APPENDICES

Appendix 1

SILABUS

Nama Sekolah   : SMA N 1 Karanganyar Demak
Mata Pelajaran   : Bahasa Inggris
Kelas   : X
Semester   :

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

3.9 Menganilisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.
 	
4.11 Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.
	Teks naratif, berbentuk cerita pendek
	
	Fungsi Sosial
	Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral,dsb.
	
	Struktur text
	(gagasan utama dan informasi rinci)
	a. Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
	b. Penilaian (evaluasi) tentang
		Mengamati
		• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks naratif berbentuk cerita pendek, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
		• Siswa membaca dan mendengarkan cerita pendek tersebut untuk memahami isi pesannya.
		• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap cerita pendek tersebut.
		
		Menanya
		Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap cerita pendek tersebut.
			KRITERIA PENILAIAN
			
			• Tingkat pemahaman fungsi sosial teks teks naratif berbentuk cerita pendek.
			• Tingkat kelengkapan dan keruntutan pemahaman isi pesan cerita pendek.
			• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.
			• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan cerita pendek.
			
			CARA PENILAIAN:
				12 JP	• Buku Teks wajib
					• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat
					• Contoh teks dari sumber otentik
					• Sumber dari internet, seperti:
					  - www.dailyenglish.com
					  - http: //americanenglish.state. gov/files/ae /resource_fi

	situasi dan kondisi terjadinya cerita. c. Krisis yang terjadi terhadap tokoh utama (komplikasi) d. Akhir cerita dimana krisis berakhir (resolusi) dengan bahagia atau sedih. e. Ulasan atau komentar umum (reorientasi), opsional. *Unsur Kebahasaan* 1) Tata bahasa: Tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi 2) Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek 3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat	**Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa cerita pendek pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita pendek, termasuk teknik membaca (*scanning, skimming, inferencing*,dsb). • Siswa membaca semua cerita pendek yang telah terkumpul tsb., secara lebih cermat untuk memahami informasi tersurat maupun tersirat dengan cara mengidentifikasi dan menyebutkan: - Fungsi sosial setiap teks - Tokoh, tempat, waktu, terjadinya cerita - Krisis yang terjadi terhadap tokoh - Akhir cerita dimana krisis berakhir - Komentar atau penilaian umum tentang cerita pendek (opsional, jika ada) - Kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa cerita pendek yang telah	**Kinerja (praktik)** Menganalisis isi pesan cerita pendek. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan cerita pendek pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran disetiap tahapan. **PENILAIAN DIRI:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia atau bahasa Inggris (jika mungkin) tentang pengalaman belajar menganalisis cerita pendek, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca teks yang menuntut pemahaman tentang cerita pendek. **Portofolio** • Kumpulkan hasil analisis		les - http: //learnengli sh.britishco uncil.org/en / - https: //www.goo gle.com/

	dalam frasa nominal 4) Semua jenis adveribia. 5) Ucapan, tekanan kata, intonasi 6) Ejaan dan tanda baca 7) Tulisan tangan **Topik** Cerita cerita pendek yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.	dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam cerita pendek yang mereka baca. **Mengkomunikasikan** • Siswa menyampaikan beberapa cerita pendek pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menertibkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi cerita pendek, dsb. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami cerita pendek dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia atau bahasa Inggris jika mungkin.	tentang beberapa cerita pendek yang telah dibuat. • Lembar soal dan hasil tes		

Appendix 2

LESSON PLAN K-13

School   : SMA N 1 Karanganyar Demak

Lesson   : English

Class/Semester   : X

Material/Skill   : Narrative Text / Reading Skill

Time Allocation   : 8 X 45 minutes (4 meetings)

A. CORE COMPETENCE (KI)

KI 1 : Experiencing and applying their religion values.

KI 2 : Experiencing and applying honesty, discipline, responsibility, care (helping one another, cooperation, tolerance, peace), well-mannered, responsive, and pro-active and to show attitude as a part of solution for problems to interact effectively in social and natural environment and take a position as a reflection of nation in the world's association.

KI 3 : Comprehending, applying, analying factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation with causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.

KI 4 : Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

B. BASIC COMPETENCE AND INDICATORS

Basic Competence

1.1 Grateful for the opportunity can learn English as an international language of communication embodied in the spirit of learning.

2.1 Demonstrate polite behavior and care in carrying out the interpersonal communication with teachers and friends.

3.9 Analyze social function, generic structure, and linguistic elements from the narrative text in spoken or written a short story, accordance with the context of its use.

4.11 Catch the meaning of the narrative text a short story, spoken and written.

Indicators:

3.9.1 Students can analyze character, setting, conflict, and moral value in the story.

4.11.1 Students can understand social function, generic structure, and linguistic elements from narrative text.

4.11.2 Students can know the meaning of narrative text.

C. LEARNING OBJECTIVES

In the last of learning, the teacher hope that the students can:

1. Analyze character, setting, conflict, and moral value in the story.

2. Understand social function, generic structure, and linguistic elements from narrative text.

3. Know the meaning of narrative text.

D. LEARNING MATERIAL

Narrative Text

1. Definition: Narrative text is a text that tells about past story or tells about the legend of story. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2. Kinds of Narrative Text: Fable, myths, legend, fairy tales, novels, horror story, etc.

3. Generic Structure of Narrative Text:

   a. Orientation: introducing the character of the story, the time and place the story happened. (who/what, when, and where)

b. Complication: a series of events in which the main character attempts to solve the problem.

c. Resolution: tells about how to solve the problem or conflict. And what is the end of story, happy ending or sad ending.

Language Features:

- Using Simple Past Tense

- Adverbs of Place, Time and Conjunction

- Using specific noun as pronoun of person, or animal in the story.

E. LEARNING METHOD

1. Approach   : Scientific approach
2. Model   : Cooperative learning
3. Technique   : Story mapping technique

F. SOURCE AND MEDIA

Media   : Whiteboard, board marker

Tool   : Paper and hand out

Source   : Internet

G. STEPS OF TEACHING

1st – 2nd meeting

No	Activities of Learning	Time
1	Pre-activity a. Greeting and praying together. b. Checking students attendance list. c. Make sure the students ready to begin the learning today. d. Giving brainstorming about the question related to the material of narrative text and the students answer the question.	
2	Whilst Activities Observing (observasi) - The teacher shows the example of narrative text.	

