CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter of the study. In the chapter cover conclusion of the research and some suggestion that is proposed by the researcher to the teacher and students.

5.1 Conclusion

Based on the result of the study it could be concluded that the use of story picture in teaching reading has significant effect in teaching reading comprehension of narrative text at the eighth grade students of MTs Hidayatullah Mataram in academic year 2018/2019. Based on the data found of both groups, the mean score of the experimental group in Group Statistics of Independent Sample Test was 77.50 while the mean score of the control group was 57.00. With the result that the mean score of the experimental group was higher than control group. From the result of the analysis manual computation the result also showed that the score of the t-test was 2.5. the researcher compares that t-table at the degrees of freedom (df) (Nx+Ny)-2, df= 20+20-2= 38. The degree of freedom of 38 is at the competence interval 0.05 is 1.68 and 0.01 is 2.42

Based on the table of Wilcoxon and Mann-Whitney showed that the average asymp sig (2-tailed) in post-test experimental is 0.000<0.05, and in post-test 0.000<0.05 it means that alternative

hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected, it can be concluded that the use of story picture has effect in teaching reading at the eighth grade students of Hidayatullah Mataram.

5.2 Suggestion

1. For Teachers

   a. Teacher should use story picture in teaching reading because it can attract the students' interest because they will not just read the text but also know the pictures of the text

   b. Teacher should give the example or story of narrative texts that the students more familiar with those sentence and they can apply it in their daily life.

   c. The teacher should be more creative when giving the reading materials especially when they want to teach about narrative text. Because it would make the students not bored to hear and look the text.
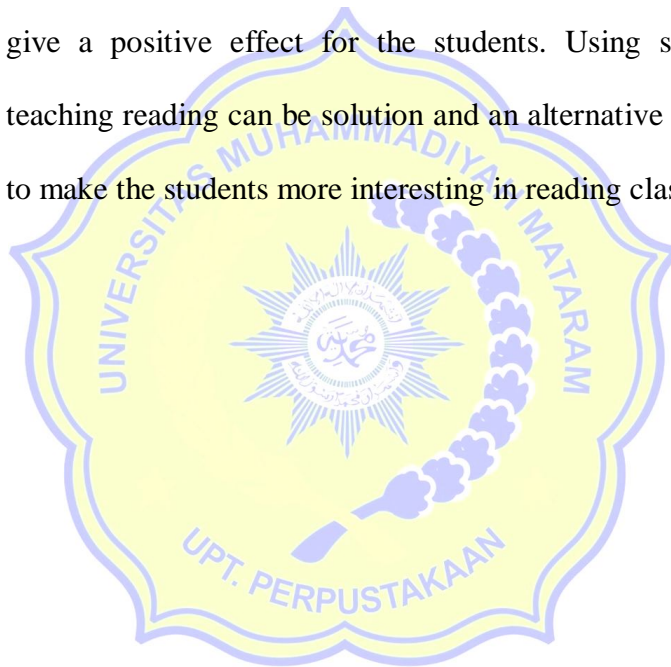
2. For Students

   The Students can use a book with a picture to stimulate their reading it would be make the students interested in reading a book etc.

3. For Further Researcher

   a. The Researcher can use picture series in teaching reading

b.   The researcher should be more creative to give the story picture such as moving pictures.

c.   in preparing a thesis not only as a formality to achieve a good final grade, but through this thesis researcher can understand the use or story picture media and apply it the future world of learning.

As stated above, the writer believes that using story picture give a positive effect for the students. Using story picture in teaching reading can be solution and an alternative way for teacher to make the students more interesting in reading class.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : MTs Hidayatullah Mataram

Mata Pelajaran   : Bahasa Inggris

Kelas/semester : VIII/2 (dua)

Materi Pokok   : Text Narrative

Alokasi Waktu   : 8 pertemuan (16 JP)

