25	A-25	70
26	A-26	65
27	A-27	55
28	A-28	70
29	A-29	65
30	A-30	65
31	A-31	60
Total Score		2005

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

$$M = \frac{\sum X}{n}$$

Where: M : The average of student score

$\sum x$: Total score

n : The number of students

$$M = \frac{\sum X}{n}$$

$$= \frac{2005}{31}$$

$$= 64.6$$

The average score of students in pre test is 64,6. It meant that the students score was low.

2. Cycle 1

In this cycle, the teacher used mind mapping technique in teaching reading narrative text. Teacher asked students to find the keywords of story and gave mind mapping technique. In the last activity, the teacher gave reading test.

Table2
Score of observation in first cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20- 49%)	Many (50%- 69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation			v			3
2	Students are active in understanding the material				v		4
3	The students show curiosity by asking the questions		v				2
4	Students enthusiasm in teaching learning			v			3
5	Students are active to			v			3

	present the material						
6	The students are enthusiastic doing the test		v				2
7	Students enjoy in doing evaluation			v			3
	Total score	0	4	12	4	0	20

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

$$= \frac{20}{35} \times 100\%$$

$$= 57.1 \%$$

Based on the results of observation above it can be concluded that only half of the students active and enthusiastic, a half of students needed more attention from the teacher in teaching learning process. The researcher saw during teaching learning process taking place, students were not given maximum response, especially students who sit in the backside of the class. They still like to talk with their peers, students looked bored and felt sleepy.

After implemented the test, the researcher examined the answer sheet and found the result.

Table 3

The test score of cycle 1

No.	Students' code	Score
1	A-1	70
2	A-2	70

3	A-3	65
4	A-4	70
5	A-5	70
6	A-6	65
7	A-7	70
8	A-8	60
9	A-9	70
10	A-10	70
11	A-11	60
12	A-12	65
13	A-13	70
14	A-14	75
15	A-15	70
16	A-16	65
17	A-17	75
18	A-18	70
19	A-19	75
20	A-20	65
21	A-21	65
22	A-22	80
23	A-23	75
24	A-24	65
25	A-25	70
26	A-26	65
27	A-27	70
28	A-28	60
29	A-29	70
30	A-30	65
31	A-31	70
Total Score		2125

$$M = \frac{\sum X}{n}$$

$$= \frac{2125}{31}$$

$$= 68.5$$

The average score of cycle 1 is 68.5. It meant that the students' score has improved but not satisfy enough. So, the teacher and the researcher decided to implement the next cycle.

3. Cycle 2

In this cycle, the teachers focussed more to the lowest students who get low score in the previous score. According to the observer, it could motivate to the students because the teacher gave more attention. When they finished, the teacher and students discussed the result to assist them their difficulties. Then the teacher asked them to write their experience. After that, the teacher gave a test to measure the students' ability in reading the text and the success of the goal of the process.

Table 4
Score of observation in second cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20-49%)	Many (50%-69%)	Majority (>70%)	Total of Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation				v		4
2	Students are active in				v		4

	understanding the material						
3	The students show curiosity by asking the questions			v			3
4	Students enthusiasm in teaching learning				v		4
5	Students are active to present the material			V			3
6	The students are enthusiastically doing the test				v		4
7	Students enjoy in doing evaluation			v			3
	Total score	0	0	9	16	0	25

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{25}{35} \times 100\% \\
 &= 71.4\%
 \end{aligned}$$

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well, the researcher said that they will went back home soon after did the test. After implementing the test, the researcher examined the answer sheet and found the result.

Table 5
Score test of cycle 2

No	Students' Code	Score
1	A-1	70
2	A-2	80
3	A-3	65
4	A-4	75
5	A-5	70
6	A-6	65
7	A-7	75
8	A-8	75
9	A-9	75
10	A-10	75
11	A-11	65
12	A-12	70
13	A-13	75
14	A-14	75
15	A-15	70
16	A-16	70
17	A-17	70
18	A-18	75
19	A-19	80
20	A-20	70
21	A-21	75
22	A-22	80
23	A-23	70
24	A-24	75
25	A-25	75
26	A-26	70
27	A-27	75
28	A-28	65

29	A-29	75
30	A-30	65
31	A-31	70
Total Score		2240

$$M = \frac{\sum X}{n}$$

$$= \frac{2240}{31}$$

$$= 72.5$$

The average score of cycle 2 is 72.5. It meant that students score in reading narrative text had improved. This average was satisfied enough, so the teacher and researcher stopped the cycle.

4. The Analysis Of The Whole Test

The result of the test from the pre-test until post test can be seen briefly as follow:

Table 6

Comparison percentage students enthusiastic in response teaching learning process using mind mapping on cycle 1 and cycle 2.