	• The teacher explain to identify the text. • The students read the example of the narrative text that shared by the teacher. • While the students read the text, the teacher asks them to analyze the narrative text. • The teacher gives a chance for students to discuss about the text. • The teacher introduces about story mapping technique to students. Questioning (menanya) • The students ask about story mapping technique. Experimenting (mencoba) • The teacher explain about story mapping technique and how to applying it. • The students read the text aloud. • While reading aloud, the teacher stop periodically to model how to identify each story elements (e.g., setting, characters, problem or goal, plot, and resolution). • Then the students write the information of story elements on the story mapping template. Associating (menalar) • The teacher explains about the definiton of narrative text, the purpose, generic structure, and linguistics elements of the text. • The students pay attention the explanation from the teacher carefully. After that, they do the individual exercise. Communicating (mengkomunikasikan) • The students can do the tasks related the material of narrative text. In the first meeting the material of narrative text is The Fox and The Goat and the second meeting the material of narrative text is Cinderella.	
3	Post Activity	

	• The students and the teacher make the conclusion of the lesson.	
	• The students do the reflection to the activities that they have learned and the teacher gives ice breaking to make the students enjoy.	
	• The students and the teacher give a feedback each other based on the process of teaching and the result of the lesson.	
	• The students and the teacher make a plan to the next meeting in teaching and learning process about narrative text.	

3rd – 4th meeting

No	Activities of Learning	Time

1	Pre-activity
	
	  e. Greeting and praying together.
	
	  f. Checking students attendance list.
	
	  g. Make sure the students ready to begin the learning today.
	
	  h. Giving brainstorming about the question related to the material of narrative text and the students answer the question.	

2	Whilst Activities Observing (observasi) • The teacher shows the example of narrative text. • The teacher explain to identify the text. • The students read the example of the narrative text that shared by the teacher. • While the students read the text, the teacher asks them to analyze the narrative text. • The teacher gives a chance for students to discuss about the text. • The teacher introduces about story mapping technique to students.	

	Questioning (menanya)	
	• The students ask about story mapping technique.	
	Experimenting (mencoba)	
	• The teacher explain about story mapping technique and how to applying it.	
	• The students read the text aloud.	
	• While reading aloud, the teacher stop periodically to <u>model</u> how to identify each story elements (e.g., setting, characters, problem or goal, plot, and resolution).	
	• Then the students write the information of story elements on the story mapping template.	
	Associating (menalar)	
	• The teacher explains about the definiton of narrative text, the purpose, generic structure, and linguistics elements of the text.	
	• The students pay attention the explanation from the teacher carefully. After that, they do the individual exercise.	
	Communicating (mengkomunikasikan)	
	• The students can do the tasks related the material of narrative text. In the third meeting the material of narrative text is Telaga Warna and the fourth meeting the material of narrative text is Snow White	
3	Post Activity	
	• The students and the teacher make the conclusion of the lesson.	
	• The students do the reflection to the activities that they have learned and the teacher gives ice breaking to make the students enjoy.	
	• The students and the teacher give a feedback each other based on the process of teaching and the result of the lesson.	
	• The students and the teacher make a plan to the next meeting in teaching and learning process about narrative text.	

H. ASSESSMENT

Assessment Rubric

Student Worksheet	Score
• **Every correct answer**	**10**
• **No answer**	**0**

Maximum score : 100

Score   **: The number of correct x 10**

Example   : 10 x 10 = 100

Kudus, 26 September 2017

Acknowledge by,

English Teacher   The writer

Nanik Wahyuningsih, S.Pd   Lina Rachmawati
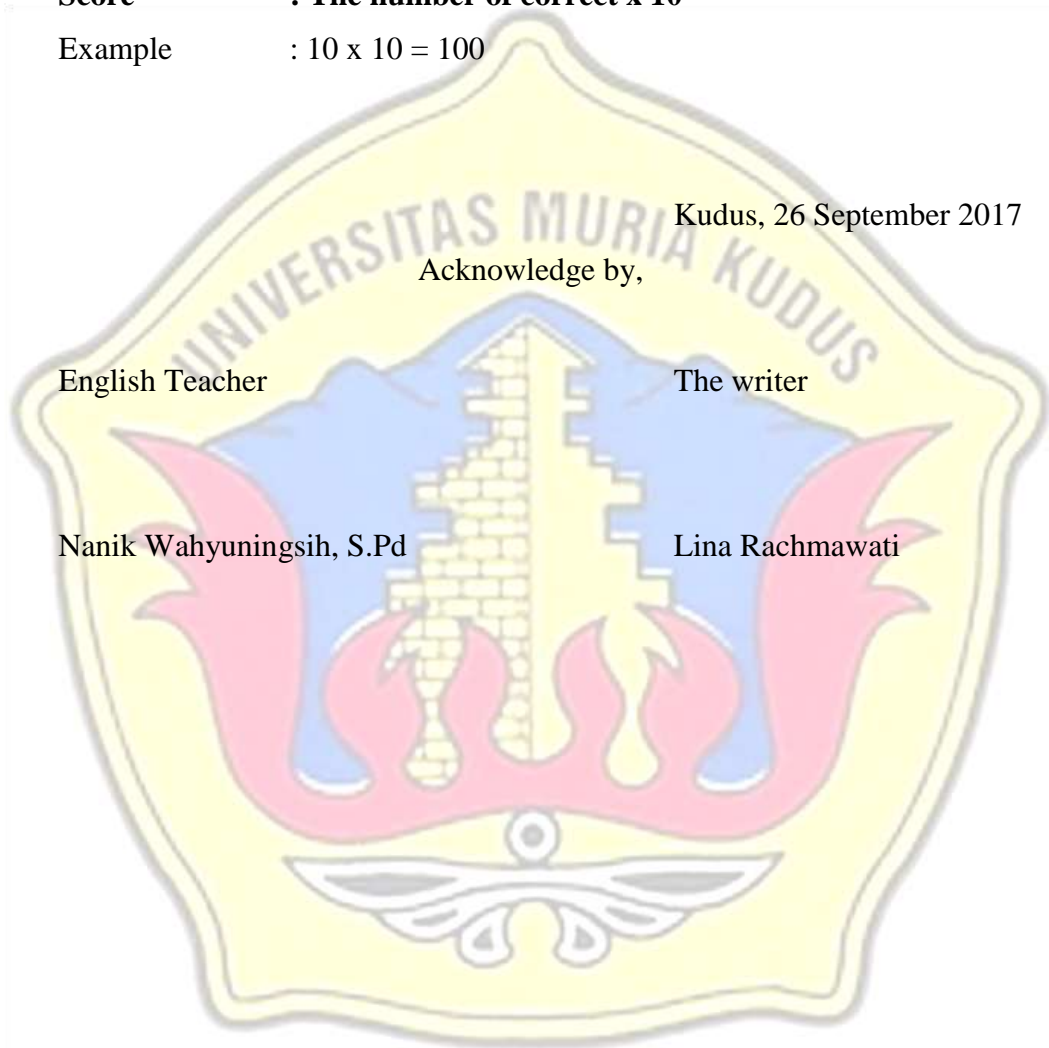
Appendix 3

