

**THE EFFECT OF USING STORY MAPPING TECHNIQUE
ON READING NARRATIVE TEXT AT THE TENTH
GRADE STUDENTS OF SMK LMC MODEL INDUSTRY
SIPIROK SOUTH TAPANULI REGENCY**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as the partial fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

HOTRINA SIREGAR

Reg. Number. 1920300057

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Written By:


HOTRINA SIREGAR
Reg. Number. 1920300057



ADVISOR I


Dr. Hamka, M. Hum
NIP. 19840815 200912 1 005

ADVISOR II


Sri Minda, M. Hum
NIDN. 201801880

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

**STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER OF AGREEMENT

Term : Munaqosyah
An. : Hotrina Siregar

Padangsidimpuan, 1 November 2023

To:

Dean Tarbiyah and Teacher
Training Faculty UIN Syekh Ali
Hasan Ahmad Addary
Padangsidimpuan
in-
Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh


After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Hotrina Siregar, entitled *The effect of using story mapping technique on readingng narrative text at X grade students of SMK LMC MODEL INDISTRY Sipirok*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis.


Thus, we convey, hopefully it can be understood and for your attention thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

ADVISOR I


Dr. Hamka, M.Hum
NIP. 19840815 200912 1 005

ADVISOR II


Sri Minda, M.Hum
NIDN.201801880

DECLARATION OF THESIS COMPLETION

In the name of Allah, the Most Merciful, I am the undersigned:

Name : Hotrina Siregar

Reg. Num : 1920300029

Department : English Education

Faculty : Tarbiyah and Teacher Training

Tesis' Title : The Effect of Using Story Mapping Technique on Readingng Narrative Text at X Grade Students of SMK LMC MODEL INDISTRY Sipirok.

Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Student Code of Ethics in article 14 verse 4 of 2014.

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Padangsidimpuan, 1 November 2023
Declaration Marker,



Hotrina Siregar
Reg. Number 1920300057

PUBLICATION APPROVAL STATEMENT

As Academic Civity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, I am the undersigned:

Name : Hotrina Siregar
Reg. Num : 1920300057
Department : English Education
Faculty : Tarbiyah and Teacher Training
Works' Type : Thesis

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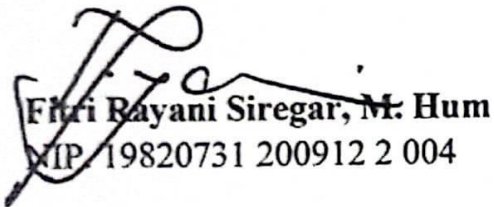
Hotrina Siregar
Reg. Number 1920300057

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Hotrina Siregar
Registration Number : 19 203000 57
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Title of Thesis : **THE EFFECT OF USING STORY MAPPING
TECHNIQUE ON READING NARRATIVE TEXT AT
THE TENTH GRADE STUDENTS OF SMK LMC
MODEL INDUSTRY SIPIROK SOUTH TAPANLI
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Chief,

Secretary,

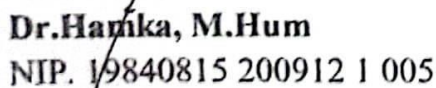

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004


Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

Members,


Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004


Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602


Dr. Hanika, M. Hum
NIP. 19840815 200912 1 005


Sri Minda, M. Hum
NIDN. 2018018801

Proposed:

Place : Padangsidempuan
Date : November, 22rd 2023
Time : 14:00 WIB until finish
Result/Mark : 82.00(A)
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : The effect of using Story mapping technique on Reading Narrative text of X grade students of SMK LMC MODEL INDUSTRY Sapirok.

Written By : Hotrina Siregar

Reg.No : 19 203 00057

Faculty/Department: Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
For Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 02 Oktober 2023
Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

ABSTRACT

Name : Hotrina Siregar
Reg. Num 1920300029
Department : English Education
Faculty : Tarbiyah and Teacher Training
Title of thesis : The Effect of Using Story Mapping Technique on Reading
Narrative Text at the Tenth Grade Students of SMK LMC
MODEL INDUSTRY Sipirok South Tapanuli Regency

This research was done to know the student mastery in reading narrative text at the X Grade students of SMK LMC Model Industry Sipirok. The objective of this research is to know the whether the story mapping can develop student reading in narrative text or not. The researcher identified many problems such as the students were lack on vocabulary, the student does not understand about meaning of the text and The Teacher has monotonous strategy teaching. This research was done in SMK LMC Model Industry Sipirok. The kind of this research is quantitative approach with experimental method. The population of this research was Tenth grade students of SMK LMC Model Industry Sipirok South Tapanuli regency and the sample was selected by using technique sampling. They were X GP-1 served as experimental class that consisted of 20 students and X GP-2 as control class that consisted of 18 students.it was conducting normality and homogeneity test. The researcher used one instrument, namely test. The data was analysed by using statistical in order to know the significant difference of students' achievement both in pre-test and post-test. After analysing the data, it showed that there were different scores obtained in pre-test and post-test. The score of t- counted was higher than t-table by applying 0.05 level of significance and degree of freedom (Df) was 36. Therefore, use of story mapping technique is effective on reading narrative text at the Tenth-grade student of SMK LMC Model Industry Sipirok South Tapanuli Regency.

Keywords: *Story Mapping Technique, Reading Narrative text*

ABSTRAK

Nama : Hotrina Siregar
NIM : 19 203 00057
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul skripsi : Pengaruh Penggunaan Teknik Pemetaan Cerita terhadap membaca Teks narasi pada siswa kelas X SMK LMC MODEL INDUSTRI Sipirok Kabupaten Tapanuli Selatan.

Penelitian ini dilakukan untuk mengetahui penguasaan siswa dalam membaca teks narasi pada siswa kelas X SMK LMC Model Industri Sipirok. Tujuan dari penelitian ini adalah untuk mengetahui apakah pemetaan cerita dapat mengembangkan kemampuan membaca siswa dalam teks narasi atau tidak. Peneliti mengidentifikasi banyak masalah seperti siswa kekurangan kosa kata, siswa tidak memahami makna teks dan guru mempunyai strategi pengajaran yang monoton. Penelitian ini dilakukan di SMK LMC Model Industri Sipirok. Jenis penelitian ini adalah pendekatan kuantitatif dengan metode eksperimen. Populasi penelitian ini adalah siswa kelas X SMK LMC Model Industri Sipirok Kabupaten Tapanuli Selatan dan sampel dipilih dengan menggunakan teknik sampling. Yaitu X GP-1 sebagai kelas eksperimen yang berjumlah 20 siswa dan X GP-2 sebagai kelas kontrol yang berjumlah 18 siswa yang dilakukan uji normalitas dan homogenitas. Peneliti menggunakan satu instrumen yaitu tes. Data dianalisis dengan menggunakan statistik untuk mengetahui perbedaan signifikan prestasi belajar siswa pada pre-test dan post-test. Setelah dilakukan analisis data menunjukkan bahwa terdapat perbedaan skor yang diperoleh pada pre-test dan post-test. Skor t-hitung lebih tinggi dari t-tabel dengan menerapkan tingkat signifikansi 0.05 dan derajat kebebasan (Df) adalah 36. Oleh karena itu, penggunaan teknik pemetaan cerita efektif dalam membaca teks naratif pada siswa kelas sepuluh SMA. SMK LMC Model Industri Sipirok Kabupaten Tapanuli Selatan.

Kata kunci: Tehnik pemetaan cerita, Membaca Narrative Text

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Researcher

Hotrina Siregar
Reg.Number. 192030037

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading as one of language skill, has a very important role. The students should comprehend the reading for certain purpose; however, it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and soon. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Reading is tool to get information. Reading also activity that use text as material to get information.it will be enjoy if the students understand the text about. By reading the students can get many information from the text and can solve the things that will help them in study.

Reading is process transforming idea from the text to the brain, so brain can conclude it as information. The information will help the reader to solve their problem. It will be for daily life, study and social. By reading, reader will improve their knowledge in language skills. It will construct the mind reader to conclude the information from the text. Related to explanation above, reading is activity that people do in daily life to complete the lack of information to solve the problem. The problem can all people.

The 2013 Curriculum certainly has the achievement expected by government. In this case, student ability reading narrative text can be realized, in reading narrative there are many things must be learned. The first is generic

structure such as an orientation, event and reorientation, and the second is language features such as simple past tense and present simple. So, student must understand for both are. Learning English certainly has achievements namely standard of minimum completeness, and one of English Teacher of SMK LMC said that standard of minimum completeness used in SMK LMC is 75, even so, sometimes students' scores do not reach the standard of minimum completeness scores, and event not in accordance with expectation. in English curriculum is one of important the subject that include to learn in SMK LMC. Based on the interview with English teacher of the grade ten SMK LMC, she said that, she does not use many strategies in teaching reading. She taught the reading in classroom by reading aloud. She also said student still in reading comprehension, they do not know the meaning of the text, they lack on vocabulary so, they can understand the text. The second, the students had low scores in reading. the third, monotonous strategy in classroom make student are bored in reading. The last problems were occurred because student do not understand meaning of the text, so they do not know purpose of the text.¹

Based on the teachers' explanation above the researcher found some reasons why students cannot comprehend their reading. The first, the students lack on vocabulary. According to Natta in Islam, reading also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT through Gabriel that reflect an introduction to read (Iqra). Surah Al-Alaq verse 1): 1) *اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ*

¹Putri Maya Siregar, "English Teacher of Smk Lmc Model Industry.

Meaning: Proclaim! (Or read!) in the name of the Lord and Cherisher, who created.

Based on these verses, in the first verse Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objects to be read, they are the verses of Allah SWT that written in the Quran and the verses of Allah that does not write in the Quran such as in the universe with all the law of causality inside and what inside the men. Expert educates agree that the comprehension of human being as the important thing in formulating various policy related to the formula of educational purpose, material of education, and educational method.

According to Annisa and Oktavi story mapping is the technique is effective in reading comprehension skills of children and the skills are also maintained. For these reasons, it is emphasized that teachers use the story map technique in teaching reading comprehension skills to their students in their classrooms.³ Story mapping is strategies that can motivate and stimulate students to learn to read and understand content what he has read. With stories mapping students learn to understand the contents of reading texts especially in the stories it contains elements of the story, namely characters and characterizations, plot, title, background story and story mandate. Story mapping is a strategy used for understand the uncertainty of the story by making a map or a chart that contains the elements of the story and is made

² Abudin Natta, "Learning-Teaching Methods of the Prophet Muhammad (P.B.U.H.)."

³ Imana Annisa and Witri Oktavi, "Using Story Mapping Technique in Teaching Reading of Narrative Text for Junior High School Students." <http://ejournal.unp.ac.id/index.php/jelt>

in an interesting way to attract students' interest the deaf generally lacks interest in reading. Therefore, it needs a method fun to read.⁴ Meanwhile, Boulineau et al stated Story mapping directs students' attention to relevant elements of stories using a specific structure. Story maps provide a visual-spatial display for key information in narrative text. These maps function to prompt learners to identify story elements and provide space for them to record this information. Story maps may be used before reading a passage to elicit prior knowledge, facilitate discussion, and record relevant information about a topic. The use of story maps while reading a passage provides a guide for readers to record significant information and serves as a review after reading.⁵ Another benefit of story mapping is stated by Patton and Economy that the elements of a story aids students in their understanding of what is taking place in the story. When students try to comprehend the story and use the story mapping strategy, they will find the elements of story such as characters, setting, problems, events, and solutions. By knowing the story elements, it is expected to increase the student comprehends in reading.⁶

Based on the reasons above, the researcher used the research of story mapping as one of the effective media in teaching reading. Story mapping is a graphic or semantic visual representation of a story. It is direct students' attention to relevant elements of stories using a specific structure. Story map provides a visual-spatial display for key information in narrative text. The map illustrates ways

⁴ Oktafiyanti Nor Fadilah and Siti Masitoh, "Strategi Story Mapping Terhadap Kemampuan Membaca Pemahaman Teks Narasi Anak Tunarungu."

⁵ Boulineau et al., "Use of Story-Mapping to Increase the Story-Grammar Text Comprehension of Elementary Students with Learning Disabilities."

⁶ Economy, *User Story Mapping*.

to show an overview of a story. It is also telling the information about its generic structure, such as characters, setting, goal, event and resolution. The researcher gave a technique which based on some sources has improved students' reading comprehension of narrative text that is story mapping. Regarding to the explanation above the writer decides to conduct the research on "The Effect of Story Mapping Technique on Reading Narrative Text.

B. Identification of the problem

Based on the background of the research above, the researcher formulates problems the research as follows:

1. The students have lack on vocabulary
2. The student did not understand about the meaning of the text.
3. The teacher has monotonous strategy teaching.
4. The student gets difficult in generic structure of narrative text.

C. Limitation of problems.

Based on the identification above, there are several factors in reading narrative text, such as students have lack on vocabulary, students did not understand about meaning of the text, learning style, and strategy in teaching learning process is suitable. So, this research focused on students reading narrative text used story mapping technique on reading narrative text.

D. Formulation of the problems.

1. Does story mapping technique significantly affect in reading narrative text at x grade SMK LMC Sapirok?

2. How does the story mapping technique significantly effect on students reding narrative text at x grade SMK LMC Sapirok?

E. Objectives of the research.

Related to the research problem above, this research also formulated the research objectives, they were:

1. To know whether story mapping technique significantly affect in reding narrative text at x grade SMK LMC Sapirok
2. To describe how story mapping technique significantly affects in reding narrative text at x grade SMK LMC Sapirok

F. Significances of the Research.

This study is significant for two reasons: theoretically and practically. Theoretically, the researcher would like to find the effect of using story mapping technique on reading of narrative text in SMK impractically, the researcher expects to give contribution for:

1. For English teachers

By doing this research, the teacher is expecting to increase the knowledge on how to motivate students to be interested in learning. The researcher hopes that the English teacher is more creative in teaching than before. So, the students will get better achievement in teaching learning process and to give more information about variety or technique in learning reading narrative text.