No	Cycle	Total Score	Percentage (%)
1	Cycle 1	20	57.1
2	Cycle 2	25	71.4

Table 7
The Test Result of the Whole Test

No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1	A-1	65	70	70
2	A-2	70	70	80
3	A-3	60	65	65
4	A-4	70	70	75
5	A-5	65	70	70
6	A-6	55	60	65
7	A-7	65	70	75
8	A-8	50	60	75
9	A-9	70	70	75
10	A-10	70	70	75
11	A-11	60	60	65
12	A-12	60	65	70
13	A-13	70	70	75
14	A-14	70	75	75
15	A-15	65	70	70
16	A-16	65	65	70
17	A-17	70	75	70
18	A-18	70	70	75
19	A-19	75	75	80
20	A-20	55	65	70
21	A-21	70	65	75
22	A-22	80	80	80
23	A-23	75	75	70
24	A-24	60	65	75
25	A-25	70	70	75
26	A-26	65	65	70
27	A-27	65	70	75

28	A-28	55	60	65
29	A-29	70	70	75
30	A-30	65	60	65
31	A-31	60	70	70
Sum		2005	2125	2240
Average mean		64.6	68.5	72.5
Low score		50	60	65
High score		80	80	80

From the table above, the use of mind mapping technique was effective to improve students' reading of narrative text. So, this classroom action research of the implementation of mind mapping was successful. It can be seen from the result in each cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the use of mind mapping technique to improve students' reading of narrative text with VIII A grades students of MTs Darussalam Balapulung Tegal in academic year of 2014/2015 can be concluded that:

1. The implementation of mind mapping technique to improve student's reading of narrative text was done in two cycles. The teacher used different narrative text in each cycle. Teacher taught the students by reading a text, then showed the mind mapping and the student comprehend the story using mind mapping given. It used by researcher to know the base score and final score after taught using Mind Mapping technique.
2. This research shows that the use of mind mapping technique in improving students' reading of narrative text can help the student to solve their problem to identify generic structure of narrative and comprehend narrative text.
3. The improvement of students' achievement in reading after taught by using mind mapping technique can be seen from the average score of students from each cycle. In the first cycle, the

average score of students was 68.5. In the second cycle, the average of student's scores achievement 72.5 Students reading increased as well as their understanding in reading narrative text.

B. Recommendation

From the conclusion above, there are some suggestions:

1. Teacher should motivate students' reading interest by giving interesting reading material.
2. Teacher should use time allocation effectively, so the teaching learning process can be used maximally.
3. Mind mapping technique can help students easier to arrange and write reading material. The researcher suggests that the teacher uses this technique, because students may feel bored if the teacher always uses conventional way.

C. Closing

Praise to Allah, which has been giving protection and guidance. So the thesis can be finished.

The writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin

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Research Journal In Classroom Action Research
At MTs Darussalam Kalibakung Balapulang
In The Academic Year 2014/2015

Researcher : Hilman Suherman

Collaborator : Susilawati, S.Pd

Class : VIII A

No	Activity	Date
1	Ask permission Headmaster	June, 22 th 2015
2	Contact the collaborator to discuss the steps of research	June, 25 th 2015
3	Doing Preliminary Research	July, 5 th 2015
4	Doing Cycle I - Planning - Action - Observation - Reflecting	July, 8 th 2015
5	Doing Cycle II - Planning - Action - Observation - Reflecting	July, 10 th 2015
6	Tabulating the data	July, 11 th 2015

RENCANA PELAKSANAAN PEMBELAJARAN

(*Cycle 1*)

Madrasah : MTs Darussalam Balapulang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Alokasi waktu : 2 x 45menit

I. STANDAR KOMPETENSI

11. Memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

11.1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi berbagai makna teks *narrative / recount*.
2. Mengidentifikasi tujuan komunikatif teks *narrative / recount*.
3. Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount*.

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran peserta didik mampu:

1. Mengidentifikasi berbagai makna teks *narrative / recount*.

2. Mampu mengidentifikasi tujuan komunikatif teks narrative / Recount.
3. Memahami langkah retorika dan ciri kebahasaan teks narrative / recount.

V. MATERI AJAR

1. Definition of Narrative Text

Narrative is one of text that its social function is to entertain, and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

2. Generic Structure

A Narrative text usually has three or four main parts:

a. Orientation

It is the stage where the narrator gives information about the situation of the characters, what they want, the time and place the story happened. In other words, it answers the questions who, what, when and where. Usually, an atmosphere that makes readers or listeners wants to know more is created here.

b. Complication

It is the stage where a crisis arises. It is usually in the middle of the story to make the story more interesting, as the main character faces problems.

c. Resolution

A satisfying narrative will give resolution to the complication. However, sometimes some narratives let the readers or listeners curious about how the stories end.

d. Reorientation

It is the stage which returns the listeners or readers to the present and provides a kind of magic summation of the events, rather like the moral value at the end of fables.