The Table of Specification for the Reading Comprehension Test Item for the Tenth Grade Students of

SMA N 1 Karanganyar Demak

Subject   : English

Grade/Semester   : X/II

Time   : 1 X 45 minutes

Core Competency	Basic Competence	Indicators	Material	Number of Test Item
Comprehending, applying, analyzing factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation with casual phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.	- Analyze social function, generic structure, and linguistic elements from the narrative text in spoken or written a short story, accordance with the context of its use. - Catch the meaning of the narrative text a short story, spoken and written.	- Students can analyze character, setting, conflict, and moral value in the story. - Students can understand social function, generic structure, and linguistic elements from narrative text. - Students can know the meaning of narrative text.	Reading narrative text	2, 3, 5, 6, 8, 9, 12, 14, and 24. 4, 7, 8, 10, 15, 16, 19, 21, 22, 23, and 25. 1, 11, 13, 17, 18, and 20.

Appendix 4

The Reading Comprehension of Narrative Text of
SMA N 1 Karanganyar Demak in Academic Year 2017-2018
(Pre-Test and Post-Test)

Subject   : English   Name :

Class   : X   Student Number :

Time   : 90 minutes

Choose the correct answer by crossing (X) a, b, c, d, or e. Read the text to answer questions number 1 to 5

Text 1

The Rats and The Elephants

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

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

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

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

1. What type of text is it above?
    a. Recount text
    d. Descriptive text
    b. Anecdote text
    e. Expository text
    c. Narrative text

2. Who destroyed the homes of all rats?
   a. A group of elephant did
   b. A group of mice did
   c. Elephant's herd
   d. The hunter did
   e. Elephants-hunter did

3. Who helped the elephant's herd free?
   a. The elephant-hunter
   b. A group of king did
   c. Entire group of rats did
   d. The trapped elephants did
   e. The hunters did

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

5. At the end of the story, how was the elephant's herd?
   a. Angry
   b. Sad
   c. Dead
   d. Happy
   e. Disappointed

Read the text to answer questions number 6 to 13
Text 2

Once there was a husband and his wife who had a baby. They had a dog named Bony. It was a very smart dog and faithful to them. The dog used to take care of the baby while were working in the rice field.

One afternoon, while working in the field, they heard Bony barking. It was running toward them. It's mouth smeared with blood. The husband shocked and thought that it had killed their baby. Suddenly he took his sickle and threw it to the dog. It hit the dog's had and the dog head and the dog fell down and died.

Hurriedly they got home and saw the baby sleeping. When the husband looked around in the baby's room, he found a big snake lying on the floor. It was dead and blood spilled everywhere. It seemed the dog had killed the snake and the killed his faithful dog.

6. Who was Bonny? Bonny was...

a. The baby's name   d. The snake's name

b. The husband's name   e. The dog's name

c. The wife's name

7. Why was the dog running toward the couple?

   a. Because it afraid of snake

   b. Because it was hurt

   c. Because the dog wanted some foods

   d. Because a snake wanted to catch it.

   e. Because the dog wanted to tell that something dangerous almost happened in their home

8. ... finally killed by the husband.

   a. The baby   d. The wife

   b. The snake   e. The couple

   c. The dog

9. The snake was killed by...

   a. The dog   d. The child

   b. The husband   e. The baby

   c. The wife

10. Was the baby hurt by the dog?

   a. Yes, it is   d. Yes, it was

   b. No, was not   e. No, it doesn't

   c. No, it did

11. "Suddenly, he took his sickle ..."(paragraph 2).

The word *suddenly* has the same meaning with the word...

   a. Usually   d. Angrily

   b. Quietly   e. Hungrily

   c. Quickly

12. Why was the husband shocked? Because...

   a. He thought that the dog hurt killed his baby   d. He saw a dog died

   b. He was sick   e. His wife fell down

   c. He saw a snake

13. A : "What kind of narrative text is it?"

B : "it is..."

a. Romance   d. Mystery

b. Adventure   e. Folktale

c. Science fiction

Read the text to answer questions number 14 to 20

Text 3

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

14. Where does the story take place?

a. London   d. Jakarta

b. Australia   e. Buenos Aires

c. Puerto Rico

15. What is the word that the parrot cannot say?

a. Canato   d. Catano

b. Tacano   e. Nacato

c. Tacana

16. How often did the owner teach the bird how to say the word?

    a. Always   d. Many times

    b. Everyday   e. Every second

    c. Seldom

17. "It was very, very smart"

The underlined word refers to ….

    a. The man   d. Puerto Rico

    b. The bird   e. The parrot

    c. The chicken

18. What is the story about?

    a. A parrot and a cat   d. A parrot, the owner, and chickens

    b. A parrot and a chicken   e. A parrot and a bird

    c. A parrot and the owner

19. It is most likely that ….

    a. The bird killed the three chickens.

    b. The three chickens killed the bird.

    c. The bird played with the chicken.

    d. The bird killed one of the three chickens.

    e. The bird killed two of the three chickens.

20. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

    a. Smiling   d. Shouting

    b. Crying   e. Laugh

    c. Roar

Read the text to answer questions number 14 to 20

Text 4

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

21. Which one of the following statements is false about Sang Prabu?

    a. Sang Prabu was a father of his only daughter

    b. Sang Prabu was a king of a kingdom in West Java

    c. Sang Prabu was taken to Kahyangan by a wicked fairy

    d. Sang Prabu was a wise man

    e. Sang Prabu didn't have a son

22. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

    a. She didn't like Raden Begawan

    b. She didn't want Raden Prabu marry the princess

    c. She wanted Teja Nirmala to forget about her wedding

    d. She didn't want the prince of Blambangan marry the princess

    e. She didn't want the prince of Blambangan feel love with her

23. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

    a. Princess Segara will have married with Raden Begawan

    b. Sang Prabu will not hold strength competition

    c. Raden Begawan will not die

    d. Teja Nirmala will stay in the Kahyangan

    e. Wicked Fairy will not take Raden Begawan's life

24. So a nice fairy took her to the Kahyangan (*Paragraph 2.)* The word <u>her</u> in the sentence refers to…

    a. The wicked fairy   d. Prince Teja

    b. The nice fairy   e. The prince of Blambangan

    c. Princess Nirmala

25. The similarity between fairy and human according to the text is...

   a. The place they live

   b. The jealousy that they posses

   c. The way they don't feel a love

   d. The strength they have

   e. Their life that is immortal

Appendix 5

Key Answer

1. C	11. B	21. C
2. A	12. A	22. D
3. C	13. D	23. E
4. B	14. C	24. C
5. D	15. D	25. B
6. E	16. D	
7. E	17. B	
8. C	18. C	
9. A	19. A	
10. B	20. D	

Appendix 6

<div align="center">

Answer Sheet

</div>

Name   :

Class   :

Student Number   :

No	Answer				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

Appendix 7

The 1ˢᵗ Meeting

<div align="center">

STUDENT WORKSHEET

</div>

Name   :
Class   :
Student Number   :

Read the text and answer the question correctly!