2. For students

To give information and knowledge about how the use of story mapping technique towards students reading comprehension of narrative text and to improve their skill in narrative text.

3. For researchers

It was expected that the result will give some knowledge and experience in teaching and learning process, especially in teaching reading by using of story mapping technique toward students reading comprehension of narrative text. And as references in learning proses in the future.

G. Definitions of Operational Variables terminology

1. Independent Variable X (Story Mapping Technique)

Story mapping technique is a graphic organizer consists of six components which commonly appear in a story: title, characters, settings, main events, problems, and conflicts, and solution or resolution, it helps the readers to make a relation between the stories which they read and their knowledge.

2. Dependent Variable Y (Reading Narrative Text)

Reading narrative text is Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story. ⁷

⁷ Rahmawati, "Improving Students ' Writing Ability on Descriptive."

H. Outline of the Research

The outline of this research is divided into five chapters. Each chapter is divided into the following sub-chapters:

Chapter one consists of introduction, they are the background of the problem, the limitation of the problem, the formulation of the problems, the objectives of the research, the significances of the research, definition of operational variables and the outline of thesis. Chapter two consist of the description of reading narrative text, story mapping technique, the related findings, the conceptual framework and the hypothesis. Chapter three consist of the research which divided into sub chapter: the place and time of the research, the research design, the population and sample, the research instrument, technique of collecting data, and the technique of analyzing data. Chapter four consist of the description of data, analysis of hypothesis, the discussion of the result and treats of the research design. Chapter five consist of the conclusion, and suggestion that are given by the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Description of Reading Narrative Text

a) Definition of Reading

Reading is one of the important skill that is needed by the students from elementary school through university levels. By reading the students are able to get a lot of information based on what they have already read. reading is a proses of putting the readers in contact and communicates with ideas.⁸ Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. It is also supposed to be an aspect to develop self-confidence and motivation within the students in dealing with difficulties in academic reading, especially in learning English in Junior High School. In Indonesia, English becomes more important.⁹ so, it means reading is an activity of perceiving, analysing, and interpreting which is done by the reader to get the message that the writer wants to convey in the written media.

Reading is important to increase someone's self-confidence. Reading is about how someone fills his brain through what she or he reads. Someone will

⁸Aditya Suparman, "Improving Students Reading Comprehension Through Story Mapping Strategy At Sma Negeri 1 Terusan Nunyai Desta Aditya , Ujang Suparman , Dedy Supriadi University of Lampung."

⁹Norma Ita Sholichah Norma Ita Sholichah, "The Effect of Story Mapping on Reading Comprehension," *INTAJ : Jurnal Penelitian Ilmiah* 1, no. 1 (2017): 29–48, <https://doi.org/10.35897/intaj.v1i1.43>.

be less confident if he or she does not have knowledge or information that she wants to say. Otherwise, someone will be confident if she or he has the knowledge and information. Such like in discussing class, the students who read many sources will be more confident to present their paper than the students who do not read many sources. Students who have read the information or knowledge from many sources will be more active to deliver their paper in front of their friends. All the information and knowledge are gotten through reading.¹⁰ From the definition above, it can be concluded that reading is a process to get information or understand ideas, which are symbolized by a written or printed language as a piece of a communication. Besides reading also the process of guessing what is the meaning of the text that involve guessing, predicting checking and asking question.

b) Types of Reading

There are many kinds of reading to understanding a text easily and quickly. According Harmer there are types of reading; skimming, scanning, extensive reading and intensive reading.¹¹

a. Skimming

Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives reader advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the

¹⁰Riandry Fadilah Nasution, Eka Sustris Harida, and Sojuangon Rambe, "Reading Strategies Used By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): 263, <https://doi.org/10.24952/tazkir.v4i2.1116>
<https://www.researchgate.net/publication/333851270>

¹¹Jeremy Harmer, "How to Teach English Harmer, Jeremy (1).Pdf," 1998.

developing and supporting ideas. According to Brown “asserted that "skimming is the process of rapid coverage of reading matter to determine its gist or main idea.¹²

b. Scanning

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in the text. Scanning exercise ask student to look for names or dates, to find a definition term of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedule, manual and forms.¹³ Based on the statement above, reading using scanning can help the students to get information from the book and the students can use the time efficiently.

c. Intensive Reading

According to Grellet “intensive reading is reading shorter texts, to extract specific information a reading short text to extract specific information. This is more an accuracy activity involving reading for detail. on the contrary, such an approach would stop them scanning successfully. Its means Intensive reading is a careful study, careful study, and discussion by the reader on a short

¹²H Douglas Brown. Teaching by Principle an Interactive Approach to Language Pedagogy Second Edition, *Teaching-by-Principles-H-Douglas-Brown.Pdf*, N.D.

¹³H Douglas Brown. Teaching by Principle an Interactive Approach To Language Pedagogy Second Edition.

reading, about two to four. As for what is included in this intensive reading group, namely, reading content review, reading language study.¹⁴ From statement above the researcher conclude that the intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading text for enjoyment and to develop general reading skills.

d. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity involving reading for detail.¹⁵ Extensive reading material will be chosen at a lower difficulty level than intensive reading material. The goal of extended reading is to educate the learner how to read fluently and directly in the target for pleasure without help of the teacher. Student may be directed to pieces of current interest in foreign language publication or newspaper through extensive reading assignments. To prevent pupils from becoming mired down in difficult reading, the teacher should discuss the relationship between the articles to be read, taking into account the reader's unique interest. Reading for enjoyment is referred to as extensive reading. The reader is interested in learning more about something. After reading the reader is unconcerned about specific or critical facts. People usually read to keep themselves informed.

Extensive has a few characteristics:

¹⁴Francisco Franfoise Grellet, "Developing Reading Skills A Practical Guide to Reading Comprehension Exercises," n.d.

¹⁵Francisco Grellet.

- a) Its aids to development of active vocabulary in learners.
- b) Silent reading is extensive reading.
- c) The topic matter is highlighted in lengthy reading.
- d) In the length.

e. Reading in Aloud.

Aloud reading is read the text by using loud voice. Read aloud also practice their tongue to pronounce every word found in reading. The focus of reading aloud is not catching their ideas every word in a sentence.

f. Silent reading

Silent reading, its means reading without ani voice or sound to focus and comprehend the text. This kind of reading leads the leads the reader to a better comprehension. Silent reading is a skill to criticise what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basic of what is read.

c) The Purpose of the Reading

The purpose of reading is getting the new information from the text or passage. Through reading the reader keeps informed on the political, science, social and economic or it can be entertaining the reader. To get purpose of reading the must connect with subject about what they read. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social,

and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behaviour it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country. According to William and London, the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.¹⁶ So purpose of reading is to get information, reading to learn so this also the reason why reading is so important thing to learn.

a) Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

b) Reading to skim quickly

¹⁶Grabe William and Fredericka Stoller London et al., "Teaching and Researching Reading . (2002). William Grabe and Fredericka L ." 14, no. 2 (2002).

in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed. Reading to skim quickly is a common part of many readings task and a useful skill.

c) Reading to learn from text.

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

d) Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources. These processes under very limited time contain.

d) Definitions of Reading Comprehension.

Reading comprehension means the reader get information from the text then understand it to make their representative. In other hand the reader makes own word from the text. In reading comprehension, the reader understands what they read about. Reading comprehension is the ability to construct and extra meaning from extra meaning from a written text. It is considered to be the most critical skill that is needed to succeed in school. If readers have serious difficulties to gather relevant information from a historical account, a

mathematical word problem, or a passage in a biology book, they are bound to fail in most every task that is put before them.¹⁷ So, it means reading comprehension Reading is an activity of perceiving, analysing, and interpreting which is done by the reader to get the message that the writer wants to convey in the written media.

Reading comprehension here has been adopted from Alvermann et al who defines comprehension as a process in which a reader constructs meaning while, or after, interfacing the combination of prior knowledge and previous experience, information in text, the stance she or he takes in relationship to the text, and immediate, remembered, or anticipated social interactions and communications “. If readers have serious difficulties to gather relevant information.¹⁸ from a historical account, a mathematical word problem, or a passage in a biology book, they are bound to fail in most every task that is put before them.¹⁹ So, it means reading comprehension is Reading is an activity of perceiving, analysing, and interpreting which is done by the reader to get the message that the writer wants to convey in the written media.

e) Phrases of reading comprehension

There are three phases that reader do in their reading comprehension activity. These phases re before reading, during reading and after reading.

¹⁷Matthias Grünke, Jürgen Wilbert, and Kim Calder Stegemann, “Analyzing the Effects of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities,” *Learning Disabilities: A Contemporary Journal* 11, no. 2 (2013): 51–64.

¹⁸Donna E Alvermann, Norman J Unrau, and Robert B Ruddell, “Theoretical Models and Processes of Reading,” n.d.

¹⁹Grünke, Wilbert, and Stegemann, “Analyzing the Effects of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities.”

a Before reading

This first phase is important to be done that the student will be motivate to know the content of the reading text exactly. For students who are familiar with the content of a passage, linking related background knowledge, to take it easy. On the other hand, poor readers may have limited prior knowledge or they fail make connections between what they learning. Many students will have enough prior knowledge from this introduction to the literature to read learnt from it.

b During reading.

The reader can recall from instances when reader was reading and turning the page, but not playing attention to what reader was doing. Reader suddenly looked down and realized they had gone several pages beyond where they last remembered where readers was in the book.

c After reading.

This phase is the last phases in reading comprehending of the text. After reading, student can identify concepts or word that were difficult and seek clarification.²⁰ It means after reading is the reader can identify the main idea, summarize, check if the purpose was met and ask the question.

²⁰janette k. klingner. sharon vaught alison Boardman, *Teacing in Reading Comprehension to Student with Learning Difficulties*, n.d., <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

f). Strategies for Reading Comprehension

To comprehend the reading also have strategy to make sure the reader understands the text. Brown says some strategies for reading comprehension are below.

- 1) Identify the purpose make sure the written that you are looking for and can weed out potential distracting information.
- 2) Use graphemic rules and patters to aid in bottom-up decoding.
- 3) Use efficient silent reading technique for improving fluency.
- 4) Skim the text for main idea.
- 5) Scan the text for the specific information.
- 6) Use semantic mapping and clustering.
- 7) Guess when you are not certain.
- 8) Analyse vocabulary.²¹

Based on the statement above the researcher conclude that the strategies of reading comprehension must choose the best text that the reader want to read cause the first strategies must identify text for make sure is their information in the text.

f) Problems in Reading

Discussing problems that happen in reading is important. There are several problems that often are faced by the students during reading process and

²¹H Douglas Brown.teaching by principle an interactive Approach to language pedagogy second edition, *Teaching-by-Principles-h-Douglas-Brown.Pdf*.

according to Hilya and Sutarsyah there are two problems in reading. The explanations can be seen below:²²

a. Vocabulary

The investigation of vocabulary in the text is the next aspect that needs to identify. It is claimed that the condition of the words in a text has a great influence to readers' comprehension. Recognizing words is a dominant factor in reading comprehension. Reading is actually recognizing words in a text in order to get meaning as intended by the writer. It is said that the acquisition of word meaning is fundamental to all comprehension in reading. Without satisfactory word meaning, comprehension of either spoken or printed language is impossible

b. Sentence Problems

Based on the data, the students' problem in terms of sentence or grammatical structure was classified into four categories sentences. It was found that the students had difficulty when they encountered a long sentence. This long sentence can be in the form of an adjective clause. The students were also confused with the use of comma in complex sentences.

This problem basically belongs to problem 1 because problem of long phrase occurs in a long or complex sentence. The case is that the students knew individual words, but when they were put into phrase, the words were confusing.

²²Anisa Nurul Hilya and Cucu Sutarsyah, *Students' Constraints in Reading Descriptive Text at the Third Year Students of Smpn 6 Bandar Lampung*, n.d., <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/5049/pdf>.

g) Narrative Text

1. Definition of Narrative Text

There are some kinds of the texts, such as descriptive, recount, argumentative, explanation, spoof, fables, cartoon strips, folk tale, persuasive, news item, and procedure and narrative text. Narrative text is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Narrative text is the text which tells about story or past event from the beginning to the end. According to Laila “Narrative text that tell a story that is used to inform, entertain, motivate, or to teach the readers”. Therefore, most students are ready to make material such as writing a fiction story that encourage creativity to pour their imagination out to their story and writing personally²³. Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.²⁴

From the explanation above its concluded that narrative text is a text that tells a series of events sequentially and connected to each other. This type of text has an imaginative nature or imaginary story that aims to entertain the reader.

2. Structure of narrative text

The generic of narrative text is consisting of:

²³Mohamad Yunus Laia, “The Difficulties of Students to Write Narrative Text at The Eight Grade Students of SMP Negeri 1 Lolowau,” *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 7, no. 1 (2019): 125–31.

²⁴Rayendriani Fahmei Lubis, “Writing Narrative Text,” *English Education* 02, no. 01 (2014): 61–76, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.

1) Orientation

In orientation that show the main characters of the story. Therefore, is generally of where the action is located and place.

2) Complication

This section will be being to enter into paragraphs that tell the beginning of the problem of an event or incident. Because it is chronological in nature, the problems that arise at the beginning will continue into series of long storylines that contain the conflict.

3) Resolution

In this part the implication may be resolved for better or worse, that mean from the story it can be see the ending of the story event thought sad or happy.

d) Resolution/ coda

Resolution or coda is existing after the resolution. It is a change that happened the character and the lesson that taken from the story or sometimes it called it's a moral value from the story.²⁵

c. Types of narrative text

There are many different types of narrative texts, among others:

1. Humour

Humor is a funny text that is entertain, only contains entertainment, and does not have a separate message to convey to the reader.

²⁵Putri Ulul Apriliyani and Himmawan Adi Nugroho, "An Analysis of Narrative Text Writing Made by the Tenth Graders of Acceleration Class at SMA Negeri 1 Sidoarjo," 2014, 1–6.