3. Grammatical Features

a. Focus on specific and usually individualized Participants

b. Use of Action Verbs (material processes): Processes of material doing. They express the notion that some entity physically does something.

c. Use of Past Tense

d. Use of Mental Processes

e. Use time connectives and conjunctions, e.g.: then, when, suddenly, after, finally, etc

f. Saying verbs that remark expression and mind, e.g.: said, told, promised, felt, thought, etc.

g. Use of Adverbs of Time,

Once, once upon a time, formerly, in the former time, long time ago, etc

VI. METODE PEMBELAJARAN

1. Mind Mapping

2. Ceramah

3. Tanya Jawab

VII. KEGIATAN PEMBELAJARAN

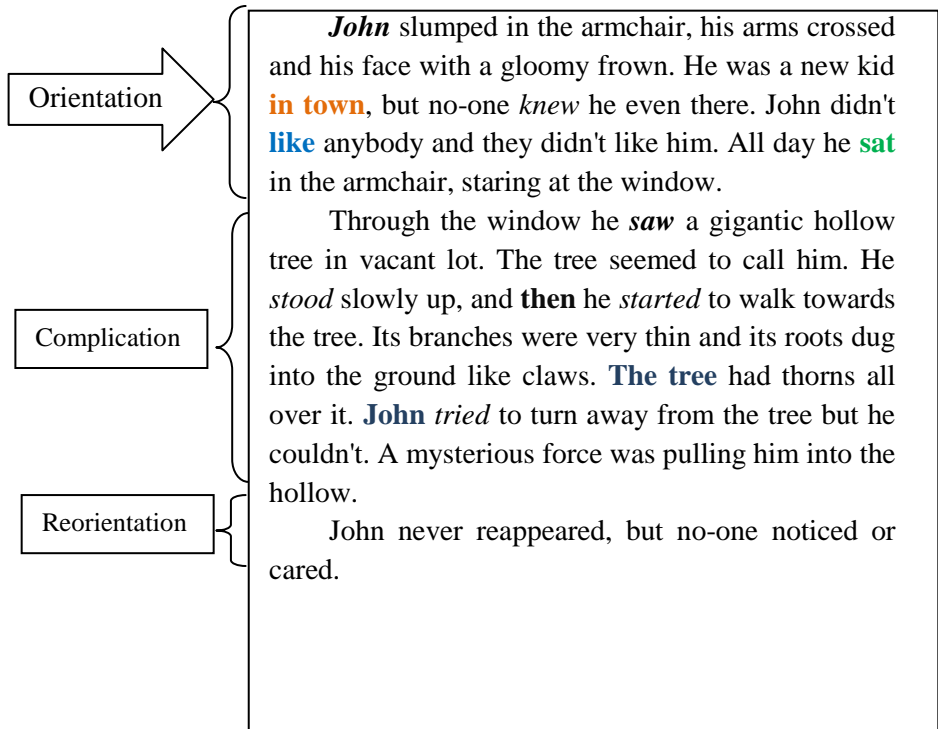
1. Kegiatan Pendahuluan

- a. memotivasi siswa
- b. menyampaikan tujuan pembelajaran
- c. menyampaikan cakupan materi dan uraian kegiatan

2. Kegiatan Inti:

a. Eksplorasi:(*Lembar Kerja 1*)

- 1) Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
- 2) Siswa membahas dan memahami isi dari teks tersebut.
- 3) Guru menjelaskan berbagai makna dari teks narrative yang sedang mereka bahas.
- 4) Contoh Teks



- b. Elaborasi:(*Lembar Kerja 2*)
- 1) Siswa membaca teks narrative yang diberikan.
 - 2) Guru bersama siswa membahas kesulitan dalam memahami teks.
 - 3) Guru menjelaskan materi tentang narrative teks dengan contoh yang ada untuk mengatasi kesulitan yang di alami siswa dalam memahami dengan metode mind mapping.
 - 4) Siswa bersama guru dalam kelompok membahas teks narrative yang mereka dapat terutama mengenai:
 - a) Tujuan komunikatif teks,
 - b) Generic structure teks
 - c) Language Features teks, dan
 - d) Isi teks, yang meliputi: topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
 - 5) Guru memberikan pertanyaan kepada siswa berkaitan dengan contoh teks narrative,
 - What is the story about?
 - Who was the main character?
 - Where did the story take place?
 - What is the moral value of the text?
 - What's the main idea of second pharagraph?
 - Where did the fox go to catch a lamb for wolf?
 - 6) Siswa menjawab pertanyaan berdasarkan pemahaman mereka setelah membaca.

7) Teks Narrative

The Hungry Wolf and the Fox

A fox and a wolf were once friends.