<div align="center">

The Fox and the Goat

</div>

A fox feel into a well and couldn't get out. A thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I have tasted in my life. Come down and try it yourself".

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I will climb on your back, from there. I will step on your horns, and I can get out. And when I'm out, I will help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out.

The fox merely turn to him and said, "If you only had thought carefully about getting out, you wouldn't have jumped into the well." The goat felt very sad. He called out loudly.

An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

1. What does the text tells about?
2. Why did the goat felt sad?
3. "Come down and try it yourself." (paragraph 1)
   The underlined word refers to . . .
4. What is the generic structure of paragraph 1?

5. Paragraph 2 mainly tells . . .

6. How did the fox get out from the well?

7. How did the goat get out from the well?

8. How many characters in there?

9. What is the synonym of "plank"?

10. "Then I will climb on your back, from there."(paragraph 2)

    The underlined word refers to . . .

ANSWER

1. The fox and the goat
2. Because the goat couldn't get out from the well
3. Water
4. Orientation
5. The fox's idea of how to get out of the well
6. The fox climb on goat back and got out from the well
7. An old man put a plank into the well and the goat out from the well.
8. There are three characters: the fox, the goat, and an old man
9. Board, shelf and shelter
10. Refers to the fox

The 2ⁿᵈ Meeting

<p style="text-align:center">**STUDENT WORKSHEET**</p>

Name	:
Class	:
Student Number	:

Read the text and answer the question correctly!

Once upon a time there was a girl named Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put in back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. They got married and lived ever after.

1. What does the story tell us about?
2. Where did the party take place?
3. Why did the king hold the event at his palace?

4. How was the end of the story?

5. "She also gave Cinderella a <u>lovely</u> dress . . ."(paragraph 4)

   The underlined word has the same meaning with. . .

6. How many characters in the story?

7. When did Cinderella come to party?

8. What is the synonym of "coach" ?

9. Hat is the generic structure of paragraph 1?

10. "<u>He</u> wanted to find the Crown Prince a wife." (paragraph 2)

   The underlined word refers to . . .

ANSWER

1. Cinderella
2. In the Kingdom
3. To find his crown prince a wife
4. Happy ending
5. Pretty
6. 7 characters
7. In the night
8. Carriage
9. Orientation
10. The King
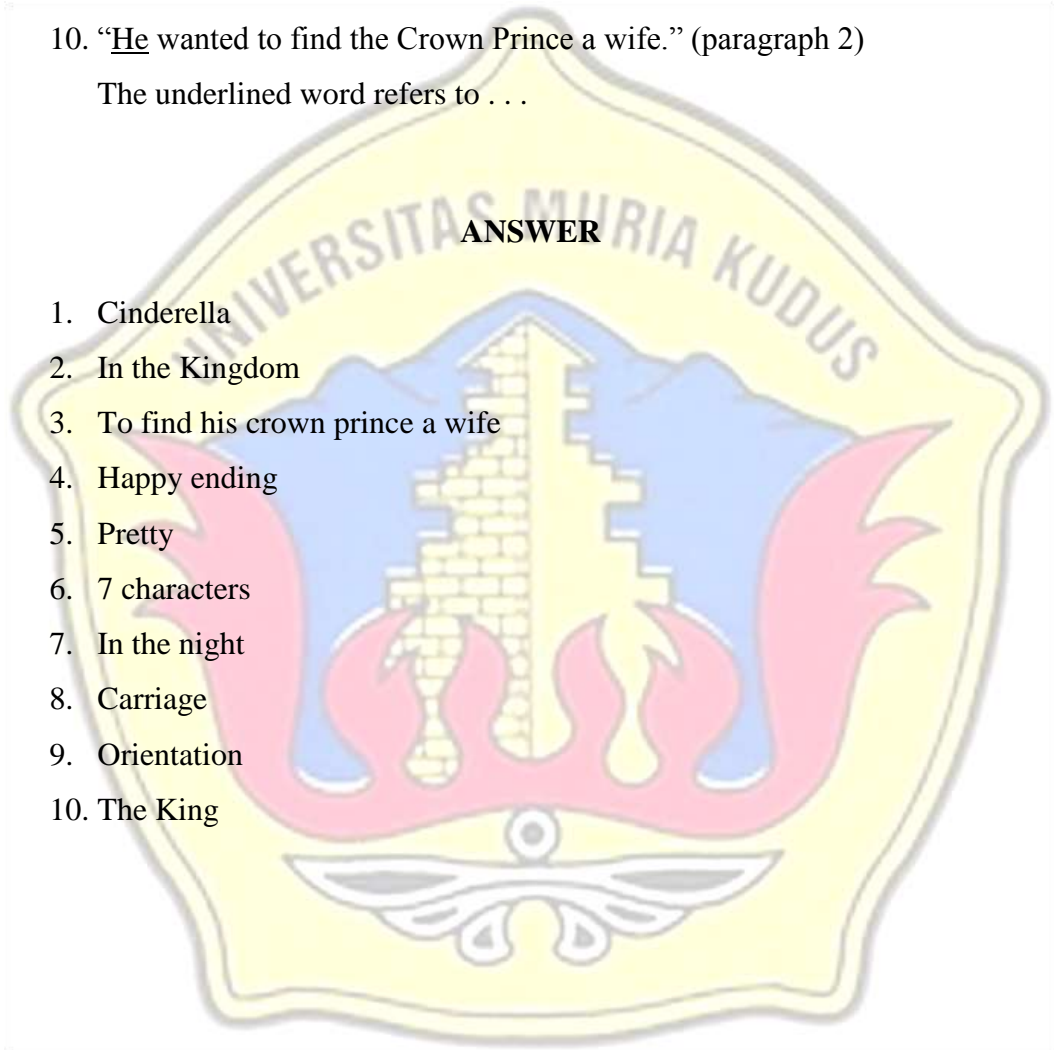
The 3rd Meeting

<div align="center">

STUDENT WORKSHEET

</div>

Name	:
Class	:
Student Number	:

<div align="center">

TELAGA WARNA

</div>

A long time ago, there was a kingdom in west java. The king was wise. No wonder the kingdom was prosperous. Unfortunately, he hadn't any children yet.