2. Romance

Romance story is romantic story are story that tell stories of love and affection that exist between the characters in them.

3. Crime

Crime fiction is a literary genre taha fictionalizes crime, its detection, its criminals and their motives. The genre is usually distinct from general fiction and other such as historical fiction or science fiction, but the boundaries are blurred.

4. Mystery

Mystery is a story about the discovery of a mysterious case or event.

5. Fantasy

Fantasy stories is contained with magic, strangeness, or mysterious thing. Apart of that, this story also contains supernatural and mysterious things cannot found in the real world.

6. Adventure²⁶

Adventure stories is a genre that shows the adventures of the main character going through various obstacles to achieve a goal.

d. The example of narrative text.

Sangkuriang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the

²⁶Thomas Tallis School, "A Guide to Text Types: Narrative, Non-Fiction and Poetry," 2013, https://www.thomastallischool.com/uploads/2/2/8/7/2287089/guide_to_text_types_final-1.pdf. 32,

heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. **(Orientation)**

The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Every day, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumen. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. “What?” Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang’s head with it. **(Complication)**

Dayang Sumbi was so sad; she didn’t pay any attention to Sangkuriang and started to cry. **(Resolution)**²⁷

From the example above the researcher conclude that the orientation is to show where the place of story happened and complication is to explain that the event in the story.

²⁷Shiyla K Lande and Eka Mulya Astuti, *Forward for Vocational School Grade X*, ed. S.s Fridya Istariani (bandung, 2014), <https://doi.org/source://www.writeexpress.com>.

2. Story Mapping Technique

a. General Understanding of Story Mapping Technique

Story mapping is a strategy that uses graphic organizer to help students break down the text of a novel or short story. These visual representations help students examine different components of the story. Creating a story map improves student' comprehension because they can more easily visualize the framework of the story.²⁸ From the statement above story mapping a graphic to make the students easier to know about the element of story. In other hand story mapping is the elements of a story aids students in their understanding of what is taking place in the story. When students try to comprehend the story and use the story mapping strategy, they will find the elements of story such as characters, setting, problems, events, and solutions.²⁹

Fadilah said that story mapping is simply graphic presentation of story Grammar. From definitions can be known that story mapping is branch of the story grammar that made students be easier to read a story.³⁰ Story mapping can be seen as a visual of sequence of events and actions in the story.³¹ Its means story mapping is a simple graphic to show the elements of story such as topic, even, conclusion etc.

In line with this, according to Salsabila et.al states that story mapping helps students perceive the sequence of story development. In addition, he says

²⁸Gay Miller, *Story Mapping*, Ed. Mr.Henshaw Teaching Ideas, N.D.

²⁹Jeff patton and peter Economy, *User Story Mapping* (o'reilly, n.d.).

³⁰Himatul Fadhillah, "The Effect of Implementing the Story Map Technique on Students in Writing Ability Narrative Text," *Jurnal Al-Lughah* 9 (2020): 28–41, <http://0-dx.doi.org.enterprise.sacredheart.edu/10.7257/1053-816X.2015.35.6.271>.

³¹Fardhila Sheli Rahmawati, Bambang Yudi Cahyono, and Mirjam Anugerahwati, "Effect of Story Maps on EFL Students' Achievement in Writing Narrative Texts," *Journal on English as a Foreign Language* 8, no. 2 (2018): 130, <https://doi.org/10.23971/jefl.v8i2.877>.

that story mapping is particularly useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated. In other words, a story map leads the students to form a mental picture of story structure and to understand the related story part in narrative text.³²

b. The Purpose of Story Mapping

According to Farris stated that there are some purposes of story mapping.

They are:

- 1) Enhances meaning with mental imagery. Links past
- 2) experience to the words and ideas in the text.
- 3) Allows readers to create mental images from words in the text.
- 4) Enables readers to place themselves in the story
- 5) Strengthens a reader's relationship to the text.
- 6) Stimulates the imaginative thinking.
- 7) Brings joy to reading.
- 8) Heightens engagement with text³³

Based on the purposes above it means that the function of story mapping method is expected to facilitate and help the students getting a good

³²Firona Nur Salsabila, Neneng Islamiah, and Andrea Chandra, "The Implementation Story Mapping Strategy In Students' Reading Comprehension At MTs Al-Furqon Muhammadiyah 03 Banjarmasin 2019/2020," *Proceeding: Islamic University of Kalimantan* 1, no. 1 (2020): 79–82, <http://www.spinger.com/978-94-007-1173-0.pdf>.

³³J. Famela Pamela J. Farris, *Teaching Reading a Balance Approach for Todays Classroom* (New York:Mc Graw- Hill), n.d.

understanding of a story or text and supposed to comprehend the mean of whole text.

c. The Technique of Using Story Mapping

The general procedure to follow when preparing a basic story map includes the following steps:

- a) Read the story write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story.
- b) Place the title, theme, or topic of the story in the centre of the graphic story map in a predominant box or at the top of the semantic chart.
- c) Draw enough ties projecting out symmetrically from the centre of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the centre. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.
- d) Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the key plot event, adding relevant information from the summary list.
- e) Review the final semantic chart or story map for completeness. Those steps are preview of procedure how to apply the story mapping method

theoretically. Here the writer will make the graphic of story mapping to draw the steps above.³⁴

Based on the explanation above the researcher draw the conclusion that the way to use story mapping technique to make the students more easily to student to understand the text especially narrative text.

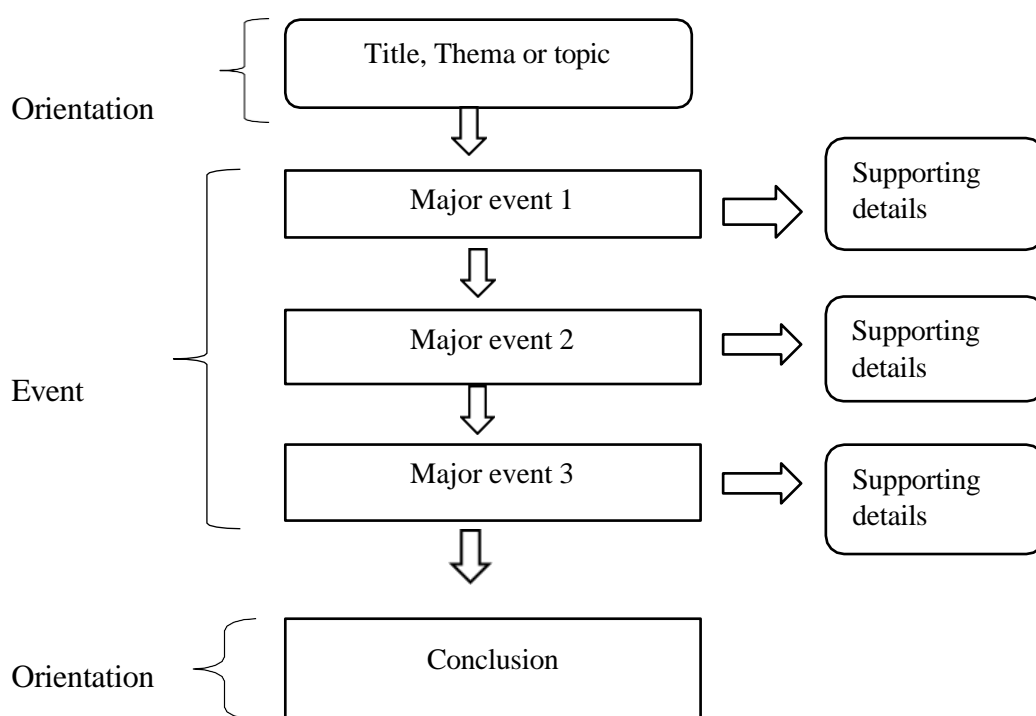


Figure 2.1
Graphic Story Mapping

d. The Advantages and Disadvantages of Story Mapping

Here are several advantages and disadvantages of using story mapping as a technique in teaching narrative text. Kurniawan mentioned some advantages of story mapping.

- a) Students can use a story mapping as a pre-reading strategy. The teacher can introduce a book through a complete story map. By deleting some events, students can make predictions about what they think will happen in the story.
- b) Students can use their story mapping as notes for oral book reports.
- c) Students can use story mapping in preparing media presentations.
- d) Students can use story mapping as a prewriting tool in developing their own stories.³⁵

In addition, Kurniawan also mentions some advantages of story map strategy as follow.

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

³⁵Ashadi Kurniawan, "Improving Students' Reading Comprehension On Narrative Text Through Story Mapping Strategy A Journal Ashadi Kurniawan F12106062 English Education Study Program Language And Arts Education Department Teacher Training And Education Faculty Tanjungpura Unive," 2013, 1-2.

- 5) Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.
- 6) It enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.³⁶

On the other hand, story mapping also has some disadvantages. First, it cannot be applied in other types of text such as descriptive, news item, report because story mapping only requires elements of story. This map will appropriate to be applied in teaching writing narrative and recount text. Next, if students only focus on the drawing of their story mapping, they can waste their time to write because they spend much time in making their story mapping.

e) Teaching Narrative Text by Using Story Mapping Technique

There are some steps to teach Narrative Text by using Story Mapping Technique they are:

- a Introduce to the students the concept of story map and the benefits of it. Tell the students that story map would be helpful to develop their reading comprehension of a story.
- b Explain the major components of story map through identifying a story first concerning to figure out the title, the theme of the story,

³⁶ Ashar Daung Allo, Wahibah, and Magfirah Thayyib, "Using Story Mapping Technique in Teaching Writing Skills at SMAN 1 Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 114–21, <https://doi.org/10.24256/foster-jelt.v1i2.13>.

- the important characters and personality traits of specific participants of a story. identifying the orientation or significant plot developments.
- c Teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story map form are defined.
 - d Direct them when the students commit errors to reread the story using guidance question even modelling to help them come up with an appropriate response, to make the students get the focus on the target of reading.
 - e Ask students to read independently. Encourage them to write the answers using key words. After that, give some comments to the students for appropriately identifying story map elements. And then evaluate the answers to make sure them fix to the appropriate questions.
 - f Have students through selected stories and complete the story map worksheet after they read the story. And then, check the students' responses and share individually with those students requiring additional guidance and support them.

g Prepare some exercises and give them to the students to evaluate. It will measure the student's comprehension of the story. It is done individually through to take students' daily score.³⁷

Based on statement above the researcher conclude the student must understand well about story mapping technique and narrative text, so the students can easier study about narrative text by story mapping technique.

B. Review Related Finding.

First, research was conduct by Sayekti, they are was conclude the participants were 40 students who were the members of class 1.5 SMA Negri 3 Palembang. This study was in classroom action research. Preliminary data were gained by interviewing the class English teacher and the first-year students who were having a problem in reproducing English texts especially short stories. The result of this study demonstrated that the students' scores of writing achievement improved after the application of story mapping and there was a difference in the mean scores of their writing test before.³⁸

Moreover, the similar study was conducted by Millah on preliminary study, out of 14 students, only 4 students (29%) passed the minimum passing grade (KKM). Then, the researcher applied the Story Mapping as one of the strategies in the teaching of reading. The finding of the research indicated that

³⁷Martin Fowler, Alan Cooper, and Marty Cagan, *User Story Mapping with Peter Economy*, n.d.

³⁸Annisa Purwaning Sayekti, "Using Story Mapping to Teach Students' Writing Ability of Narrative Text," 2014.

the Story Mapping had improved the students' reading comprehension on narrative text.

In this research, story map resulted 7% better literal comprehension and 14% better inferential comprehension than DRA (Directed Reading Activity) prereading procedure at the third-grade level. It means that an appropriate technique or method can develop students' attention and ability in learning.⁴⁰³⁹

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

C. Conceptual Framework.

This study begins with the problem that occurs in English teaching and reading process. The problem is the low reading ability of the students X Grade in SMK LMC. So, for that we must know the way to solve that problem. As the researcher know reading is one of important skill in English. in the proses learning

³⁹Roihatul Millah, "Utilizing Story Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea," *NOBEL: Journal of Literature and Language Teaching* 9, no. 1 (2018): 57–72, <https://doi.org/10.15642/nobel.2018.9.1.57-72>.

the student ability reading narrative text can be realized the generic structure and language feature. In reading narrative text, students are expected to be able to read well in accordance with curriculum, using generic structure, language feature an example. But the reality is not expected, students are not able to know well.

In this case the researcher using story mapping the alternative solution to improve their reading. That technique suitable to read narrative text. Because the story mapping technique is the simple technique to use. Story mapping provides students with a glance view of the basic story structure and the relationship between story elements. This technique has been found to be effective in helping students learn the structure of a story and develop their own story. So, the researcher describes a research based on the framework below:

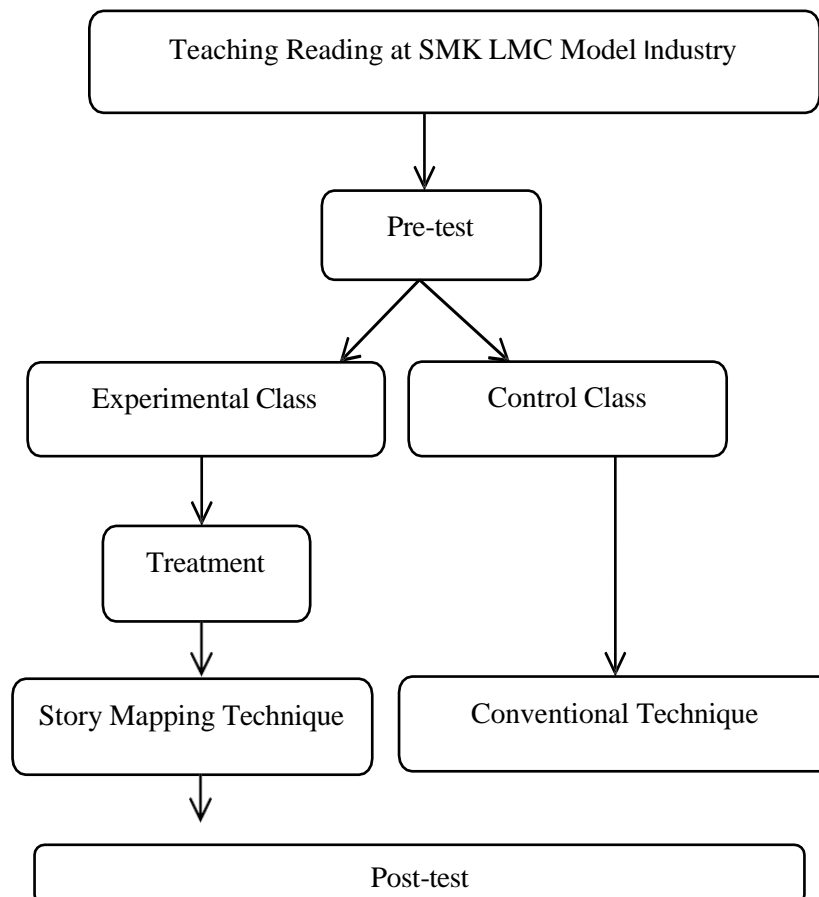


Figure II. 2 Conceptual Framework

D. Hypothesis

Hypothesis of this research stated that:

There is a significant effect of story mapping technique on reading narrative text of X Grade student SMK LMC model industry at the XI Grade of SMK LMC model industry.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of research.