One day the wolf wanted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and hit the wolf with a stick. The next day, the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate.

The farmer beat the wolf with a stick again. And so the wolf had nothing to eat for all his troubles.

c. Konfirmasi :(Lembar Kerja 3)

- Guru dan siswa mendiskusikan segala sesuatu yang belum di pahami mengenai teks narrative.
- Guru memberi penguatan materi, dengan memberikan soal sebagai latihan.

Answer these questions based on the text!(Teks 1 untuk No.1-5)

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat a lot. The rabbit could stand it no longer. She made up her mind to get rid on the lion by a trick.

One day the rabbit came to lion and said, "Good morning, Sir! Just now I saw an animal over there that looked just like you. He said that he was the king of all animals in the forest. He told all of us to obey him and be a servant." "Didn't you tell him about me?" roared the lion. "Yes, I did," said

the rabbit, "I told him how strong you were, but he said that no animal so strong as he was." The lion was very angry and roared, "Where is he? Where is he?" The rabbit took the lion to a deep well and said, "He is down over there in the well."

He hastened to the well and looked angrily at the water. "Yes, there he is." He flew down at his enemy into the well and was drowned.

A. Pilihan Ganda

1. What does the text tell us about?
 - a. A king and his servant
 - b. All animals in the forest
 - c. A clever rabbit and his friends
 - d. A rabbit and a lion

2. What is the main idea of paragraph 2?
 - a. A lion trapped a rabbit.
 - b. A lion tricked a rabbit.
 - c. A rabbit fell into a well.
 - d. A rabbit tricked a lion.

3. The statements below make the lion angry, except
 - a. "I told how strong you were."
 - b. "He told all of us to obey him and be his servants."
 - c. "He said that no animal was so strong as he was."
 - d. "He said that he was the king of all animals in the forest."

4. From the text above we know that the lion saw the well was
 - a. The shadow of himself
 - b. His own friend
 - c. A drowning lion
 - d. Another lion in the water

5. ... "I told how strong you were ..." (Paragraph 2)
What does the underlined word refer to?
 - a. The king
 - b. The rabbit
 - c. The lion
 - d. The animal

(Teks 2 untuk no. 6-10)

Long ago, an old woman and her son lived in a small village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to town and work there. At first his mother did not allow him but finally she let him go with tears. Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother. Some years later he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin Kundang pretended not to know her. He said, "You're not my mother. Go away !" His mother became very sad and before she went she said, "Oh, Malin Kundang, you are a wicked son. You'll never be safe now. You and your money will turn to stone."

Some days later his ship left the harbor. The sea was calm but when he reached the open sea there was a great storm. The ship was drowned. Malin Kundang and his money changed into a stone.

Now people call it Batu Si Malin Kundang. We can see the stone from Air Manis, a village on the coast of West Sumatra near Padang.

6. How did Malin Kundang and his mother live first?

- a. They were poor and hated each other.
- b. They poor but loved each other.
- c. They were rich but lived unhappily.
- d. They were rich and lived happily.

7. What happened to Malin Kundang after going to town?

- a. He became a successful man.
- b. He failed to a good job.
- c. He was sick amnd died.

- d. He had a worse life than before.
8. One of the following statements shows the major complication of the text.
- a. Although they were poor they lived happily.
 - b. Malin Kundang told his mother that he would go to town.
 - c. After Malin Kundang became a rich man he pretended not to know his mother.
 - d. Malin Kundang and his money changed into a stone.
9. One of the following statements is the resolution of the text.
- a. Malin Kundang became a rich man.
 - b. Malin Kundang loved his mother very much.
 - c. Malin Kundang went to town.
 - d. Malin Kundang and his money changed into a stone.
10. What do you think of Malin Kundang. What kind of man was he?
- a. He was a generous man.
 - b. He was a wise person.
 - c. He was a gentleman.
 - d. He was an evil person.

B. Jawab Singkat (*Teks 1*)

1. To get rid of the lion what did the rabbit do?
2. What's the character of the lion?
3. What did the rabbit say to the lion when she came to the lion one day?
4. Where did the rabbit take the lion to meet the animal?
5. What did happen to the lion at the last of story?

3. Kegiatan Penutup

- Menyimpulkan tentang materi yang telah di bahas serta memberikan evaluasi dan umpan balik kepada siswa.
- Menyampaikan tentang rencana pembelajaran berikutnya.
- Menutup kegiatan belajar mengajar.

VIII. ALAT DAN SUMBER BELAJAR

Alat : Lap top, LCD, alat tulis,dll

Sumber : LKS MGMP Bahasa Inggris kelas 8 semester 2, Tahun Pelajaran 2014/2015, BSE English, Let's Talk.