Wanting to have a child, the king went to the forest and prayed to the God for granted his wish.

When the baby girl was born, people welcomed her happily. The king and queen spoiled her so much. It made the princess had a bad temper.

On her birthday, they gave her beautiful presents. The goldsmith made a beautiful necklace for her. People gathered in the courtyard. Cheers grew louder and louder when the king, queen and princess appeared. The king gave necklace to the princess.

The princess accepted and looked at it briefly. "I don't like it. It is ugly!" She threw it away. Everybody didn't believe that the princess would do such cruel thing to hurt everybody's feeling. All were sad.

Then there was a miracle. The earth was crying. Suddenly, a spring emerged from the frond. The water drowned the entire kingdom.

People called the lake "Telaga Warna". On the bright day, it is full of colors around the lake. However some people said that the shadows are the pieces of the princess's necklace which scattered the bottom of the lake.

1. What is the purpose of the text?
2. What does the first paragraph talk about?
3. What did the king do to have a child?
4. What is generic structure of the last paragraph?
5. What is the present gave by the king and queen?

6. What is the main idea of the fourth paragraph?

7. What happened after the princess threw the necklace?

8. "The princess <u>accepted</u> and looked at it briefly."

   What is the antonym of the underlined word?

9. "On the bright day, <u>it</u> is full of colors around lake."

   The underlined word refers to . . .

10. What we can learn from the story?

ANSWER

1. To entertain or to tell the reader about certain story in the past.
2. The first paragraph talk about the kingdom
3. The king went to the forest and prayed to the God for granted his wish.
4. The last paragraph is Reorientation
5. Her parents gave her a necklace
6. The main idea of the fourth paragraph is the princess's parents gave her a necklace in her birthday.
7. The earth was crying. Suddenly a spring emerged from the frond. The water drowned the entire kingdom created a lake.
8. Refused
9. Telaga Warna
10. We must respect our parents

The 4th Meeting

<div align="center">

STUDENT WORKSHEET

</div>

Name   :

Class   :

Student Number   :

<div align="center">

Snow White

</div>

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she run away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us". Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. The communicative purpose of this text is . . .
2. What does the story tell us about?
3. Why did Snow White run away to the woods?
4. When did Snow White run away to the woods?
5. Where did Snow White live after she ran away to the woods?
6. How many dwarfs that lived with Snow White?

7. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

8. She knocked but no one answered so she went...(paragraph three). What is the antonym of the word went?

9. Who woke up Snow White?

10. Mention three action verb from the text!

ANSWER

1. To entertain readers with fairy tale
2. It tells about Snow White and the seven dwarfs
3. Her uncle and aunt would go to America
4. In the morning
5. She lived in the dwarfs'
6. Seven dwarfs
7. Because her parents were dead
8. Come
9. Seven dwarfs
10. Knocked, woke up, ran
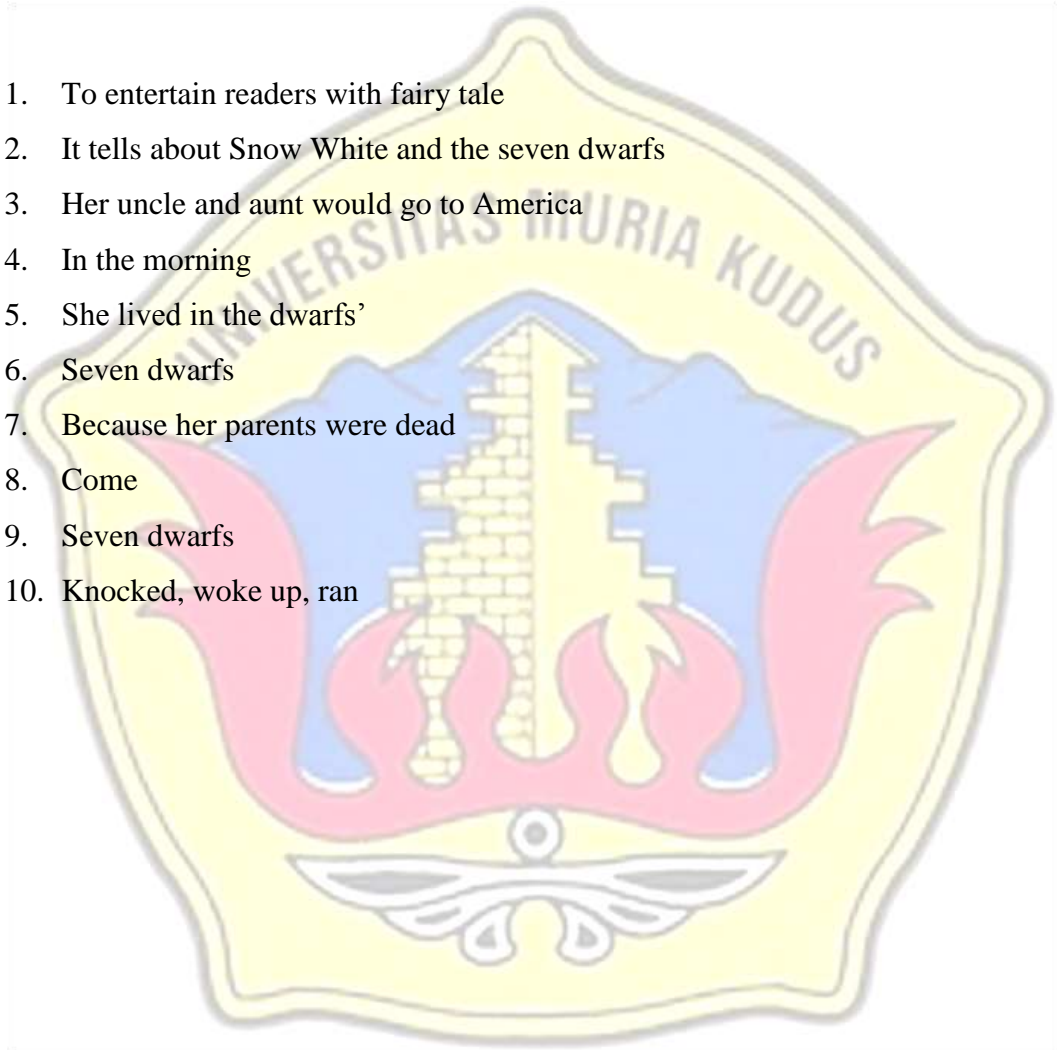
Appendix 8