A. Kompetensi Inti

KI1	:	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungansosialdanalamdalamjangkauanpergaulandankeberadaannya
KI 3	:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuaidengan yang dipelajari di sekolah dansumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi dasar	IndikatorPencapaian Kompetensi
1	4.18 Makna teks narrative lisan dan tulis,	4.18.1 Menangkap sifat dan ciri-cirit eks narrative Indonesia secara lisan dengan akurat lancar dan berterima; 4.18.2 Menangkap sifat dan ciri-ciri teks narrative di ndonesia secara tertulis dengan akurat lancer dan berterima;

C. Tujuan pembelajaran

Setelah mengikuti bebrapa serangkaian pembelajaran siswa diharapkan mampu :

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasa inggris

2. Memiliki sifat tanggung jawab terhadap tugas yang di berikan guru

3. Membaca sebuah teks narrative

4. Mencari informasi mengenai teks narrative

5. Membaca teks narrative kemuadian menceritakan kembali di depan kelas

6. Memahami guneric structure tentang text narrative

7. Mengidentifikasi generic stuctur sebuah teks secara berkelompok

D. Materi pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Unsurkebahasaan

1. Tata bahasa : simple past tense, past continuous tense.
2. Kalimat langsung dan tidak langsung.
3. Kosa kata : tokoh yang berperan dalam teks narrative, tempat dan benda-benda terkait tokoh.
4. Adverbia penghubung waktu : *firs, them after that, before, at last, finally* dll.
5. Adverbia dan frasa proposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, dsb.*
6. Penggunaan nominal singular dan plural secara tepat dengan atau tampa *a, the, this, those, dsb.*
7. Ucapan, tekanan kata dan intonasi.
8. Ejaan dan tanda baca.
9. Tulisan tangan

Topik

Short story

E. Metode Pembelajaran

Cerama, diskusi dan inkuri

F. Media, Alat, dan Sumber Pembelajaran

    1. Media

        Story picture

    2. Alat

        Spidol, papan, cerita bergambar

    3. Sumber belajar

        Buku Siswa

        Buku Guru

G. Langkah-langkah kegiatan pembelajaran.

Pertemuan Ke-Satu

Teks narrative berbentuk Short story

Pendahuluan (10 menit)

1. Guru memberisalam (*greeting*);
- *Good morning my students. How are you this morning ?*
2. Guru memeriksakehadiransiswa;
- *I will attend this class. Who is not here ?or who absent today ?*
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
  - *Before we study lets pray together by reciting "basmallah"*
4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70)

Mengamati

1. Peneliti menjelaskan tentang narrative text dan memberikan sebuah contoh text narrative.
2. Peneliti membagi siswa dalam beberapa kelompok.

3. Kemudian peneliti membagi teks narrative kepada setiap group.

4. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.

5. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.

Penutup (10)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik dan guru mengucapkan salam perpisahan.

   Let's close our class today, by reciting "hamdallah" . see you next meeting.

Pertemuan ke-Dua

teks Narrative berbentuk Fable (Rabbit and Bear)

pendahuluan (10)

1. Guru memberisalam (*greeting*);

- *Good morning my students. How are you this morning?*

2. Guru memeriksakehadiransiswa;

- *I will attend this class. Who is not here? or who absent today?*

3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

   - *Before we study lets pray together by reciting "basmallah"*

4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70)

Mengamati

1. Peneliti membagi teks narrative kepada setiap group.

2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.

3. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik dan guru mengucapkan salam perpisahan.

    Let's close our class today, by reciting "hamdallah" . see you next meeting.

Pertemuan ke-Tiga

Teks Narrative berbentuk fairy tele (Bawang Merah dan Bawang Putih)

Pendahuluan (10)

1. Guru memberisalam (*greeting*);
   - *Good morning my students. How are you this morning ?*
2. Guru memeriksakehadiransiswa;
   - *I will attend this class. Who is not here ?or who absent today ?*
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

    - Before we study lets pray together by reciting "basmallah"
4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

Kegiatan inti (70)

Mengamati

1. Peneliti membagi teks narrative kepada setiap group.
2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.
3. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik dan guru mengucapkan salam perpisahan.

   Let's close our class today, by reciting "hamdallah" . see you next meeting.