IX. PENILAIAN

- Jenis Penilaian : Tes tulis individu
- Bentuk Soal : Pilihan Ganda dan Jawab singkat
- Soal : 15 butir

Key answers:

A. Soal Latihan

1.B 2.A 3.B 4.A 5.B

1. He wanted more lamb
2. The fox went to a nearby farm

B. Penilaian

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

- 1.She made up her mind by a trick
- 2.The lion very proud
- 3.She saw an animal that looked just like the lion

4. She took the lion to a deep well

5. He was drowned

e. Pedoman Penilaian:

1. Untuk pilihan ganda setiap soal mempunyai bobot nilai 1

2. Untuk jawab singkat bobot nilai 2

3. Nilai maksimal : 100

4. Nilai siswa : nilai pilihan ganda + nilai jawab singkat x 5

Tegal, Juni 2015

Mengetahui

Kepala Madrasah,

Guru Mata Pelajaran,

KHAERI MASRUKHI, S.Pd.I

HILMAN SUHERMAN

Student Worksheet 1

Name : _____

Class/No : _____

Read the text carefully!

Orientatio	<p>John slumped in the armchair, his arms crossed and his face with a gloomy frown. He was a new kid in town, but no-one <i>knew</i> he even there. John didn't like anybody and they didn't like him. All day he sat in the armchair, staring at the window.</p>
Complication	<p>Through the window he <i>saw</i> a gigantic hollow tree in vacant lot. The tree seemed to call him. He <i>stood</i> slowly up, and then he <i>started</i> to walk towards the tree. Its branches were very thin and its roots dug into the ground like claws. The tree had thorns all over it. John <i>tried</i> to turn away from the tree but he couldn't. A mysterious force was pulling him into the hollow.</p>
Reorientation	<p>John never reappeared, but no-one noticed or cared.</p>

1. What is the story about?
2. Find the past verbs
3. What are the generic structure of the text?

Student Worksheet 2

Name : _____

Class/No : _____

Read The Text and Answer The Question!

The Hungry Wolf and the Fox

A fox and a wolf were once friends.

One day the wolf wanted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and hit the wolf with a stick. The next day, the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate.

The farmer beat the wolf with a stick again. And so the wolf had nothing to eat for all his troubles.

1. What is the story about?
2. Who was the main character?
3. Where did the story take place?
4. What is the moral value of the text?
5. What's the main idea of second paragraph?
6. Where did the fox go to catch a lamb for wolf?
7. Please draw a mind map to explain your answer

Student Worksheet 3

Name : _____

Class/No : _____

Answer these questions based on the text!(Teks 1 untuk No.1-5)

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat a lot. The rabbit could stand it no longer. She made up her mind to get rid on the lion by a trick.

One day the rabbit came to lion and said, “Good morning, Sir! Just now I saw an animal over there that looked just like you. He said that he was the king of all animals in the forest. He told all of us to obey him and be a servant.” “Didn’t you tell him about me?” roared the lion. “Yes, I did,” said the rabbit, “I told him how strong you were, but he said that no animal so strong as he was.” The lion was very angry and roared, “Where is he? Where is he?” The rabbit took the lion to a deep well and said, “He is down over there in the well.”

He hastened to the well and looked angrily at the water. “Yes, there he is.” He flew down at his enemy into the well and was drowned.

C. Pilihan Ganda

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- a. The shadow of himself
 - b. His own friend
 - c. A drowning lion
 - d. Another lion in the water
5. ... "I told how strong you were ..." (Paragraph 2)
What does the underlined word refer to?
- a. The king
 - b. The rabbit
 - c. The lion
 - d. The animal

(Teks 2 untuk no. 6-10)

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One day Malin Kundang told his mother that he would go to town and work there. At first his mother did not allow him but finally she let him go with tears. Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother. Some years later he sailed to a harbor near his village. When his mother heard about this news she came to meet him. Malin Kundang pretended not to know her. He said, "You're not my mother. Go away !" His mother became very sad and before she went she said, "Oh, Malin Kundang, you are a wicked son. You'll never be safe now. You and your money will turn to stone."

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 - b. Malin Kundang loved his mother very much.
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 - d. Malin Kundang and his money changed into a stone.

10. What do you think of Malin Kundang. What kind of man was he?
- a. He was a generous man.
 - b. He was a wise person.
 - c. He was a gentleman.
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D. Jawab Singkat (*Teks 1*)

1. To get rid of the lion what did the rabbit do?
2. What's the character of the lion?
3. What did the rabbit say to the lion when she came to the lion one day?
4. Where did the rabbit take the lion to meet the animal?
5. What did happen to the lion at the last of story?