The List of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 Taught by Using Story Mapping Technique

NO	NAME	NO	NAME
1	Ahmad Munawir	21	Mauli Arsala Khoironi
2	Ajeng Sekar Dwi Rahayu	22	Maya Seviani
3	Alvina Nurrizka	23	Moch Arief Maulana
4	Anidya Mahardika	24	Muhamad Reza Yulianto
5	Berliana Susanti	25	Nur Afiani Muna
6	Cahya Adinda Prastiwi	26	Olivia Hana Amadhea
7	David Irawan	27	Prada Erka Meriska
8	Dwi Setyoningrum	28	Putri Maharani
9	Elok Budiyati	29	Rika Fitri Habsari
10	Eva Fariyani	30	Ro'yun Inayatus
11	Ferna Tri Febrianti	31	Sakti Krisna Aditya
12	Hendri Aditiya	32	Sepia Tresia Viona
13	Hetty Murtiyaningsih	33	Siti Fatimah
14	Hidayanti Fita Anjani	34	Sri Wahyuni
15	Ika Fitria	35	Tini Darwati
16	Indry Widiyastuti	36	Tria Zufita sari
17	Khabib Nur Kholik	37	Vina Melinda
18	Laila Fala Sofa	38	Wanda Hamidah
19	Lisa Aprilia	39	Yulia Saputri
20	M. Sendy Yudha Pratama	40	Zahra Zahara

Appendix 9

The List of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 Taught by Using Story Mapping Technique (TRY-OUT)

NO	NAME	NO	NAME
1	Adela Rifqi Lutvia Nensi	16	Jumia Wahyuningsih
2	Agisti Ramdani	17	Kurnia Devi
3	Ahmad Roub Mujahidin	18	M. Irfan Ananda Putra
4	Alfina Damayanti	19	Mohammad Angga Widayana
5	Amrul Fauzi	20	M. Firdaus Citra Leksana
6	Aria Dwi Andrian	21	Muhammad Mauliddin
7	Arum Wulandari	22	Nila Amalia
8	Barkah Saputro	23	Nurul Latifah
9	Dewi Sulistyowati	24	Putra Regina Prayoga
10	Ernawati	25	Riyan Rahmad Hidayat
11	Faza Zaiduzaka	26	Risky Wahyu Adi Pratama
12	Fredi Pratama	27	Siti Sholikah Abtiyah
13	Gilang Eka Firmansyah	28	Tyas Dwi Febriani
14	Ihsan Faris	29	Ulia Listiyarini
15	Inka Febrianti	30	Wahab Yusrul Falah

Appendix 10

**The Score of Try-out Test of the Tenth Grade Students of SMA N 1
Karanganyar Demak in Academic Year 2017/2018**

Student's Number	Score	Student's Number	Score
1	72	16	84
2	52	17	68
3	52	18	76
4	76	19	48
5	52	20	64
6	48	21	72
7	60	22	72
8	56	23	72
9	56	24	0
10	76	25	56
11	56	26	68
12	52	27	64
13	60	28	76
14	60	29	76
15	56	30	52

Appendix 12

The Calculation of Reliability of the Try-out Test

$$rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{30 \, X \, 1798 - 202 \, X \, 256}{\sqrt{\{30.1474 - (202)^2\}\{30.2350 - (256)^2\}}}$$

$$= \frac{53940 - 51712}{\sqrt{\{44220 - 40804\}\{70500 - 65536\}}}$$

$$= \frac{2228}{\sqrt{\{3416\}\{4964\}}}$$

$$= \frac{2228}{\sqrt{16957024}}$$

$$= \frac{2228}{4118}$$

$$= 0.54$$

$$r_{11} = \frac{2.r_{xy}}{1 + r_{xy}}$$

$$= \frac{2 \, X \, 0.54}{1 + 0.54}$$

$$= \frac{1.08}{1.54}$$

$$= 0.70 \text{ (high reliability)}$$

Appendix 13

**The Score of the Reading Comprehension of Narrative Text of the Tenth
Grade Students of SMA N 1 Karanganyar Demak in the Academic Year
2017/2018 Before Being Taught by using Story Mapping Technique**

Student's Number	Pre-test Score	Student's Number	Pre-test Score
1	64	21	52
2	52	22	72
3	60	23	76
4	72	24	68
5	72	25	64
6	56	26	76
7	68	27	72
8	72	28	48
9	52	29	68
10	64	30	80
11	56	31	64
12	68	32	72
13	72	33	80
14	48	34	52
15	60	35	72
16	72	36	52
17	56	37	48
18	68	38	64
19	64	39	64
20	60	40	72

Appendix 14

Frequency Distribution of the Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 Before Being Taught by using Story Mapping Technique

No	Score	f	x	fx	x'	fx'	x'²	f(x'²)
1	48 - 54	8	51	408	-2	-16	4	32
2	55 - 61	6	58	348	-1	-6	1	6
3	62 - 68	12	65	780	0	0	0	0
4	69 - 75	10	72	720	1	10	1	10
5	76 - 82	4	79	316	2	8	4	16
	∑	40	325	2572	0	-4	10	64

The Calculation of Mean and Standard Deviation of Pre Test Score of The Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 Before Being Taught by using Story Mapping Technique