Pertemuan ke-Empat

Teks Narrative berbentuk Folk talk (Timun Emas)

Pendahuluan (10)

1. Guru memberi salam (greeting);

   - *Good morning my students. How are you this morning ?*

2. Guru memeriksa kehadiran siswa;

   - *I will attend this class. Who is not here ? or who absent today ?*

3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

   - *Before we study lets pray together by reciting "basmallah"*

4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

Kegiatan Inti (70)

1. Peneliti membagi teks narrative kepada setiap group.
2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.
3. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik dan guru mengucapkan salam perpisahan.

   Let's close our class today, by reciting "hamdallah" . see you next meeting.

Pertemuan ke-Lima

Teks Narrative berbentuk Mysteries (Sigale-gale)

Pendahuluan (10)

1. Guru memberisalam (*greeting*);
- *Good morning my students. How are you this morning ?*
2. Guru memeriksakehadiransiswa;
- *I will attend this class. Who is not here ?or who absent today ?*
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

   - *Before we study lets pray together by reciting "basmallah"*
4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

Kegiatan inti (70)

1. Peneliti membagi teks narrative kepada setiap group.
2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.
3. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik dan guru mengucapkan salam perpisahan.

   Let's close our class today, by reciting "hamdallah" . see you next meeting.

Pertemuan ke-Enam

Teks Narrative berbentuk Legends (Malin Kundang)

Pendahuluan (10)

1. Guru memberi salam (greeting);

   - Good morning my students. How are you this morning ?

2. Guru memeriksa kehadiran siswa;

   - I will attend this class. Who is not here ? or who absent today ?

3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

   - Before we study lets pray together by reciting "basmallah"

4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan ;

7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

Kegiatan inti (70)

1. Peneliti membagi teks Narrative kepada setiap group.
2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.
3. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik dan guru mengucapkan salam perpisahan.

Let's close our class today, by reciting "hamdallah" . see you next meeting

Pertemuan ke-Tuju

Teks narrative berbentuk Personal Experience (My bad day)

Pendahuluan (10)

1. Guru memberi salam (greeting);

   - Good morning my students. How are you this morning ?

2. Guru memeriksa kehadiran siswa;

   - I will attend this class. Who is not here ? or who absent today ?

3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

   - Before we study lets pray together by reciting "basmallah"

4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan ;

7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

Kegiatan inti

1. Peneliti membagi teks narrative kepada setiap siswa.
2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.
3. Peneliti memberikan nilai kepada setiap siswa dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik dan guru mengucapkan salam perpisahan.

   Let's close our class today, by reciting "hamdallah" . see you next meeting

Pertemuan ke-Delapan

Teks Narrative berbentuk Myth (Pinokio)

Pendahuluan (10)

1. Guru memberi salam (greeting);

   - Good morning my students. How are you this morning ?

2. Guru memeriksa kehadiran siswa;

   - I will attend this class. Who is not here ? or who absent today ?

3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

   - Before we study lets pray together by reciting "basmallah"

4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan ;

7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

Kegiatan inti (70)

1. Peneliti membagi teks narrative kepada setiap siswa.

2. Peneliti menyuruh siswa menemukan struktur dalam teks narrative.

3. Peneliti memberikan nilai kepada setiap grup dengan nila 20 untuk setiap jawaban yang benar dan nilai 0 untuk jawaban yang salah.
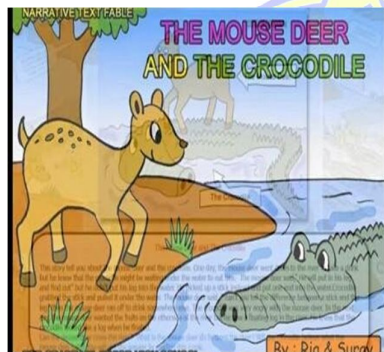
Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik dan guru mengucapkan salam perpisahan.