CURRICULUM VITAE

Name : Hilman Suherman
Date of Birth : Tegal, 21th October 1976
Student Number : 113411123
Address : Danawarih RT 04/02 Balapulang Tegal
E-mail : ade_suherman01@yahoo.com
Phone : 081902039363

Background of Education:

- ❖ SDN 1 Danawarih graduated in 1989
- ❖ SMPN 1 Slawi Tegal graduated in 1992
- ❖ SMAN 1 Slawi Tegal graduated in 1995
- ❖ Universitas Islam Negeri (UIN) Walisongo Semarang in 2011 period.

Semarang, July 24th 2015
The Writer,

Hilman Suherman
NIM. 113411123



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax.
7615387 Semarang 50185

SURAT KETERANGAN

Nomor : In.06.3/K/PP.00.9/2483 /2015

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan ini menerangkan dengan sesungguhnya bahwa:

Nama : HILMAN SUHERMAN
Tempat & tanggal lahir : Tegal, 21 Oktober 1976
NIM : 113411123
Program/Semester/Tahun : S.1 Kualifikasi / IX / 2015
Jurusan : Pendidikan Bahasa Inggris
Alamat : Danawarih RT 04/02 Balapulung Tegal
Bahwa yang bersangkutan : **Benar-Benar Telah Bebas Kuliah.**

Surat keterangan ini diberikan untuk keperluan : **Mendaftar Ujian Munaqosah.**

Demikian harap maklum bagi yang berkepentingan.

Semarang, 7 Desember 2015

An. Dekan
Kepala Bagian Tata Usaha

Drs. H. Ahmadi Jaya
NIP. 19610725 199103 1 001

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 2)

Madrasah : MTs Darussalam Balapulang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Alokasi waktu : 2 x 45menit

I. STANDAR KOMPETENSI

11. Memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

- 11.1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi berbagai makna teks *narrative / recount*.
2. Mengidentifikasi tujuan komunikatif teks *narrative / recount*.
3. Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount*.

IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran peserta didik mampu:

1. Memahami isi teks dalam bentuk cerita/ *narrative*.

2. Mampu mengidentifikasi tujuan komunikatif teks narrative / recount.
3. Memahami langkah retorika dan ciri kebahasaan teks narrative / recount.

V. MATERI AJAR

1. Definition of Narrative Text

Narrative is one of text that its social function is to entertain, and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

2. Generic Structure

A Narrative text usually has three or four main parts:

a. Orientation

It is the stage where the narrator gives information about the situation of the characters, what they want, the time and place the story happened. In other words, it answers the questions who, what, when and where. Usually, an atmosphere that makes readers or listeners wants to know more is created here.

b. Complication

It is the stage where a crisis arises. It is usually in the middle of the story to make the story more interesting, as the main character faces problems.

c. Resolution

A satisfying narrative will give resolution to the complication. However, sometimes some narratives let the readers or listeners curious about how the stories end.

d. Reorientation

It is the stage which returns the listeners or readers to the present and provides a kind of magic summation of the events, rather like the moral value at the end of fables.

3. Grammatical Features

a. Focus on specific and usually individualized Participants

b. Use of Action Verbs (material processes): Processes of material doing. They express the notion that some entity physically does something.

c. Use of Past Tense

d. Use of Mental Processes

e. Use time connectives and conjunctions, e.g.: then, when, suddenly, after, finally, etc

f. Saying verbs that remark expression and mind, e.g.: said, told, promised, felt, thought, etc.

g. Use of Adverbs of Time

VI. METODE PEMBELAJARAN

1. Mind Mapping
2. Ceramah
3. Tanya Jawab

VII. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a. memotivasi siswa
 - b. menyampaikan tujuan pembelajaran
 - c. menyampaikan cakupan materi dan uraian kegiatan
2. Kegiatan Inti:
 - a. Eksplorasi:(*Lembar Kerja 1*)
 - 1) Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
 - 2) Siswa membahas dan memahami isi dari teks tersebut.
 - 3) Guru menjelaskan tujuan komunikatif dari teks narrative yang sedang mereka bahas.

Orientation

Once upon a time, there lived a kind young prince named **Jonathan**. He *was* loved, and adored by his people. His two close friends *were* Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

Complication

One day, **The Prince**, **Peter Piper**, and **Franklin Greedy** were walking through **the forest**. **Suddenly** a group of bandits *attacked* the three boys **near an old house**. They *entered* the old house and *blockaded* the gate and doors. The three boys were trapped inside the house. **Franklin** was very terrified and *asked* **the Prince** to surrender immediately, **but Peter** was not afraid. He urged and *supported* the Prince not to give up. The Prince *decided* not to surrender **because** he *realized* that he would become a hostage for the bandits to ask for ransom to his father, **but** Franklin was scared and wanted to make a deal, it *made* Peter suspicious about Franklin's behavior. So he quietly *made* up a plan for him and the Prince to escape.