This research was conducted at SMK LMC Model Industry. It's located at Jl. Desa Marisi Km 26 Padangsidimpuan, North Sumatra, Indonesia. The research started from May 2023 until finish.

B. Research Design

The type of this research was quantitative research in experimental research. Queasy experimental design was used in this research. The design in this research was pre- test and post-test control group design. This research was used two classes, as an experimental class and control class, both of groups were given pre- test and post- test and only experimental class where the story mapping technique was applied in learning of narrative text and control class wherethe story mapping technique was not applied in learning narrative text.

Table III.1

Non-equivalent (Pre-Test and Post-Test) Control Group Design

NO	Class	Pre -test	Treatment	Post -test
1	Experimental class	Pre -test	Story mapping technique	Post -test
2	Control class	Pre -test	Teacher technique way	Post -test

C. Population and Sampel

1. Population

The population in this research was all the student from mine geology department at X Grade of SMK LMC Model Industry, which is consists of two classes with 40 students.

Table III.2
Population of Grade X SMK LMC

No	Class	Students
1	GP - 1	20
2	GP - 2	20
Total Population		40

2. Sample

Total technique sampling is a sampling technique where the number of samples is the same as the population. The reason for take total sampling because the total population was less 100.⁴⁰ So, the sample of this research was x grade students of SMK LMC Model Industry. The researcher used total sampling technique (purposive), cause the population less than 100 people. class XGP-1 as an experimental group and Class XGP-2 as control group. Each class have 20 and 20 students.

⁴⁰ iMujayanah iand iFadilah, i“Analisis iKarakter iTanggung iJawab iSiswa iPada iMata iPelajaran iIPA iDi iSMPN i21 iKota iJambi.”

Table III.3
The sample of students SMK LMC Sipirok

No	Class	Students
1	Experimental Class (GP – 1)	20
2	Control Class (GP– 2)	20
	Total population	40

3. Instruments of Research

It is very important for the researcher to collect the data of the research. It has a purpose to make the research more systematically and easier. In this research, the test will be used as an instrument of this research. The type of test is essay test. The test for pre-test is twenty questions.

There was one kind of instrument used in this research, namely test. The test consists of pre-test and post-test. The data also needed to find the aim of the study. It is to measure the effect of using story mapping technique on reading of narrative text.

1. Test.

The researcher used pre-test and post-test. The researcher was giving pre-test and post-test to experimental group and control group. First instrument in this research is multiple choice about reading test in narrative text. The researcher was using multiple choice tests because of some reasons, such as multiple choice is multiple to score. Besides that, it tests the students' focus. The test item specification is show in the following table above:

Table III. 4
Indicator of Reading Assessment

No	Indicator	Total items	Number of items	Score	Total score
1	The students are able to identify topic sentence of the text	5	1,6,11,16,21,	4	20
2	The students are able to identify main idea of the text	5	2, 7, 12, 17, 22	4	20
3	The students are able to identify generic structure	5	3,8,13,18,23,	4	20
4	The students are able to identify language features	5	4,9,14,19,24	4	20
5	The students are able to identify conclusion of the text	5	5,10, 15,20, 25	4	20
	Total	25		4	100

D. Validity and Reliability instrument

1. Validity

A good test should be valid. Therefore, the test can be used to measure the measured aspect. Validity is important thing to doing the research, it means validity how to valid the test, because a good test must be validity. The researcher applies item validity to validate the test in this study, to make it sure, the researcher will validate the test to English teacher. There are two valid tests, they are pre-test and post-test.

Based on the validity above, the researcher uses multiple choice test, the researcher chooses the multiple choice because the form of the test used is test

in accordance with the reading narrative text. Then, the test was test, So the test was valid. To get the data of the research, the researcher gives some steps. It consists of pre-test, treatment and post-test.

2. Reliability.

The high reliability must have a good test, besides having validity. The internal consistency of the measurement is defined as reliability. Internal consistency has been done by trying the instrument just once, then the data obtained is analyzed with certain techniques. Reliability is the consistency and accuracy in scoring that would have resulted from the researched measure. The reliability of the test can be found by using K-R 20 formula.

The formula is as a below:⁴¹

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

Where:

r_{11} = Reliability test.

N = Total of the question

S^2 = Variant total

p = proportion of subjects who answered the item correctly.

q = proportion of subjects who answered the item incorrectly.

$\sum pq$ = number of results added between p and q .

⁴¹ Miftachul ulum, "B iu ik iu iUji iValiditas iDan iUji iReliabilitas." iEdisi iPertama i2016

E. The Procedure of data collection.

1. Pre-test

The students were given a pre-test before taking lessons in the story mapping technique. Before using the story mapping technique to teach them, it will be used to evaluate how well the students can read narrative text. The steps can be seen as below:

- a. The researcher explains about social function from narrative text
- b. The researcher explains about structure of narrative text to the students.
- c. The researcher explains about mind idea, topic and conclusion
- d. The researcher explains about story mapping and how to use story mapping
- e. The researchers give the instruction to read a text and summarize the main idea key events and characters that make up the plot of the story.
- f. The researcher shares out the test to the students.
- g. The test is consisting of 20 questions.
- h. The researcher gives time to do the test.
- i. The researcher collects the test.
- j. The researcher examines the students test to get the score from both of the classes.

2. Treatment

The story mapping technique used to teach the students in the treatment sessions. Students were taught how to read narrative text

using story mapping by the teacher after explained what narrative texts to them. The teacher taught the students in reading narrative text activity using the story mapping technique. The following are the steps in treatment by using story mapping technique in teaching narrative text.

- a. The researcher begins the classroom with greetings, praying, checking attendance, give some question related to topic to be taught.
- b. Researcher write down topic on the whiteboard about reading narrative text.
- c. The researcher explains the narrative text to the students by using generic structure, language features, and example.
- d. The researcher introduces the story mapping technique and gives the instruction how to apply the story mapping technique in teaching reading narrative text.
- e. The students apply the story mapping technique, the researcher give the clues of the topics to the students and make the narrative text related to the generic structure.

3. Post-test

Post-test was given to both of class after giving treatment. It was used to determine whether or not students can narrative text simply by using story mapping technique. The following are the steps in post-test.

- a. The researcher prepares the test
- b. The researcher shares out the test to students.
- c. The researcher gives the instructions to do the test.
- d. The researcher gives the time to do the test at least 30 minutes
- e. The students did the test.
- f. The researcher collected the answer sheets.
- g. The researcher checked the students answer and counted the score.

A. The Data analysis

1. Requirement

a. Normality Test

The normality test is a test for determining if the research's data of samples will be taken is representative or not, so that the research conclusions drawn from a number of samples can be accounted for. The hypothesis for normality test is formulated as follows:

H_0 : The data have normal distribution

H_a : The data do not have normal distribution

The significant level chosen in analyzing the score of $F_{\text{calculated}}$ through using SPSS 26.0 version is 5% or $\alpha = 0.05$. Statistically the hypothesis is:

Table III
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.71691268
Most Extreme Differences	Absolute	.192
	Positive	.192
	Negative	-.099
Test Statistic		.192
Asymp. Sig. (2-tailed)		.051 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

H_0 : $F_{\text{calculated}} > F_{0.05}$ or significant $F_{\text{calculated}} > \text{significant } \alpha (0.05)$

H_a : $F_{\text{calculated}} < F_{0.05}$ or significant $F_{\text{calculated}} < \text{significant } \alpha (0.05)$

From the data above, it can be seen that the significance is 0,200.

It means $0,2 < 0.05$. H_0 is accepted and H_a is rejected. So, the data are normal.

b. Homogeneity Test

Homogeneity test used to see the data from two groups would be same or different in variance case. Homogeneity means to find out whether the sample data taken from that population is homogeneous or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version.

Table III.7
Test of Homogeneity of Variance

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre Exp	Based on Mean	.253	3	76	.859
	Based on Median	.267	3	76	.849
	Based on Median and with adjusted df	.267	3	74.721	.849
	Based on trimmed mean	.258	3	76	.855

Based on the table above, it showed that variance between groups based on Mean have significance 9.13. It means $\text{sig} > \alpha = 0.05$. $9.13 > 0.05$. The data in both of groups are homogenous.

c. Hypothesis Testing

The researcher used t-test to test the hypothesis. The researcher use Independent Sample T-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{count} > t_{table}$, it means the alternative hypothesis is accepted (there is significant effect), meanwhile, if $t_{count} < t_{table}$ means hypothesis is rejected (there is no significant effect).

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in previous chapter, in order to evaluate the effect of listing technique on writing descriptive text at the ten grade students of SMK LMC Model Industry Sipirok. Researcher used the T-test formulation to apply quantitative analysis. The goal is to determine how the story mapping technique affects the reading narrative text. So, the researcher provided the following data description:

A. Description of Data

1. Data Description before Using Story Mapping Technique

a. Score of Pre-test in Experimental Class

The researcher enrolled in class X GP_1 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' reading narrative text during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table IV.1

Score of Pre-test in Experimental Class

NO	N	Valid	20
		Missing	0
1	Mean		50.75
2	Median		50.00
3	Mode		50
4	Std. Deviation		7.656
5	Range		30
6	Minimum		35
7	Maximum		65
8	Sum		1015

Based on the table above, it shows that the total amount of data in experimental class is 20. The sum (total score) of the experimental class in pre-test was 1015, then the highest (max) score of the students was 65 and the lowest (minimum) score of students was 35. and Std. Deviation was 7.656. when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of pre -test was 50.75 and Std. deviation was 1015, its mean that Std. Deviation shows a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. and the mode in this data was 50. next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score experimental class was 50.00. then, the computed of the frequency distribution of the students' score of experiment class loads in the table below.

Table IV.2
Frequency Distribution of students score (Pre-test) Experimental

No	Interval	Mid -point	Frequency	Percentage (%)
1	35-40	37.5	3	15%
2	41-46	43.5	3	15%
3	47-52	49.5	6	30%
4	53-58	55.5	4	20%
5	59-64	61.5	3	15%
6	65-70	67.5	1	5%
	<i>I=6</i>		20	100%

Based on the table above, the total of experimental percentage in pre-test was 100 %. The total of experimental in interval class was 6. Score of interval class start from 30, because 30 is the lowest score in pre-test of experimental class. And the highest score of pre-tests in experimental class is 70. 35-40 is calculated from the total of class, and the way to get mid-point is calculated from the value $35+40$, then divided by 2 and the result is 37.5. Frequency is the total of students who got 47-52 is the highest frequency there are 6 students, and lowest percentage of frequency is 5 % it means only a student who got the score between 65-70. in order to get the description of the data clearly and completely, the researcher presents them histogram on the following figure.