Range = score max – score min

=80-48

=32

Number of interval

=1+ (3.3) log N

=1+ (3.3) log 40

=1+ (3.3) 1.60

=1+5.28

=6.28

=6

Interval width $(i) = \dfrac{Range}{Number\ of\ interval}$

$= \dfrac{32}{6}$

$= 5.3$

$= 5$

Mean

$\bar{X} \qquad = \dfrac{\sum f\,x}{N}$

$= \dfrac{2572}{40}$

$= 64.3$

Standard Deviation

$SD \qquad = i\ \dfrac{\sqrt{\sum fx'^2}}{N} - \left[\dfrac{fx'}{N}\right]^2$

$= 5\ \dfrac{\sqrt{\sum 64}}{40} - \left[\dfrac{4}{40}\right]^2$

$= 5\sqrt{1.6} -\ 0.1^2$

$= 5\sqrt{1.6} -\ 0.01$

$= 5\sqrt{1.59}$

$= 5 \times 1.260$

$= 6.3$
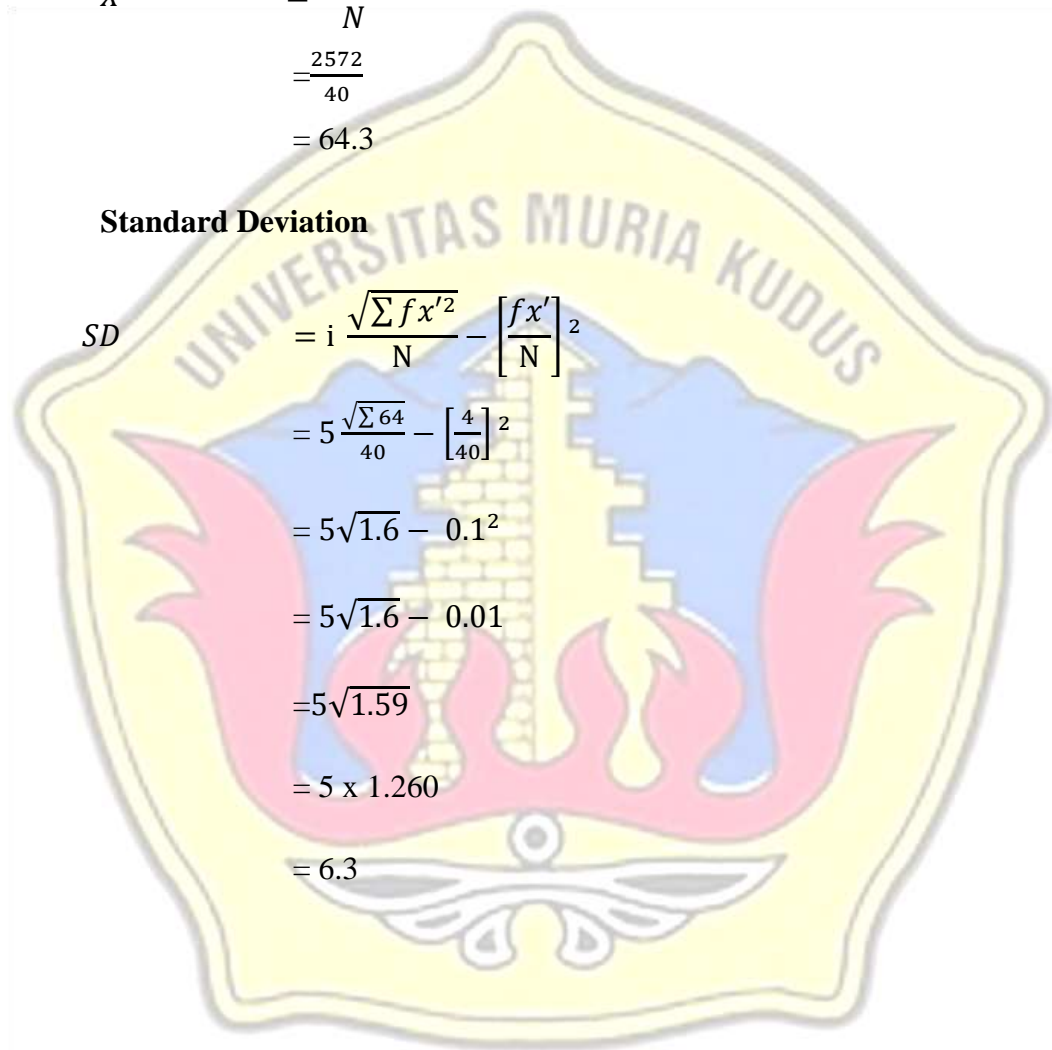
Appendix 15

The Score of the Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 After Being Taught by using Story Mapping Technique

Student's Number	Post-test Score	Student's Number	Post-test Score
1	84	21	72
2	72	22	92
3	76	23	96
4	96	24	84
5	92	25	68
6	80	26	96
7	84	27	88
8	92	28	68
9	80	29	80
10	80	30	96
11	72	31	84
12	84	32	88
13	92	33	96
14	68	34	76
15	80	35	88
16	88	36	76
17	68	37	76
18	84	38	80
19	68	39	80
20	80	40	88

Appendix 16

Frequency Distribution of The Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 After Being Taught by using Story Mapping Technique

No	Score	f	x	fx	x'	fx'	x'²	f(x'²)
1	65 - 71	5	68	340	-2	-10	4	20
2	72 - 78	7	75	525	-1	-7	1	7
3	79 - 85	14	82	1148	0	0	0	0
4	86 - 92	9	89	801	1	9	1	9
5	93 - 99	5	96	480	2	10	4	20
	∑	40	410	3294	0	2	10	56

The Calculation of Mean and Standard Deviation of Pre Test Score of The Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 After Being Taught by using Story Mapping Technique