Reorientation

Early at dawn, Franklin *opened* the front gate and *unlocked* the doors. The bandits *entered* the house in search of the Prince. **When** they *came* to the room **where** the Prince was supposed to be sleeping, no one was there. **Suddenly** they heard a horse running outside the house and *saw* over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out; Peter Piper sneaked out of the house **and** *waited* in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and *took* him with them **while** the Prince **and** Peter *went* safely going back to the Capital.

- b. Elaborasi: (*Lembar Kerja 2*)
- 1) Siswa membaca teks narrative yang diberikan.
 - 2) Guru bersama siswa membahas kesulitan dalam memahami teks.
 - 3) Guru menjelaskan materi tentang narrative teks dengan contoh yang ada untuk mengatasi kesulitan yang di alami siswa dalam memahami.
 - 4) Siswa bersama guru dalam kelompok membahas teks narrative yang mereka dapat terutama mengenai:
 - a) Tujuan komunikatif teks,
 - b) Generic structure teks
 - c) Language Features teks, dan
 - d) Isi teks, yang meliputi: topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.

- 5) Guru memberikan pertanyaan kepada siswa berkaitan dengan contoh teks narrative,
- Who was Dayang Sumbi?
 - Where did the story take place?
 - Who was the dog really?
 - Why did Sangkuriang kill the dog?
 - What's the main idea of second pharagraph?
- 6) Siswa menjawab pertanyaan berdasarkan pemahaman mereka setelah membaca.

Once upon a time, there was a woman named Dayang Sumbi. She lost her needle. A dog found it and gave it back to her. Then, the dog became her husband. Dayang Sumbi had a child named Sangkuriang.

One day, Sangkuriang went hunting in a forest with the dog accompanied him. When he got nothing to hunt, he killed the dog. Sangkuriang didn't know that the dog was his father. Dayang Sumbi was angry at Sangkuriang and Sangkuriang was thrown out from the house. When he adult he met Dayang Sumbi and fell in love with her. He didn't know that she was her mother, but Dayang Sumbi knew that he was her son. Dayang Sumbi agreed with his proposal but he had to make her request one day.

Sangkuriang was angry and kicked the boat when he could not fulfill her request. Then, the boat turned

upside down and became mountain of Tangkuban Perahu.

c. Konfirmasi :(*Lembar Kerja 3*)

- Guru dan siswa mendiskusikan segala sesuatu yang belum di pahami mengenai teks narrative.
- Guru memberi penguatan materi, dengan memberikan soal sebagai latihan.

Answer these questions based on the text!

A. Pilihan Ganda

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants. Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they went thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

1. Where did Little Mantu live?

- | | |
|--------------------------------------|----------------------|
| a. in a big city. | b. in a faraway land |
| c. in a village deep in the jungle . | d. near a village. |

2. Who was Opie?
- a. Mantu's brother.
 - b. Mantu's elephant.
 - c. a big elephant.
 - d. the huge elephant.
3. What did Mantu whisper in Opi's ear?
- a. you're nothing at all.
 - b. you're so small.
 - c. you would become the biggest, strongest and bravest.
 - d. you're the biggest in the jungle.
4. Where did the complication or the problem in the story develop?
- a. Now, Mantu had an elephant of his very own.
 - b. Little Mantu lived in a village deep in the jungle.
 - c. Mantu whispered to Opie's ear.
 - d. We can see what is happening down here in the jungle.
5. What made the huge elephant run away?
- a. after hearing the danger.
 - b. after saw a faraway land.
 - c. after hearing the word snakes.
 - d. they're scared.

There were many beautiful plants in Bobo's gardens and he was very proud of them. Bobo loved watering them every afternoon.

Today Bobo was watering his plants when suddenly the water from the stopped flowing. Bobo was surprised and when he looked around he saw that Giga had stepped the hose and broke it. Bobo was upset and Giga felt very sorry. Then she went to a small pond near the garden, filled her trunk with water, and came back. She sprayed Bobo's garden with water from her trunk.

Bobo was happy and he forgives Giga. Giga promised to get Bobo a new watering hose.

6. What was Bobo doing every afternoon ?
- A. He was watering his plants.
 - B. He was cleaning the garden.
 - C. He was planting some flowers.
 - D. He as fertilizing his plants.
7. What is the complication of the text?
- A. There were many flowers in Bobo’s garden.
 - B. Giga sprayed Bobo’s garden with water from her trunk.
 - C. Bobo was upset when Giga stepped on the hose and broke it.
 - D. Bobo was happy and forgive Giga.
8. How is the complication resolved?
- A. Giga watered the garden with the water from her trunk.
 - B. Giga was angry at Bobo and he left him.
 - C. Bobo was angry at Giga.
 - D. Bobo hated Giga ever after
9. What did Giga promise to Bobo?
- A. She would revise the hose
 - B. She didn’t broke it again
 - C. She would help Bobo to watering plants
 - D. She would get Bobo a new watering hose
10. Did Bobo forgive Giga at the end of story?
- A. No, he didn’t
 - B. Yes, he did
 - C. Yes, he was
 - D. No, he did

B. Jawab Singkat

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a

kind voice that he felt sorry about it. But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach.

Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. What happened next?
4. How did the hare find a way to race?
5. How was the end of the story?

3. Kegiatan Penutup

- Menyimpulkan tentang materi yang telah di bahas serta memberikan evaluasi dan umpan balik kepada siswa.
- Menyampaikan tentang rencana pembelajaran berikutnya
- Menutup kegiatan belajar mengajar.

VIII. ALAT DAN SUMBER BELAJAR

Alat : Lap top, LCD, alat tulis,dll

Sumber : LKS MGMP Bahasa Inggris kelas 8 semester 2, Tahun Pelajaran 2014/2015, BSE English, Let's Talk.

IX. PENILAIAN

- a. Jenis Penilaian : Tes tulis individu
- b. Bentuk Soal : Pilihan Ganda dan Jawab singkat
- c. Soal : 15 butir

Key answers:

A. Soal Latihan

- 1.B 2.B 3. 4.B 5.C
1. Become Dayang Sumbi's husband
 2. a boat
 3. West Java

B. Penilaian

- 1.C 2.B 3.C 4.A 5.C 6.A 7.C 8.A 9.D
10.B
- 1.the hare and the tortoise
 - 2.To race down to the beach
 - 3.The tortoise refuse it
 - 4.He asked the tortoise to come with him
 - 5.the tortoise might win this time

e. Pedoman Penilaian:

1. Untuk pilihan ganda setiap soal mempunyai bobot nilai 1
2. Untuk jawab singkat bobot nilai 2
3. Nilai maksimal : 100
4. Nilai siswa : nilai pilihan ganda + nilai jawab singkat x 5

Tegal, Juni 2015

Mengetahui

Kepala Madrasah,

Guru Mata Pelajaran,

KHAERI MASRUKHI, S.Pd.I

HILMAN SUHERMAN

Student Worksheet 1

Name : _____

Class/No : _____

Read the text carefully!

Orientation

Once upon a time, there lived a kind young prince named **Jonathan**. He *was* loved, and adored by his people. His two close friends *were* Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

Complication

One day, **The Prince**, **Peter Piper**, and **Franklin Greedy** were walking through **the forest**. **Suddenly** a group of bandits *attacked* the three boys **near an old house**. They *entered* the old house and *blockaded* the gate and doors. The three boys were trapped inside the house. **Franklin** was very terrified and *asked* **the Prince** to surrender immediately, **but Peter** was not afraid. He urged and *supported* the Prince not to give up. The Prince *decided* not to surrender **because** he *realized* that he would become a hostage for the bandits to ask for ransom to his father, **but** Franklin was scared and wanted to make a deal, it *made* Peter suspicious about Franklin's behavior. So he quietly *made* up a plan for him and the Prince to escape.

Reorientation

Early at dawn, Franklin *opened* the front gate and *unlocked* the doors. The bandits *entered* the house in search of the Prince. **When** they *came* to the room **where** the Prince was supposed to be sleeping, no one was there. **Suddenly** they heard a horse running outside the house and *saw* over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out; Peter Piper sneaked out of the house **and** *waited* in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and

took him with them **while** the Prince **and** Peter *went*
safely going back to the Capital.

1. What is the story about?
2. Find the past verbs, adverbs of time and conjunction...
3. What are the generic structure of the text?

Student Worksheet 2

Name : _____ Class/No : _____

Read The Text and Answer The Question!

Once upon a time, there was a woman named Dayang Sumbi. She lost her needle. A dog found it and gave it back to her. Then, the dog became her husband. Dayang Sumbi had a child named Sangkuriang.

One day, Sangkuriang went hunting in a forest with the dog accompanied him. When he got nothing to hunt, he killed the dog. Sangkuriang didn't know that the dog was his father. Dayang Sumbi was angry at Sangkuriang and Sangkuriang was thrown out from the house. When he adult he met Dayang Sumbi and fell in love with her. He didn't know that she was her mother, but Dayang Sumbi knew that he was her son. Dayang Sumbi agreed with his proposal but he had to make her request one day.

Sangkuriang was angry and kicked the boat when he could not fulfill her request. Then, the boat turned upside down and became mountain of Tangkuban Perahu.

1. What is the story about?
2. Who was Dayang Sumbi?
3. Where did the story take place?
4. Who was the dog really?
5. Why did Sangkuriang kill the dog?
6. What's the main idea of second paragraph?
7. Please draw a mind map to explain your answer!

Student Worksheet 3

Name : _____

Class/No : _____

Answer these questions based on the text!

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