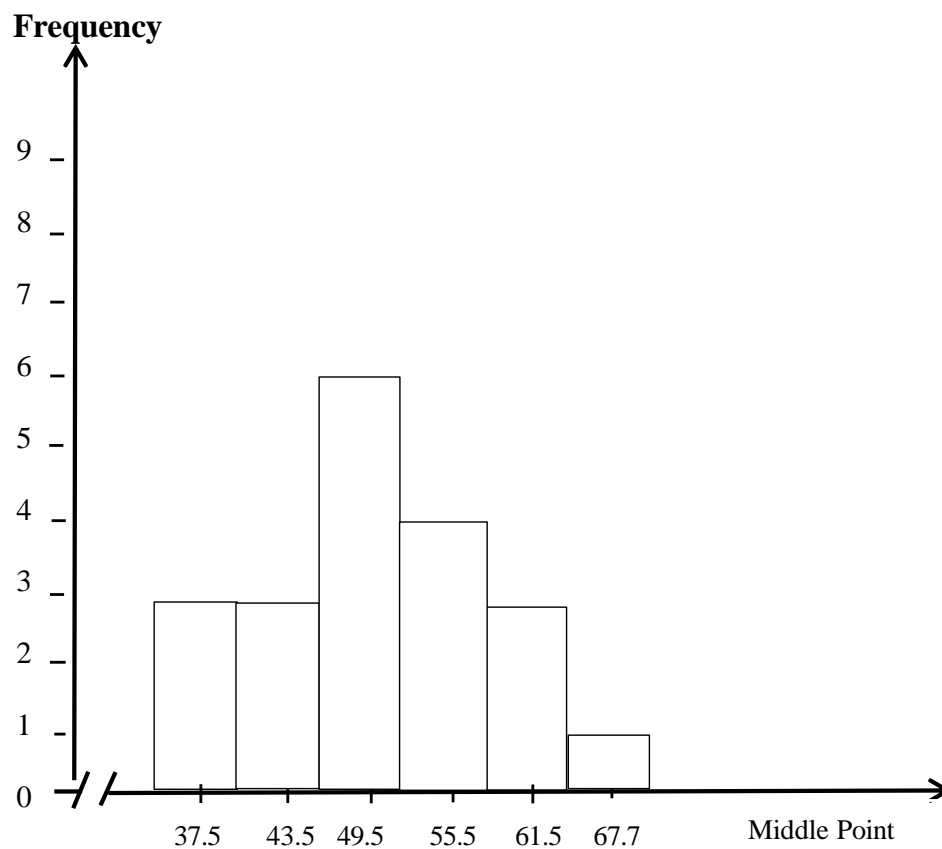


Figure IV.1: Description of Students' Reading Narrative Text in Experimental Group (Pre-test)

Based on figure above, it can be seen score from mid- point, mid point is score in the middle . most of frequency can be seen from 47-52 was 6 and 53-58 was 4 the total 10 students. and the most percentagtag is 47-52 was 30 % the total of students is 6.and the lowest frequency is 65-70 was 1 with percentage 5.

b. Pre-test in Control Class

The researcher enrolled in class X GP-1 to serve as the control class. The researcher calculated the result that had been gotten by the students'

narrative text text during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table IV.3
Score of Pre-test Control Class

NO	N	Valid	20
		Missing	0
1	Mean		43.75
2	Median		45.00
3	Mode		40
4	Std. Deviation		6.664
	Range		25
6	Minimum		30
7	Maximum		55
8	Sum		875

Based on the table above, it shows that the total amount of data in control class is 20. The sum (total score) of the control class in pre-test was 875, then the highest (max) score of the students was 55 and the lowest (minimum) score of students was 30. and Std. Deviation was 6.664 when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of pre -test was 43.75 and Std. deviation was 6.664, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. and the mode in this data was 40. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score control class was 45.00. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

Table IV.4**Frequency Distribution of Students Score (Pre-test) Control Class**

No	Interval	Mid -point	Frequency	Percentage (%)
1	30-34	32	1	5%
2	35-39	37	2	10%
3	40-44	42	6	30%
4	45-49	47	5	25%
5	50-54	52	4	20%
6	55-59	57	2	10%
<i>I=5</i>			20	100%

Based on the table above, the total of experimental percentage in pre-test was 100 %. The total of experimental in interval class was 5. Score of interval class start from 30, because 30 is the lowest score in pre- test of experimental class. and the highest score of pre-tests in experimental class is 100. 30-34 is calculated from the total of class, and the way to get mid-point is calculated from the value $30+34$, then divided by 2 and the result is 32. Frequency is the total of students who got 40-44 is the highest frequency there are 6 students, and lowest percentage of frequency is 5 % it means there is a student who got the score between 30-34.

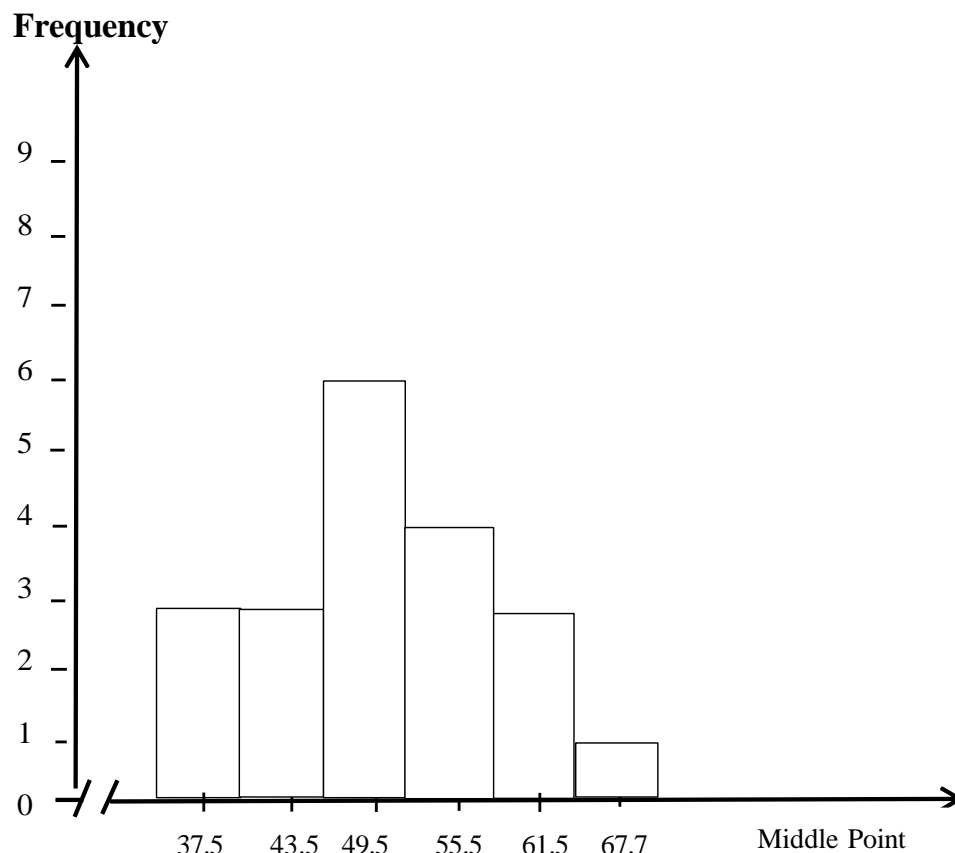


Figure IV.2: Data description of students reading narrative text in control group (pre -test)

Based on figure above, it can be seen score from mid- point, mid point is score in the middle . most of frequency can be seen from 40- 44 was 6 and 50 -54 was 4 the total 10 students. and the most percentagtagage is 40-44 wasv 30 % the total of students is 6.and the lowest frequency is 30-34 was 1 sdudent with percentage 5 %.

2. Description of Data after Using Story Mapping Technique

a. Score of Post-test in Experimental Class

The researcher enrolled in class X GP-1 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' reading narrative | text during the post-test for the experimental class. The

calculation of the students' score statistically could be seen in the following table:

Table IV.5
Score of Post-test in Experimental Class

NO	N	Valid	20
		Missing	0
1	Mean		80.00
2	Median		80.00
3	Mode		80
4	Std. Deviation		7.434
5	Range		30
6	Minimum		65
7	Maximum		95
8	Sum		1600

Based on the table above, it shows that the total amount of data in control class is 20. The sum (total score) of the control class in post -test was 1600, then the highest (max) score of the students was 95 and the lowest (minimum) score of students was 65. And Std. Deviation was 7.434. when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of post -test was 80.00 and Std. deviation was 7.434, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. and the mode in this data was 80. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score control class was 80.00. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

Table IV.6
Frequency Distribution (Post-test) Experimental Class

No	Interval	Mid- Point	Frequency	Percentage (%)
1	65-70	67.5	3	15%
2	71-76	73.5	4	20%
3	77-82	79.5	6	30%
4	83-88	85.5	4	20%
5	89-94	91.5	2	10%
6	95-100	97.5	1	5%
<i>I=6</i>			20	100%

Based on the table above, the total of experimental percentage in pre-test was 100 %. The total of experimental in interval class was 6. Score of interval class start from 65, because 65 is the lowest score in pre- test of experimental class. And the highest score of pre-tests in experimental class is 100. 65-70 is calculated from the total of class, and the way to get mid-point is calculated from the value, then $65+70$ divided by 2 and the result is 67.5. Frequency is the total of students who got 77-82 is the highest frequency there are 6 students, and lowest percentage of frequency is 5 % it means there is only a student who got the score between 95-100.in order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

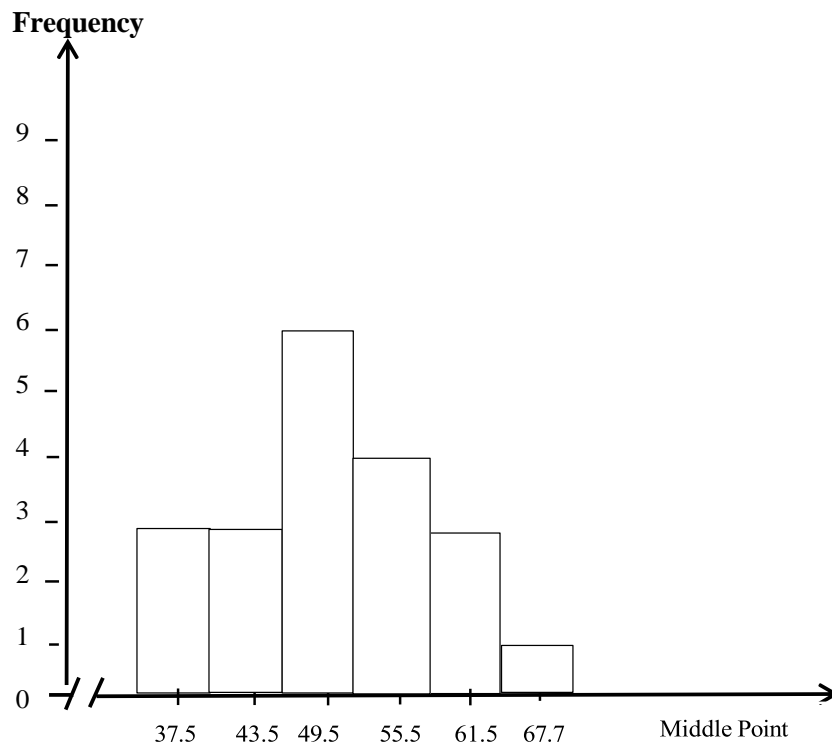


Figure IV.3: Data Description of Students' Reading Narrative Text in Experimental Group (Post-test)

Based on figure above, it can be seen score from mid- point, mid point is score in the middle . most of frequency can be seen from 77-82 was 6 and 83-88 was 4the total 10 students. and the most percentagte is 77-82 was 30% the total of students is 6.and the lowest frequency is 85-100 was 1 with percentage 5%.

b. Score of Post-test in Control Group

The researcher enrolled in class X -GP2 to serve as the control class. The researcher calculated the result that had been gotten by the students' reading narrative

text during the post-test for the control class loads in appendix 10. The calculation of the students' score statistically could be seen in the following table:

Table IV.7
Score of Post-test Control Class

NO	N	Valid	20
		Missing	0
1	Mean		63.50
2	Median		62.50
3	Mode		60
4	Std. Deviation		8.127
5	Range		30
6	Minimum		50
7	Maximum		80
8	Sum		1270

Based on the table above, it shows that the total amount of data in control class is 20. The sum (total score) of the control class in post -test was 1270, then the highest (max) score of the students was 80 and the lowest (minimum) score of students was 50 and Std. Deviation was. 8.127 when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of post -test was 63.50 and Std. deviation was 8.127, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. And the mode in this data was 60. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score control class was 62.50. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

Table IV.8
Frequency Distribution (Post-test) Control Class

No	Interval	Mid- point	Frequency	Percentage (%)
1	50-55	52.5	4	20 %
2	56-61	58.5	6	30 %
3	62-67	64.5	4	20 %
4	68-73	70.5	3	15 %
5	74-79	76.5	2	10 %
6	80-85	82.5	1	5 %
<i>I=6</i>			20	100%

Based on the table above, the total of experimental percentage in pre-test was 100 %. The total of experimental in interval class was 6. Score of interval class start from 50, because 50 is the lowest score in post- test of control class. And the highest score of post- tests in control class is 85. 50-55 is calculated from the total of class, and the way to get mid-point is calculated from the value, then $50+55$ divided by 2 and the result is 52.5. Frequency is the total of students who got 56-61 is the highest frequency there are 6 students, and lowest percentage of frequency was 5 % it means there is only a student who got the score between 74-79, in order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

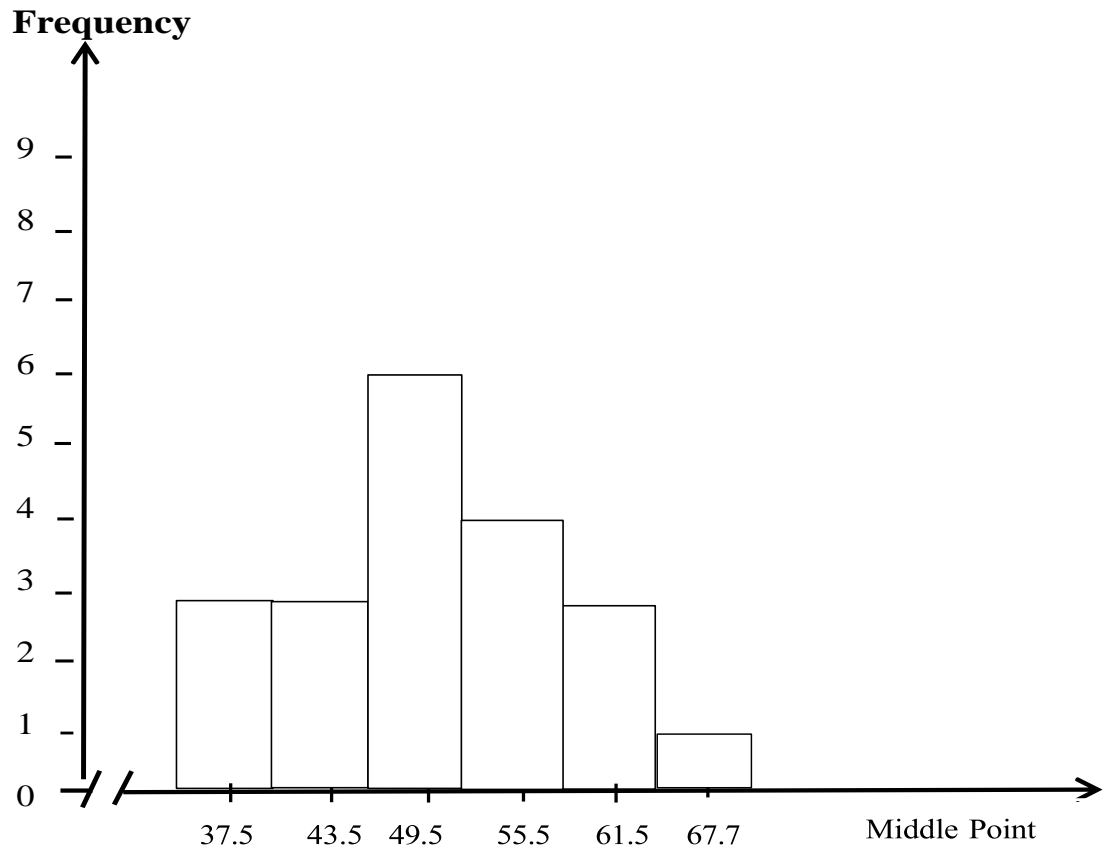


Figure IV.4: Data Description of Students' Reading Narrative Text in Control Group (Post-test)

Based on figure above, it can be seen score from mid- point, mid-point is score in the middle. most of frequency can be seen from 56-61 was 6 and 56-61 was 4 the total 10 students. and the most percentage is 56-61 with percentage 30 %.