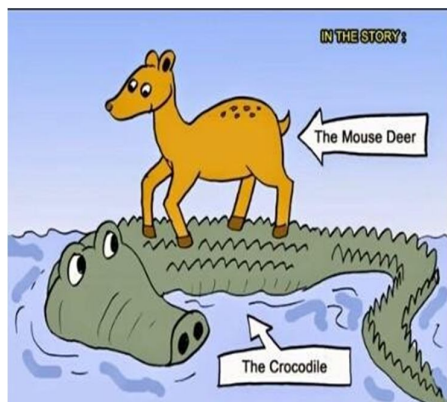*Let's close our class today, by reciting "hamdallah" . see you next meeting*

Pre-Test

Read the following text to answer questions number 1 to 5

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm..it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha...

ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightened. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten.

Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

1. Why did mouse deer want to go across the river?

   A. Because he was very hungry

   B. Because he wanted to cheat Mr. Crocodile

   C. He wanted to eat some dying trees

   D. He was afraid of the current of the river

2. How many crocodiles were there in the story above?

   A. Three crocodiles

   B. Ten crocodiles

   C. Thirteen crocodiles

   D. Not mentioned

3. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with ....

   A. Accurately

   B. Objectively

   C. Definitely

   D. Obviously

4. At the last story, what the mouse deer said to the crocodiles?
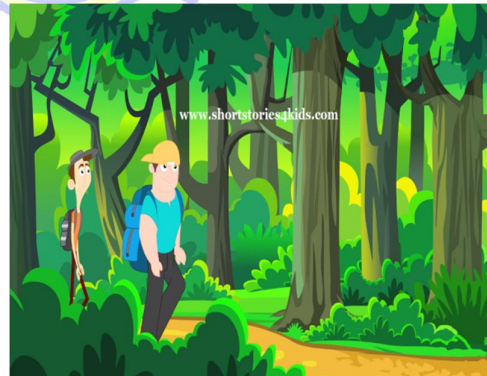
A. He walked back to the river

B. He thanked to the crocodile

C. He crushed to the crocodile

D. He did not say anything

5. After reading the text, we may conclude that the mouse deer was ....

A. Very greedy animal

B. Cunning animal

C. Dumb animal

D. Frightened animal

Read the following text to answer questions number 18 to 20.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.
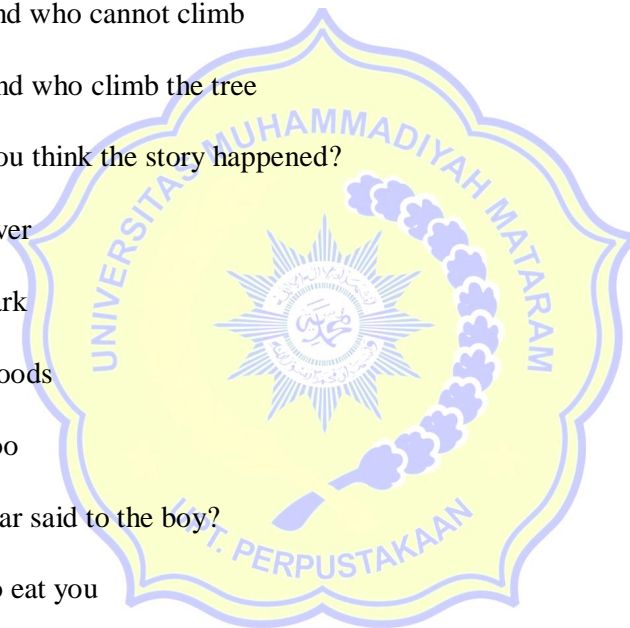

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

6. What can we get from the story?

   A. We have to save ourselves

B. We have to learn how to climb

C. Bear will not harm a dead man

D. True friend always stand by us in ups and downs

7. "He advised me not to believe a <u>false friend</u>." (Paragraph 3) The underlined word refers to ....

A. The bear

B. The dead man

C. The friend who cannot climb

D. The friend who climb the tree

8. Where do you think the story happened?

A. In the river

B. In the park

C. In the woods

D. In the zoo

9. What the bear said to the boy?

A. I want to eat you

B. He advised to the boy, do not believe a false friend

C. He wanted to ask some food

D. He asked the boy to stand up

10. Why the boy did not climb the tree?

A. Because he did not know how to climb

B. He wanted to meet with the bear

C. He wanted to feed the bear

D. He wanted to sleep with the bear

Read the text and answer questions 11 to 15.