Range = score max – score min

=96-68

=28

Number of interval

=1+ (3.3) log N

=1+ (3.3) log 40

=1+ (3.3) 1.60

=1+5.28

=6.28

=6

Interval width $(i) = \dfrac{Range}{Number\ of\ interval}$

$$= \frac{28}{6}$$

$$= 4.6$$

$$= 5$$

Mean

$$\bar{X} = \frac{\sum f\,x}{N}$$

$$= \frac{3294}{40}$$

$$= 82.3$$

Standard Deviation

$$SD = i\ \frac{\sqrt{\sum fx'^2}}{N} - \left[\frac{fx'}{N}\right]^2$$

$$= 5\frac{\sqrt{\sum 56}}{40} - \left[\frac{2}{40}\right]^2$$

$$= 5\sqrt{1.4} - 0.05^2$$

$$= 5\sqrt{1.4} - 0.0025$$

$$= 5\sqrt{1.39}$$

$$= 5 \times 1.17$$

$$= 5.85$$
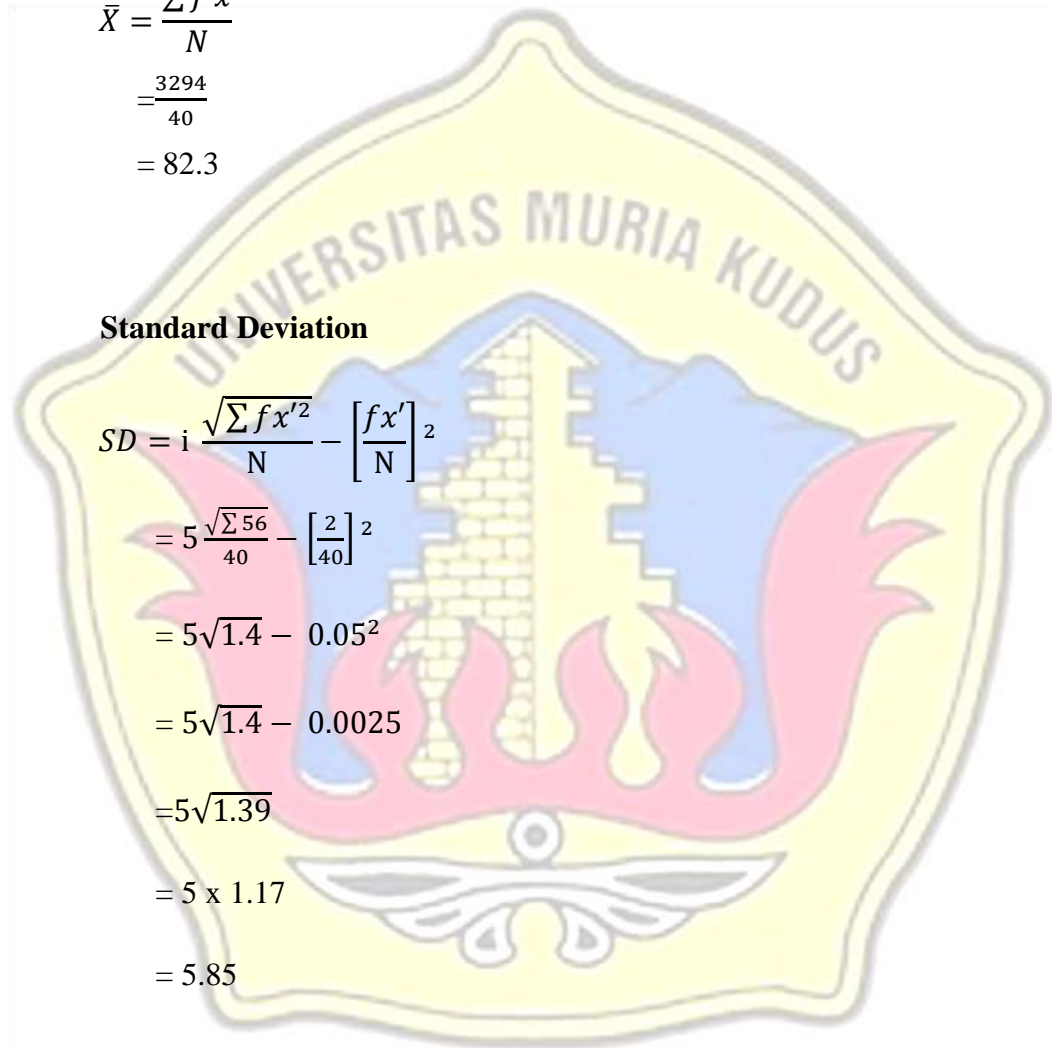
Appendix 17

Table of T-observation of Significant Effect between Pre-Test and Post Test of The Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 Taught by using Story Mapping Technique

Student's Number	Pre-test Score	Post-test Score	D	D²
1	64	84	20	400
2	52	72	20	400
3	60	76	16	256
4	72	96	24	576
5	72	92	20	400
6	56	80	24	576
7	68	84	16	256
8	72	92	20	400
9	52	80	28	784
10	64	80	16	256
11	56	72	16	256
12	68	84	16	256
13	72	92	20	400
14	48	68	20	400
15	60	80	20	400
16	72	88	16	256
17	56	68	12	144
18	68	84	16	256
19	64	68	4	16
20	60	80	20	400
21	52	72	20	400

22	72	92	20	400
23	76	96	20	400
24	68	84	16	256
25	64	68	4	16
26	76	96	20	400
27	72	88	16	256
28	48	68	20	400
29	68	80	12	144
30	80	96	16	256
31	64	84	20	400
32	72	88	16	256
33	80	96	16	256
34	52	76	24	576
35	72	88	16	256
36	52	76	24	576
37	48	76	28	784
38	64	80	16	256
39	64	80	16	256
40	72	88	16	256
N = 40	**2572**	**3292**	**720**	**13888**

The Calculation of the Main of Different Score and the Calculation of T-Test

The main of different score

$$\overline{D} = \frac{\sum D}{N}$$

$$= \frac{720}{40}$$

$$= 18$$

T-test

$$t_0 = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t_0 = \frac{18}{\sqrt{\dfrac{13888-\dfrac{720^2}{40}}{40\,(40-1)}}}$$

$$t_0 = \frac{18}{\sqrt{\dfrac{13888-\left(\dfrac{518400}{40}\right)}{1560}}}$$

$$t_0 = \frac{18}{\sqrt{\dfrac{13760 - 12960}{1560}}}$$

$$t_0 = \frac{18}{\sqrt{\dfrac{800}{1560}}}$$

$$t_0 = \frac{18}{\sqrt{0.51}}$$

$$t_0 = \frac{18}{0.71}$$

$$t_0 = 25.35$$

The Summary of T-Test Result of The Reading Comprehension of Narrative Text of the Tenth Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2017/2018 Taught by using Story Mapping Technique

Test	N	Mean	Standard Deviation	Degree of Freedom	T-table	T-Observation
Pre-test	40	64.3	6.3	39	2.042	25.35
Post-test		82.3	5.85			

Appendix 18

Story Map

Name _____

Story Title _____

Orientation

Setting

Where?

When?

Main Characters

Problem

Complication

Event 3

Event 1

Event 2

Resolution

Appendix 19

Critical values of t-table

Taraf signifikansi untuk uji-satu ujung

	.10	.05	.025	.01	.005 .0005

Taraf signifikansi untuk uji-dua ujung

Df	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.014
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.961	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2. 518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
~	1.282	1.645	1.960	2.326	2.576	3.291

Appendix 20

Documentation

Appendix 21

CURRICULUM VITAE

Lina Rachmawati was born on July 6th 1995 in Kudus. She lives in Getas Pejaten 08 RW IV Kudus. She is the last child in her family. She starts her educational background in 2000 at RA Baitul Mukminin, then she continued to Elementary School in SD 3 Getas Pejaten. After that she went to SMP 1 Jati Kudus for Junior High School and SMA 2 Bae Kudus for Senior High School, finally she finished it in 2013. Having an expectation in learning English, she decided to go to English Education Department, Teacher Training and Education Faculty of Muria Kudus University in 2013. She hopes that can make her parents proud of her and her experience will be useful in the future.