3. Description of Score Comparison in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS 26.0 version as below.

Table IV.9
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	50.75	20	7.656	3.500
Post-test experimental	80.00	20	7.434	2.036
Pair 2 Pre-test control	43.75	20	6.664	6.038
Post-test control	63.50	20	8.127	2.247

Based on the table, it can be seen that summary of the results of the narrative statistics of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 50.75 and 80.00 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 43.75 and 63.50 in post-test control class. The participants consisted of 20 students for each class.

Then, Std. Deviation in pre-test experimental class is 7.656 and 7.434 in post-test experimental class. Std. Deviation in pre-test control design is 6.664 and 8.127 in post-test control class. Because the mean score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

B. Hypothesis Testing

The researcher has known the data normal and homogen. It means the researcher has to choose the next hypothesis. If the data is normal and homogen so that the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test. The researcher used

independent sample t-test with using SPSS 26.0 version to examine the hypothesis. The result can be seen from the mean of score.

Before using the technique (pre-test) in experimental class, mean score is 50.75 and after using the technique in experimental class (post-test), mean score is 80.00. To see the effect on students' reading narrative text, the researcher would present the data analyze in the table below.

Table IV.10
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Experimental	20	80.00	7.434	2.036
Control	20	63.50	8.127	2.247

The table above shows that both samples have 20 students. The mean of experimental class improvement was 80.00 and mean of control class improvement was 63.50 Standard deviation for the experimental class was 7.434 and while for the control class was 8.127. It means there is a different point on students' reading narrative text after using story mapping technique. For significance (2-tailed) can be seen in the table below.

Table IV.11
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
postexp	Equal variances assumed	.444	.509	6.699	38	.000	16.500	2.463	11.514	21.486
	Equal variances not assumed			6.699	37.702	.000	16.500	2.463	11.513	21.487

Based on the table above, it can be seen that t_{count} 6.699 is and t_{table} is 1.688. It means that $t_{count} > t_{table}$ ($6.699 > 1.685$). So, H_a is accepted and H_0 is rejected. It is “there is a significant effect of using story mapping technique on reading narrative text at the tenth grade students of SMK LMC Model Industry Sipirok South Tapanuli Regency”.

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below.

Table IV.12
Gain of Score in Experimental Class and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental Class	50.75	80.00	29.25	9.5
Control Class	43.75	63.50	19.75	

From the table above it can be seen that the mean score of experimental in pre-test was 50.75 and the mean score of post test was 80.00 with enhancement was 29.25. While the mean score in control class in pre-test was 43.73 and in post-test was 63.50 with enhancement 19.75. The gain score was 9.5.

C. Discussion

The researcher discussed the result of this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 50.75 and post-test was 80.00. The improving was 29.25. Then, the mean score for control class in pre-test was 43.73 and post-test was 63.50. The improving was 19.75. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. The theory is proved that story mapping technique had the effect on students' reading narrative text.

From the data above the researcher conclude the using of story mapping technique effective to use reading narrative text, it can be proven by their mean score between pre-test and post- test in experimental class. Which mean score in pre-test was 50.75 while post-test was 80.00, With enhancement was 29.25. Then the mean score for control class in experimental class was 43.75, while in post-test 63.50 the improving was 19.75. It means their mean score also improved without using story mapping technique. there are some reasons why their means score improve event though 19.75. First the sample for control also smart students and the questions between pre-test and post-test almost similar. So, the researcher concludes this reason made their mean score improved. It also

discussed with theory by Bloon stated a knowledge, achieving the ability to remember things that have been learned and stored in memory. Knowledge is relevant with fact, event, understanding rules, theories principle or method.⁴²

Based on statement above it can conclude that learning student learned after receiving the learning experience. this includes cognitive, affective, and psychomotor aspects. results learning can be seen thorough evaluation activities to aimed level students' ability to achieve learning goals.

So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. the theory is proved that story mapping technique had the effect on students' reading narrative text. It also discussed with the theory and compared with the related finding that has been stated by researcher. related to the theory from Thomas the elements of a story aids students in their understanding of what is taking place in the story Then, when students try to comprehend the story and use the story mapping strategy, they will find the elements of story such as characters, setting, problems, events, and solutions. By knowing the story elements, it is expected increase the student comprehends in reading.⁴³ another related to the theory was from Boulineau stated Story mapping directs students' attention to relevant elements of stories

⁴² Benjamin S. Bloon, Lampihong and Pelajaran, "Meningkatkan Aktivitas dan Hasil Belajar Siswa Menggunakan Media Pembelajaran Korufsi (Kotak Huruf Edukasi) Berbasis Word Square Pada Materi Kedaulatan Rakyat dan Sistem Pemerintahan di Indonesia Kelas Viii Smp."

⁴³ Thomas Tallis School, "A Guide to Text Types: Narrative, Non-Fiction and Poetry."s

using a specific structure. Story maps provide a visual-spatial display for key information in narrative text.⁴⁴

Then, based on the related findings, the research by Prawulandari, which had the objective's research is to find out whether or not there is a significant effect of using story mapping technique on students' reading ability of narrative text. The result of the research showed the mean score of experimental group (57.50) was higher than mean score of control group (59.16).⁴⁵ This showed that the story mapping technique could give a significant positive effect to the students' reading ability in narrative text.

Next, the research that had done by Yufariani indicated that there is a significant difference in students' reading skill before and after being taught by using the story mapping technique. It can be seen from the result of the analysis where the researcher had computed the score of $t > t$ (-4.873 > 2.120) and the result of paired sample T-test is 2-tailed < 0.05 ($0.000 < 0.05$).⁴⁶ It means, there was significant differences in scores, it is stated that the story mapping technique is effective to improve in students reading narrative text skill.

The last is the research by Shinta proved that story mapping technique used to improve student's ability in reading especially reading narrative text. Where

⁴⁴Boulineau J., "Use of Story-Mapping to Increase the Story-Grammar Text Comprehension of Elementary Students with Learning Disabilities."

⁴⁵Qisti Prawulandari, "The Effectiveness of Using Story-Mapping Technique towards Students' Reading Ability of Narrative Text."

⁴⁶Annurlia Yufariani Education and Training, "Improving Students' Reading Comprehension of Narrative Text Through Story Mapping."

the result of the analysis showed that t_{count} (9.07) was higher than t_{table} (2.016)⁴⁷. It means that there was a significant effect of using story mapping technique on students' achievement in reading narrative text.

These proofs show that using techniques is suitable in teaching reading narrative text and provide interest and motivation to students. This research has similarity with others research where the techniques used to generate ideas in reading stage. Therefore, the research was conducted by the researcher or another researcher who was referenced in related findings have been affected by the technique that applied in pre reading stage.

D. Threats of the Research

There are some factors that may threaten this research, including the following: the researcher was unknowing of how seriously the students were taking the test. Due to the researcher giving students additional time to complete the test, there were few students that had the same answers.

⁴⁷Nurul Shinta, "Improving Students Reading Comprehension of Narrative Text Through Story Mapping."

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using Story Mapping Technique, the mean score of the pre-test experimental class was 50.75 and the mean score of pre-tests for control class was 43.75.
2. After using Story mapping Technique, the mean score of experimental class was higher than using before story mapping Technique. The mean score of post-test for the experimental class was 80.00, it means, score of post-test for control class taught by conventional technique was 63.50.
3. The result found that t_{count} was higher than t_{table} . T_{count} was 6.699 and t_{table} was 1.685 ($6.699 > 1.6885$). It means that H_a was accepted and H_0 was rejected. So, there is a significant effect of using story mapping Technique on narrative Text at the Tenth Grade Students of SMK LMC MODEL INDUSTRY Sipirok South Tapanuli Regency.

B. Suggestions

After completing the research, the researcher learned a lot about to teach and learn English. The researcher concluded that some things required proof as a result from the experience. It prompts the researcher offering the following suggestions:

1. The researcher's findings serve as information for the headmaster to

encourage the English teacher to employ the story mapping technique as much as possible when teaching reading because this technique can help students read, particularly when producing narrative text.

2. The findings of this research also provide information to English teachers on how to employ the Story mapping Technique when teaching students to read narrative text to make the learning process more active.
3. The researcher suggests to other researchers to use this method in solving other problems and find other factors that face by students in learning English process.
4. Students should be more confident and creative in doing the tasks given by the teacher, including in making story mapping, either group or individually.
5. The researcher recommended English teachers use story mapping technique as a technique for their teaching especially in improving reading comprehension of narrative text to the students.

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CURRICULUM VITAE



A. Identity

1. Name : Hotrina Siregar
2. Reg.No. : 19 203 00057
3. Place/Birth : Batu Hombang, 30 April 2000
4. Gender : Female
5. Religion : Islam
6. Adress : SilangkitangTambiski Kec.Saipar Dolok Hole, Tapsel

B. Parents

1. Father's Name : Alm, Pardomuan Siregar
2. Mother's Name : Nurajijah Ritonga

C. Educational Backgrounds

1. Elementary School : SD N 101017 Pintupadang
2. Junior High School : SMP N 3 Mandalasena
3. Senior High School : SMKS LMC Model Industry Sipirok
4. Institute : UIN Syekh Ali Hasan Ahmad Addary Psp

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Satuan Pendidikan : SMK LMC
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Tema/Subtema : Narrative text
Skill : Membaca
Alokasi Waktu : 90 menit

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

- 1.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan ciri seseorang, tempat wisata, dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

1. Peserta didik mampu menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana tentang ciri seseorang, tempat wisata dunia, dan bangunan terkenal.
2. Peserta didik mampu menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative tentang legenda, tempat wisata terkenal, atau bangunan terkenal.
3. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks narrative sederhana legenda, tempat wisata, atau bangunan terkenal.
4. Peserta didik mampu merespon makna dalam teks narrative, sederhana tentang legenda, tempat wisata, atau bangunan terkenal.
5. Peserta didik mampu menyusun teks narrative lisan dan tulis sederhana tentang legenda, tempat wisata, atau bangunan terkenal.

D. Materi Pembelajaran

Narrative Text

E. Alat dan Sumber Pembelajaran

1. Media/Alat: papan tulis, spidol, text book.
2. Sumber: buku guru dan buku siswa kelas X bahasa Inggris, internet.

F. Metode Pembelajaran

3. Metode: story mapping technique
4. Teknik : Ceramah, diskusi, kelompok, tanya jawab, pemberian tugas

G. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	1. Guru memberikan salam dan mengajak semua siswa berdoa' a menurut agama dan keyakinan masing-masing.	

Kegiatan	Deskripsi kegiatan	Alokasi waktu
	<ol style="list-style-type: none"> 2. Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran. 3. Guru mengaitkan pelajaran dengan brainstorming untuk mengetahui latar belakang pengetahuan siswa 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan intruksi untuk Membaca sebuah cerita. Tulis ringkasan berurutan dari gagasan utama, peristiwa penting, dan karakter yang membentuk alur cerita 2. Guru memberika intruksi untuk menempatkan judul, tema, atau topik cerita di tengah grafik peta cerita di kotak utama atau di bagian atas bagan story mapping. 3. Kemudian guru menggambar mapping di papan tulis dan dijelaskan kepada siswa bahwa gambar itu adalah story mapping. 4. mempersilahkan siswa bekerja sesuai dengan kelompok. Guru berkeliling ruangan untuk mengumpulkan data pengamatan, melihat apakah siswa memahami tugas tersebut, memberikan umpan balik langsung dan pujian untuk bekerja sama. Jika suatu kelompok mengalami masalah, guru campur tangan untuk membantu siswa berada di jalur yang benar. 5. Hasil tugas dinilai oleh guru dan grup 	30 menit
Penutupan	<ol style="list-style-type: none"> 1. Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) 3. Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Melakukan penilaian hasil belajar 5. Mengajak semua siswa berdo'a menurut agama masing-masing 	15 menit

H. Penilaian

Teknik : Tes tertulis

Bentuk : Menyusun teks narrative

Instrument : asal usul tor simago mago

I. Rubric Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) - Topic - Details	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) -Identification -Description	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Grammar (G) -Use present tense -Use past tense	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) -New word	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M) -Spelling -Capitalization -Punctiation	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	

$$\text{Score: } \frac{C+O+G+V+M}{2} =$$

Sipirok,

2023

Mengetahui

Guru Mata Pelajaran

Peneliti

Putri Mayasari Siregar

Hotrina Siregar

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CONTROL CLASS)

Satuan Pendidikan : SMK LMC

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Tema/Subtema : Teks narrative lisan dan tulis sederhana, tentang tempat wisata

Alokasi Waktu : 90 Menit

A. Kompetensi Inti

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

1.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan ciri seseorang, tempat wisata, dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

2.4 Teks Narrative

2.4.1 Menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait ciri seseorang, tempat wisata dan bangunan bersejarah terkenal

2.4.2 Menyusun teksnarrative lisan dan tulis, pendek dan sederhana, terkait legenda, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

6. Peserta didik mampu menunjukkan kesungguhan belajar bahasa inggris terkait teks deskriptive sederhana tentang ciri seseorang, tempat wisata dunia, dan bangunan terkenal.
7. Peserta didik mampu menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang ciri seseorang, tempat wisata terkenal, atau bangunan terkenal.
8. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks narrative sederhana ciri seseorang, tempat wisata, atau bangunan terkenal.
9. Peserta didik mampu merespon makna dalam teks narrative, sederhana tentang ciri seseorang, tempat wisata, atau bangunan terkenal.
10. Peserta didik mampu menyusun teks narrative lisan dan tulis sederhana tentang ciri seseorang, tempat wisata, atau bangunan terkenal.