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him
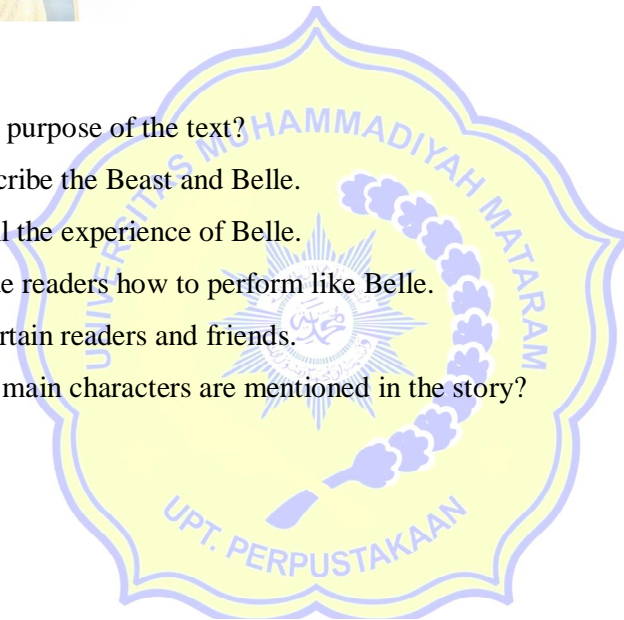
Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice traveled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean.

Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

11. What is the purpose of the text?

   a. To describe the Beast and Belle.

   b. To retell the experience of Belle.

   c. To guide readers how to perform like Belle.

   d. To entertain readers and friends.

12. How many main characters are mentioned in the story?

   a. Two

   b. Three

   c. Four

   d. Five

13. Where was the setting of the story?

   a. In the forest

   b. At home

   c. In palace

   d. In the mountain

14. Why did the prince become the Beast? Because…….

   a. He sent an ugly woman away

   b. A beautiful fairy cursed him

   c. A woman fell in love with him

d.   He captured Maurice

15. First, Belle didn't love him because he was <u>mean</u>.

The underlined word means……

a.   Generous

b.   Unbelievable

c.   Humorous

d.   Unkind

Read the text and answer questions 16 to 20.

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead. "Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him
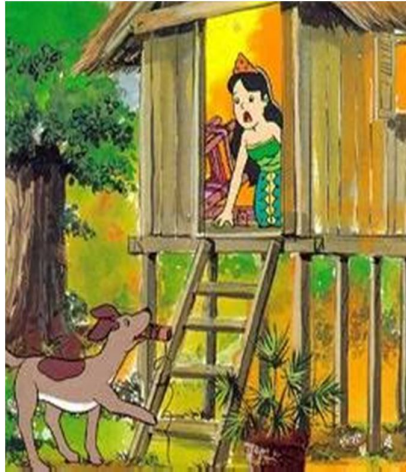
16. What separated between one village to another a long time ago in the New Territories?

    a. Another village

    b. Mountains

    c. Forests

    d. Hills ve. Towers and logs

17. Who was Ah Tim?

    a. The young woman's brother

    b. The young woman's son

    c. The young woman's brother and nephew

    d. The young woman's brother's son

18. Who walked in front when they were in the forest?

    a. Ah Tim

    b. The woman's son

    c. Her brother's nephew

    d. The baby and his mother

19. How could the wolves catch Ah Tm?

    a. He was afraid

    b. He was stumbled by a stone

    c. The woman cried

    d. The wolves were good runners

20. What did the villagers bring sticks for?

      a. For the weapon to beat the wolves

      b. To bring the woman's nephew

      c. For the fire woods.

      d. For building a house for the woman.