D. Materi Pembelajaran

Struktur narrative text (generic structure) adalah:

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur Kebahasaan

- (1) Noun; kata benda yang spesifik, misalnya my best friend, my cat, Borobudur Temple, dan lain-lain.
- (2) Simple Past Tense
- (3) Figurative Language; menggunakan bahasa figuratif seperti simile atau

E. Alat dan Sumber Pembelajaran

5. Media/Alat: papan tulis, spidol, text book.
6. Sumber: buku guru dan buku siswa kelas X bahasa Inggris, internet.

F. Metode Pembelajaran

7. Metode: Cooperative learning method
8. Teknik : Ceramah, diskusi, kelompok, tanya jawab, pemberian tugas

G. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.2. Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.3. Guru mengaitkan pelajaran dengan brainstorming untuk mengetahui latar belakang pengetahuan siswa	15 menit
Inti	<p>(Observing) Mengamati</p> <ol style="list-style-type: none">1. Guru menjelaskan pengertian, fungsi sosial dari narrative teks.2. Guru menjelaskan generic structure dari narrative text3. Guru menjelaskan unsur kebahasaan (language feature) yang digunakan pada narrative text	30 menit

Kegiatan	Deskripsi kegiatan	Alokasi waktu
	<p>4. Guru menyuruh siswa untuk memperhatikan contoh teks deskripsi “Nyai Rara Kidul” yang terdapat dalam buku paket sekolah.</p> <p>5. Siswa memperhatikan fungsi sosial, struktur teks, maupun unsur kebahasaan dari narrative teks</p> <p>6. Guru bersama siswa menganalisis fungsi social, unsur kebahasaan, dan generic structure yang ada di dalam narrative text.</p> <p>(Questioning) Menanya</p> <p>1. Guru membimbing siswa untuk menanyakan informasi yang terdapat dalam teks deskriptif tersebut terkait dengan fungsi social, generic structure dan language features.</p> <p>2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan.</p> <p>(Collecting Data) Mengeksplorasi</p> <p>1. Guru menyuruh siswa untuk berdiskusi dengan teman sebangku.</p> <p>(Associating) Mengasosiasi</p> <p>1. Guru membagikan materi tentang tempat tempat wisata di Sipirok/Tapanauli selatan; Simago Mago dan tor Sibohi</p> <p>2. Siswa bersama teman sebangkunya menyusun teks Nnarrative dengan tema “di Sipirok/Tapanauli selatan; Simago Mago dan tor Sibohi</p> <p>3. Guru mengamati dan merespon siswa selama proses pembelajaran/diskusi berlangsung.</p> <p>(Communicating) Mengkomunikasi</p> <p>1. Siswa dengan teman sebangkunya mempresentasikan materi dengan kelompok lain yang memiliki tema yang berbeda dengan mereka.</p> <p>1. 2. Guru mengamati dan menilai presentasi siswa dari aspek keterampilan.</p>	
Penutupan	<p>1. Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari</p> <p>2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi)</p> <p>3. Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti.</p> <p>4. Melakukan penilaian hasil belajar</p> <p>5. Mengajak semua siswa berdo’a menurut agama masing-masing</p>	15 menit

H. Penilaian

Teknik : Tes tertulis

Bentuk : Menyusun teks narrative

Instrument : Tourism Places in sipirok

I. Rubric Penilaian

Aspect	Score	Performance Description	Weighting
Content (C) - Topic - Details	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) -Identification -Description	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Grammar (G) -Use present tense -Agreement	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) -New word	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M) -Spelling -Capitalization -Punctuation	4	Excellent to very good	5x
	3	Good to avarage	
	2	Fair to poor limited	
	1	Very poor	

$$\text{Score: } \frac{C+O+G+V+M}{2} =$$

Mengetahui

Guru Mata Pelajaran

Putri Maya Sari Siregar

Sipirok,

2023

Peneliti

Hotrina Siregar
Reg No. 19 203 00027

APPENDIX 3

THE INSTRUMENT (PRE-TEST)

Class **X**

Subject **: English**

Text **: Narrative text**

Time Alotment **: 90 minutes**

Instruction **:**

1. Please draw the story mapping and completed it !
2. Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for question 1-5

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Every day, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumen. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

1. What is the topic of the text?
 - a. Dayang sumbi
 - b. Prince
 - c. Sangkuriang
 - d. Tumang
2. What is the main idea of first paragraph?
 - a. Long time ago west in Java.
 - b. Dayang sumbi was also smart and clever.
 - c. The prince asked permission from his father
 - d. They get married and live haply
3. What is generic structure of the last paragraph?
 - a. Identification
 - b. Description
 - c. Resolution
 - d. Problem
4. We can infer that Dayang Su mbi a.....
 - a. Smart girl
 - b. Beautiful girl
 - c. Clever girl
 - d. Bad girl
5. What is the conclusion of the text?
 - a. They get married and live happy
 - b. Dayang sumbi was so sad
 - c. He hunted animals and look for fruit
 - d. The prince changes the to the dog named Tumang.

The following text is for question 6-10

King Midas and the Golden Touch

It happened one day that Silenus, who was the oldest of the satyrs and was now very feeble, became lost in the vineyards of King Midas. The

peasants found him wandering helplessly about, scarcely able to walk, and brought him to the king.

Long ago, when the mother of Bacchus had died, and when Mercury had brought the infant Bacchus to this mountain and put him in the care of the nymphs, Silenus had acted as nurse and teacher to the little wine-God. Now that Silenus had grown old, Bacchus in turn took care of him. So, King Midas sent the peasants to carry the satyr safely.

In return for this kindness, Bacchus promised to grant whatever King Midas might ask. King Midas knew well enough what he most desired. In those days, kings had treasuries in their palaces, that is, safe places where they could lay away valuable things. The treasury of King Midas contained a vast collection of rich jewels, vessels of silver and gold, chests of gold coins, and other things that he considered precious.

When Midas was a very little child, he used to watch the ants running back and forth over the sand near his father's palace. It seemed to him that the ant-hill was like another palace, and that the ants were working very hard carrying in treasure; for they came running to the ant-hill from all directions, carrying little white bundles. Midas made up his mind, then, that when he grew up, he would work very hard and gather.

"Ah," said Bacchus, smiling, "so you have gold enough, at last. Very well. If you are sure that you do not wish to change anything more into that metal, go and bathe in the spring where the river Pactolus rises. The pure water of that spring will wash away the Golden Touch.

6. What is the topic of the text?
 - a. Silenus
 - b. King Midas and golden touch
 - c. Peasant
 - d. Bacchus
7. What is the main idea of first paragraph?
 - a. It happened one day that Silenus
 - b. who was the oldest of the satyrs and was now very feeble

- c. brought him to the king
 - d. King Midas
8. The first paragraph is....
- a. Conclusion
 - b. Resolution
 - c. Introduction
 - d. Identification
9. Who was the oldest(phagraph 1) the underline word can be replace by.....
- a. King midas
 - b. Silenus
 - c. Bacchus
 - d. Peasant
10. The conclusion of the text is.....
- a. said Bacchus, smiling
 - b. bathe in the spring where the river Pactolus rises
 - c. Bacchus promised to grant whatever King Midas might ask.
 - d. King Midas sent the peasants to carry

The following text is for question 11-15

Legend of ka golden snail and keong mas

Princes raden putra was married to a princess named Dewi Limaran. One day when Dewi Limaran was walking in the place garden, she was a snail among her lovely flowers and she had one of her servants pick it up and thorough it away. The witch was very angry, so she cursed Dewi Limaran and changed her into a golden snail and threw it into a river. The stream carried it far away from the place.

One the side of big forest, there lived a poor widow. Her living was only fishing. One day it was a particularly bad day as she didnt catch any fish. Again and again she spread her net, but nothing got chaught into it. At least she pulled up the net to go home. Suddenly, she saw something shining at the bottom of it. It

was only a snail. Nevertheless she picked it up and took it home. Its shell shone like gold. The old woman had never seen such a snail before.

11. What is the topic of the text?
 - a. Legend of the keong mas
 - b. Raden putra
 - c. Dewi Limaran
 - d. Fish
12. What is the main idea of the first paragraph?
 - a. Prince Raden Putra was married to a princess
 - b. Dewi was walking in the palace garden
 - c. The witch was very angry
 - d. Dewi Limaran changed into a golden snail
13. The second paragraph is.....
 - a. Description
 - b. Conclusion
 - c. Event
 - d. Resolutions
14. Who is the wife of the prince?
 - a. Dewi Limaran
 - b. Witch
 - c. fish
 - d. prince's bride
15. The conclusion of the text is....
 - a. Now she had everything she wanted and sorrow had left forever
 - b. They live in a poorest
 - c. Raden putra was married
 - d. Now they had broken.

The following text is for question 16-20

Boyolali regency is located north of solo and east Merapi and merabu mountains. This regency has been known for its production of press milk for a long time. No wonder the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are in different places. The statue is made of concrete. The color and shape are made in such a way as to resemble real cows. However, the size is made bigger to catch the eyes.

Besides the curating the town, the statues also turn out of town to be helpful for people from out of town to find places they see in Boyolali. By mentioning the position of the statue, people can find way easily

16. What is the topic of the text?

- a. Boyolali regency
- b. Cow statues
- c. Place in Boyolali
- d. Merbau Mountain

17. What is the main idea of the last paragraph?

- a. The people from out of town easily find the statue
- b. Statue help people to find places easily
- c. The statue can find their way easily
- d. The statue decorates the town beautifully.

18. What are the tenses of the text?

- a. Past tenses
- b. Future tense
- c. Continuous tense
- d. Present tense

19. The last paragraph is

- a. Description

- b. Problem
- c. conclusion
- d. Reorientation

20. The conclusion of the text is...

- a. Boyali press milk
- b. Cow statue in Boyolali
- c. Location of boyolali
- d. To make fresh milk.

Validator

Putri Maya Sari Siregar

APPENDIX 4

THE INSTRUMENT (POST-TEST)

Class	X
Subject	: English
Text	: Narrative text.
Time Alotment	90
Theme	: legenda
Instruction	:

Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer

The following text is for question 1-20

Sangkuriang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

Sangkuriang feel sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was no where to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger. And time passed by. Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

Sangkuriang accepted this condition without a doubt. He had spent his youth studying magical arts. After the sun went

down, Sangkuriang went to the hill. Then he called a group of genie to build a dam around Citarum River. Then, he commands the genies to cut down trees and build a boat. A few moments before dawn, Sangkuriang and his genie servants almost finished the boat. Dayang Sumbi, who had been spying on him, realised that Sangkuriang would fulfill the condition she had set. Dayang Sumbi immediately woke all the women in the village and asked them to wave a long red scarf. All the women in the village were waving red scarf, making it look as if dawn was breaking. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared. Sangkuriang grew furious. With all his anger, he kicked the unfinished boat. The boat flew and landed on a valley. The boat then became a mountain, called Mount Tangkuban Perahu (Tangkuban means upturned or upside down, and Perahu means boat). With his power, he destroyed the dam. The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word Bendung, which means Dam).

1. What is the topic of the text?
 - a. Sangkuriang
 - b. Dayang sumbi
 - c. Bacchus
 - d. Tumang
2. What is the main idea of the first paragraph?
 - a. Long time ago in West Java, lived a beautiful girl named Dayang Sumbi
 - b. The prince asked permission from his father
 - c. She was also smart and clever
 - d. People from khayangan could side by side with humans.

3. What is the generic structure of the first text?
 - a. Orientation
 - b. Reorientation
 - c. Resolution
 - d. Problem
4. What can infer that dayang sumbi
 - a. Beautiful
 - b. Smart
 - c. Clever
 - d. A,b and c is good
5. What is the conclusion of the text?
 - a. Dayang sumbi prayed for guidance
 - b. Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared
 - c. . The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word Bendung, which means Dam).
 - d. his mother love a dog
6. what is the main idea of the second paragraph?
 - a. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy
 - b. their son named is Sangkuriang
 - c. he went home and tell his mother about the dog
 - d. she didn't pay any attention
7. what is the generic structure from the second paragraph?
 - a. Orientation
 - b. Event
 - c. Conclusion

d. Description

8. What is the language features of the first pharagrahp?

- a. Long time ago west java
- b. Lived beautiful girl named dayang sumbi
- c. Her beaty and intelligent made a prince
- d. His father approved one one condition

9. What is story about?

- a. Tumang
- b. West java talets
- c. Dayang sumbi rehjection on marry sangkuriang
- d. Tumang and a dog husband

10. According to the story, tumang was.....

- a. Actually, and handsome dog
- b. Married to dayang sumbi
- c. Good a hunting dear
- d. Sangkuriang pet dog

11. What did dayang sumbi look like?

- a. She liked weaving clothes
- b. She looked for heart of the deer
- c. She was beatifull
- d. She was bad

12. What made dayang sumbi stay young?

- a. She set up condition in doing things
- b. A young man fall in love with her
- c. God gave her an eternal beauty
- d. She married a dog

13. What moral value can we learn from the story?

- a. People must keep their words all the time
- b. Do not make a promise to easly
- c. We should not hate our decendants

- d. Just do what we have planned
14. He brought her the falling tool, the bold word refers to ?
- a. Sangkuriang
 - b. Tumang
 - c. Dayang Sumbi
 - d. Father
15. If you are male I will marry you (paragraphs 2) the sentences mean that the one who helped dayang sumbi became her...
- a. Husband
 - b. Maid
 - c. Boss
 - d. King
16. Long time ago in West Java, lived a beautiful girl named Dayang Sumbi (paragraph 1) what is the function of the above sentences?
- a. A crisis
 - b. An orientation
 - c. A complication
 - d. A resolution
17. We can infer that Dayang Sumbi a.....
- a. Smart girl
 - b. Beautiful girl
 - c. Clever girl
 - d. Bad girl
18. What is the conclusion of the text?
- a. They get married and live happy
 - b. Dayang sumbi was so sad
 - c. He hunted animals and look for fruit

d. The prince changes the to the dog named Tumang.

19. What is the topic of the text?

- a. Dayang sumbi
- b. Prince
- c. Sangkuriang
- d. Tumang

20. Why sangkuriang feel sad and confused?

- a. Because her mother love the dog
- b. Because her mother get married
- c. Because her mother love tumang
- d. Because her mother didn't pay any attention.

Validator

Putri Maya Sari Siregar

Appendix 5**THE RESULT OF PRE-TEST
(The Experimental Group)**

No.	Name	Total	Score
1	EH	11	55
2	IMR	3	15
3	IRS	11	55
4	J	11	55
5	ML	9	45
6	M	3	15
7	ND	17	80
8	NAH	11	55
9	NA	7	35
10	PSM	8	40
11	RA	9	45
12	SH	8	40
13	SSS	10	50
14	S	5	25
15	SLS	10	50
16	RD	12	60
17	WOH	9	45
18	W	6	30
19	W	9	45
20	Y	6	30

Appendix 6**THE RESULT OF PRE-TEST****(The Control Group)**

No	Name	Score	Score
1	ASL	9	45
2	AR	4	20
3	AD	11	55
4	AH	19	90
5	EM	8	40
6	I	9	45
7	JS	11	55
8	MAR	19	95
9	MS	13	65
10	MI	8	40
11	PH	7	35
12	PS	9	45
13	RI	6	30
14	W	20	100
15	WS	19	67
16	WS	18	90
17	YR	9	45
18	ZF	20	100

Appendix 7**THE RESULT OF POST-TEST
(The Experimental Group)**

NO	Name	Total	Score
1	EH	20	100
2	IMR	20	100
3	IRS	20	100
4	J	18	80
5	M	20	100
6	MN	20	100
7	ND	16	75
8	NAH	20	100
9	NS	20	100
10	PSM	17	80
11	RD	19	95
12	SH	18	90
13	SSS	20	100
14	S	19	95
15	SLS	20	100
16	RD	20	100
17	WOH	16	80
18	W	16	80
19	W	17	85
20	YM	18	90

Appendix 8

THE RESULT OF POST-TEST (The Control Group)

No	Name	Score	Score
1	ASL	16	80
2	AR	11	55
3	AD	12	60
4	AH	17	85
5	EM	14	70
6	I	14	70
7	JS	13	65
8	MAR	17	85
9	MS	13	65
10	MI	11	55
11	PH	13	65
12	PS	15	75
13	RI	16	80
14	W	12	60
15	WS	15	75
16	WS	15	75
17	YR	16	80
18	ZF	14	70

Appendix 9

Score of Pre-Test and Post-Test in Experimental Group

NO	Name	Pre-Test	Score
1	EH	55	100
2	IMR	15	100
3	IRS	55	100
4	J	55	80
5	ML	45	100
6	M	15	100
7	ND	80	75
8	NAH	55	100
9	NA	35	100
10	PSM	40	80
11	RA	45	95
12	SH	40	90
13	SSS	50	100
14	S	25	95
15	SLS	50	100
16	RD	60	100
17	WOH	45	80
18	W	30	80
19	W	45	85
20	Y	30	90

Appendix 10

Score of Pre-Test and Post-Test in Control Group

No	Name	Pre-Test	Post-Test
1	ASL	45	80
2	AR	20	55
3	AD	55	60
4	AH	90	85
5	EM	40	70
6	I	45	70
7	JS	55	65
8	MAR	95	85
9	MS	65	65
10	MI	40	55
11	PH	35	65
12	PS	45	75
13	RI	30	80
14	W	100	60
15	WS	67	75
16	WS	90	75
17	YR	45	80
18	ZF	100	70

Appendix 11

The Result of Normality

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of the study	Pre-Test Experiment	.138	20	.200*	.957	20	.483
	Post-Test Experiment	.295	20	.000	.775	20	.000
	Pre-Test Control	.208	18	.039	.900	18	.058
	Post-Test Control	.124	18	.200*	.947	18	.378

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

a. Lilliefors Significance Correction

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	18.94881205
Most Extreme Differences	Absolute	.094
	Positive	.094
	Negative	-.060
Test Statistic		.094
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Appendix 12

The Result of Homogeneity Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	.012	1	36	.913
Based on Median	.019	1	36	.892
Based on Median and with adjusted df	.019	1	33.183	.892
Based on trimmed mean	.001	1	36	.978

Appendix 13

Research Documentation

Pre-Test



Post-Test



Appendix 14

The example of students' answer sheet

1. Pre-test in Experimental Group

NAMA : Jonathan
Class : X - GP.

1. Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for question 1-5

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Every day, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumen. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog, "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

1. What is the topic of the text?
 a. Dayang sumbi
 b. Prince
 c. Sangkuriang
 d. Tumang

2. What is the main idea of first paragraph?
 a. Long time ago west in Java.
 b. Dayang sumbi was also smart and cleaver.
 c. The prince asked permission from his father
 d. They get married and live haply

3. What is generic structure of the last paragraph?
 a. Identification
 b. Description
 c. Resolution
 d. Problem

4. We can infer that Dayang Su mbi a.....
 a. Smart girl
 b. Beautiful girl
 c. Clever girl
 d. Bad girl

5. What is the conclusion of the text?
 a. They get married and live happy
 b. Dayang sumbi was so sad
 c. He hunted animals and look for fruit
 d. The prince changes the to the dog named Tumang.

55

NAMA : Yesi minarta

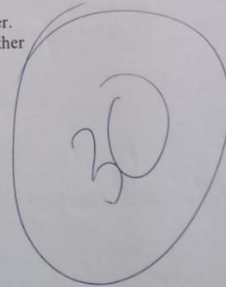
Class : X GP

1. Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for question 1-5

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Every day, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumen. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

1. What is the topic of the text?
a. Dayang sumbi
b. Prince
c. Sangkuriang
d. Tumang
- X 2. What is the main idea of first paragraph?
a. Long time ago west in Java.
b. Dayang sumbi was also smart and clever.
c. The prince asked permission from his father
d. They get married and live haply
- X 3. What is generic structure of the last paragraph?
a. Identification
b. Description
c. Resolution
d. Problem
- X 4. We can infer that Dayang Su mbi a.....
a. Smart girl
b. Beautiful girl
c. Clever girl
d. Bad girl
5. What is the conclusion of the text?
a. They get married and live happy
b. Dayang sumbi was so sad
c. He hunted animals and look for fruit
d. The prince changes the to the dog named Tumang.



2. Pre-test in Control Group

NAMA : Andra Savan Lumban Goo
Class : IPA 10

1. Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for question 1-5

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Every day, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

1. What is the topic of the text?
 a. Dayang sumbi
 b. Prince
 c. Sangkuriang
 d. Tumang

2. What is the main idea of first paragraph?
 a. Long time ago west in Java.
 b. Dayang sumbi was also smart and cleaver.
 c. The prince asked permission from his father
 d. They get married and live haply

3. What is generic structure of the last paragraph?
 a. Identification
 b. Description
 c. Resolution
 d. Problem

4. We can infer that Dayang Su mbi a.....
 a. Smart girl
 b. Beautiful girl
 c. Clever girl
 d. Bad girl

5. What is the conclusion of the text?
 a. They get married and live happy
 b. Dayang sumbi was so sad
 c. He hunted animals and look for fruit
 d. The prince changes the to the dog named Tumang.

AS

NAMA : RENDI
Class : ~~10~~ ~~X~~ ~~IPA~~

1. Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for question 1-5

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition. They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Every day, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumen. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

1. What is the topic of the text?
 a. Dayang sumbi
 b. Prince
 c. Sangkuriang
 d. Tumang
- X 2. What is the main idea of first paragraph?
 a. Long time ago west in Java.
 b. Dayang sumbi was also smart and clever.
 c. The prince asked permission from his father.
 d. They get married and live haply
3. What is generic structure of the last paragraph?
 a. Identification
 b. Description
 c. Resolution
 d. Problem
- X 4. We can infer that Dayang Su mbi a.....
 a. Smart girl
 b. Beautiful girl
 c. Clever girl
 d. Bad girl
- X 5. What is the conclusion of the text?
 a. They get married and live happy
 b. Dayang sumbi was so sad
 c. He hunted animals and look for fruit
 d. The prince changes the to the dog named Tumang.

30

3. Post-test in Experimental Group

M/d/1011

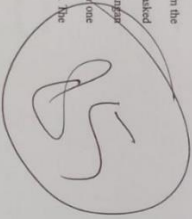
Nama : **Hafira Syarif**

Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items, you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer

The following text is for question 1-20

Sangkurang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kediri desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kediri could never live side by side with humans, but his father approved of one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.



They got married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tunang. Their son is named Sangkurang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkurang accidentally killed Tunang. His arrow missed the deer he was targeting and hit Tunang instead. He went home and tells his mother about the dog. "What? Dayang Sumbi was afraid! Driven by sadness and anger, she grabbed a weaving tool and hit Sangkurang's head with it. Dayang Sumbi was so sad, she didn't pay any attention to Sangkurang and started to cry.

Sangkurang feel sad and also confused. How can his mother love a dog more than him? Sangkurang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkurang. But her son was nowhere to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger. And time passed by. Sangkurang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkurang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkurang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkurang from marrying her. But she did not wish to disappoint him by canceling the wedding. So, although she agreed to marry Sangkurang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

Answer: Yes, minimalist

Nama: Horria Sirgar

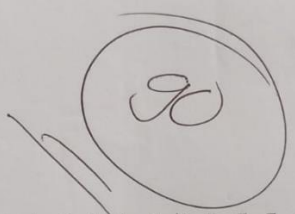
Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer: a, b, c, d, to each question, give mark (X) on the best your answer

The following text is for question 1-20

Sangkuriang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad, she didn't pay any attention to Sangkuriang and started to cry.



Sangkuriang feel sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was nowhere to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger. And time passed by. Sangkuriang on his journey, stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by canceling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

4. Post-test in Control Group

1001 Senaga S

Nama : **Hotrina Siregar**

Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer

The following text is for question 1-20

Sangkuriang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly Kingdom of Kahyanggan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyanggan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

Sangkuriang feel sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was no where to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger. And time passed by, Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

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Nama : ~~Hotima Siregar~~ Aditya Hanza

Read history text carefully and answer the question below. Each is followed by several question about it. The question are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer

The following text is for question 1-20

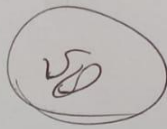
Sangkuriang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad, she didn't pay any attention to Sangkuriang and started to cry.

Sangkuriang feel sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was no where to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger. And time passed by, Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.





PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN
SMKS LMC MODEL INDUSTRI

Program Studi : Teknik Mesin, Teknik Komputer Jaringan, Geologi Pertambangan, Teknik Kendaraan Ringan Otomotif dan Agribisnis Pembibitan dan Kultur Jaringan
Jl. Raya Siplrok – Padangsidempuan Km 17 No 88 Kode Pos: 22733 Desa Marisi Angkola Timur Tapanuli Selatan
email : smkslmcmodelindustri@yahoo.com



Nomor : 422/158/SMKLMC/IX/2023
Lampiran :-
Hal : **Persetujuan Izin Riset Penyelesaian Skripsi**

Kepada Yth.
Bapak/Ibu Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN SYAHADA PADANGSIDIMPUAN
di

Tempat

Dengan hormat,

Menindaklanjuti surat UIN SYAHADA PADANGSIDIMPUAN Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-3969/Un.28/E.1/TL.00/08/2023, Perihal Izin Riset Penyelesaian Skripsi tanggal 8 Agustus 2023, dengan ini kami memberikan izin tempat dan waktu untuk mengadakan riset yang dimaksud di satuan pendidikan SMKS LMC Model Industri Angkola Timur kepada Mahasiswa/i yang tersebut dibawah ini :

Nama : Hotrina Siregar
NIM : 1920300057
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi: Tadris Bahasa Inggris
Alamat : Silangkitang Tambiski, Kec. Saipar Dolok Hole, Kab. Tapsel

Demikian surat ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Angkola Timur, September 2023
Kepala Sekolah,

Angreni Lubis, S.S., M.Si





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : ~~B3799~~ /Un.28/E.1/PP.00.9/11/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

25 November 2022

Yth.

1. Dr. Hamka, M.Hum
2. Sri Minda, M.Hum

(Pembimbing I)
(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Hotrina Siregar
NIM : 19 203 00057
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Story Mapping on Reading Narrative Text of X
Grade Students of SMK LMC

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yuliani Syafrida, S.Psi.,M.A
NIP 19801224 200604 2 001


Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4.5 Sihatang 22733
Telepon (0334) 220600 Faksimile (0334) 24022

Nomor B-3969 /Un.28/E.1/TL.00/08/2023 8 Agustus 2023
Lampiran
Hal Izin Riset
Penyelesaian Skripsi.

Yth. Kepala SMK LMC

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama : Hotrina Siregar
Nim : 1920300057
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Silangkitang Tambiski, Kec. Saipar Dolok Hole, Kab. TAPSEL

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syiah Kuala Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Story Mapping on Reading Narrative Text of X Grade Students of SMK LMC".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Syarifuddin Syarifuddin Siregar, S.Psi, MA
NIP. 19651224 200604 2 001