Post-Test

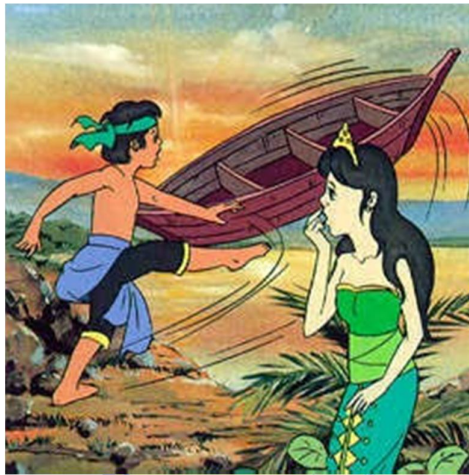Read the following text to answer questions number 1 to 10.

Once upon a time, there was a woman named Dayang Sumbi. She was a beautiful woman and good at spinning, when she worked in her cottage, she lost her needle. She was upside and muttered, "oh. My God, I promise to anyone who can find my needle. If it is a woman, she will be my sister, but if it is a man, he will be my husband." Suddenly a dog came to her and gave her needle. Then the dog becomes her husband. Times want by, they had a child named Sangkuriang.

One day, Sangkuriang and the dog planned to go hunting. But unluckily they got nothing. Because of that Sangkuriang killed the dog to get its liver.

How angry Dayang Sumbi was and then she threw out Sangkuriang from their house. After a few years Sangkuriang met his mother and he didn't recognize her anymore. But Dayang Sumbi did. Sangkuriang fell in love with the beautiful woman and asked her to marry him.
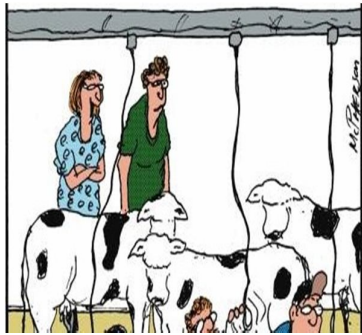

Dayang Sambi agreed his proposal but he had to fulfill her unbelievable request. He had to make a big boat in one day. When the work was almost complete, Dayang Sumbi made a noisy sound to make up the sun so it rose earlier. Because of failing to fulfill the request, Sangkuriang kicked the boat so it turned down and become Tangkuban Perahu Mountain.

1. Who helped Dayang Sumbi find the needle?
    a. A dog
    b. A lion
    c. A monkey
    d. A snake

2. What prize did Dayang Sumbi give to someone who found the needle?
    a. Become his sister.
    b. If a woman, she would be his sister, but if it was a man, she would be her husband.
    c. If a woman, she will make her maid, if it is a man she will be her father
    d. Become a husband

3. Did Dayang Sumbi keep her promise?
    a. No, he was afraid
    b. No, her did not keep promise
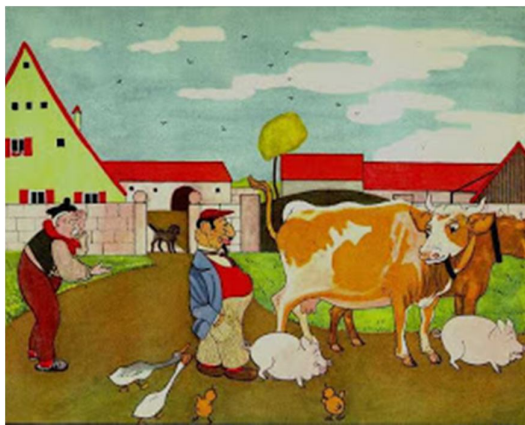
    c. Yes, her keep his promise.

    d. Yes, but he ran away

4. What is her son's name?

    a. Sudirjo

    b. Sunggokong

    c. Parjo

    d. Sangkuriang

5. Why did Sangkuriang kill the dog?

    a. Because the dog is after him

    b. Because it does not get anything when hunting

    c. Because the dog bites the ladder

    d. Because naughty

6. When did Sangkuriang kill his father?

    a. When playing

    b. When going hunting

    c. Sleep time

    d. At night

7. What request did Dayang Sumbi ask?

    a. To make up the sun so it rose earlier

    b. To make a good home

    c. To make a big boat in one day

    d. Make her happy

8. What did Dayang Sumbi do to cancel the marriage?

    a. Dayang sumbi destroyed the boat

    b. Dayang Sumbi made a noisy sound to make up the sun so it rose earlier

    c. Dayang Sumbi hides the boat

    d. Dayang Sumbi throw the boat away

9. What happened after had kicked the boat?

    a. Become Tangkuban Perahu Mountain

    b. Become Tangkuban mountain

    c. Become a Mountain

    d. Become damaged

10. What is the kind of the text above?

    a. Procedure text

    b. Narrative text

    c. Report text

    d. Recount text

Read the following text to answer questions number 11 to 16.

A stupid man and his cows

One day, a stupid man went to market. He bought six cows. After that, the rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. he counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows be bought. The stupid man answered that the bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cows less. There was one more.

11. How many cows did the stupid man buy?
    a. one   c. six
    b. five   d. seven
12. On his way home, how many cows did he see?
    a. one   c. six
    b. five   d. seven
13. Which of the following statements is true according to the text?
    a. the stupid man spent much money on cows
    b. the stupid man was scolded by his wife
    c. the stupid man thought that he had lost one of his cows

    d. the stupid man lost one cow on his way home.

14. What does the word "them" in paragraph 1 line 3 refer to?
  a. the others.   c. the lost cows
  b. the cows.   d. one of the cows

15. Which of the following words is the synonym of "stupid"?
  a. unlucky   c. bright
  b. diligent   d. dull

16. Which of the following words is the antonym of "certain"?
  a. sure   c. positive
  b. unsure   d. clear

Read the following text to answer questions number 17 to 20

A fox fell into a well and couldn't get out. By and by 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've tasted in all 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'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll 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.

17. The text tells the story of ……

    a. a fox   b. a goat

    c. a fox and a goat   d. An old man and the fox

18. What do we learn from the text?

    a. The fox's idea of how to get out of the well

    b. How the fox helped the goat

    c. How both the goat and the fox got out of the well

    c. Why the fox got into the well

19.   "The goat did as he was asked ………" (Paragraph 3)

    What does the above sentence mean?

   a. The goat drank enough and looked around.

   b. The goat came down to the well and drank.

   c. The goat called out loudly after the fox got out.

   d. The goat stood on his hint legs and put his forelegs against the side of the well.

20. "Come down and try it yourself." (Paragraph 1). The underlined word refers to

    a. a well   c. Life

    b. water   d. a goat

Read the following text to answer questions number 11 to 13

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale". .

10. The second paragraph is called ……

    a. orientation   c. resolution

    b. complication   d. identification

  11. Why was it hard for the princess to choose one of the princes?

    a. She loved all the princes.   c. All the princes were powerful.

   b. All the princes were handsome. d. She was afraid of the dangerous risk.

12. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1)

  The underlined phrase can be replaced by …..

    a. intend   c. promise

    b. propose   d. accompany

13. From the text we may conclude that ………

  a. Putri Mandalika sacrificed herself to the sea for the sake of her people.

  b. Putri Mandalika was a selfish princess.

  c. One of the princes won the heart of Putri Mandalika.

  d. The war happened against the kingdom due to the princess' decision.

Read the following text to answer questions number 14 to 17

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf,"Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

14. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?

    A. To be his friend

    B. To graze on the level ground

    C. To climb up higher

    D. To be his dinner

15. "Aren't you cold up there in the wind?"

    The word 'there' refers to ….

    A. A high cliff   C. Grass

    B. Sheltered area   D. Ground

16. What can we learn from the story above?

    A. Don't look down to other creatures

    B. Don't easily believe in well behaved creatures

    C. Don't judge others by their appearance

    D. Don't easily beat other creatures

17. From the story we know ….

    A. The goat was very hungry

    B. The wolf was a helpful animal

    C. The wolf was eager to eat the goat

    D. The wolf was going to fight with the wolf

Read the following text to answer questions number 18 to 20

Once upon the time, Sunan Kalijaga planed to visit Sunan Muria in Pati, Central Java. He asked his friends Ki Rangga to go with him. Several servants also joined them to carry their luggages. And they began walking to Sunan Muria's house.
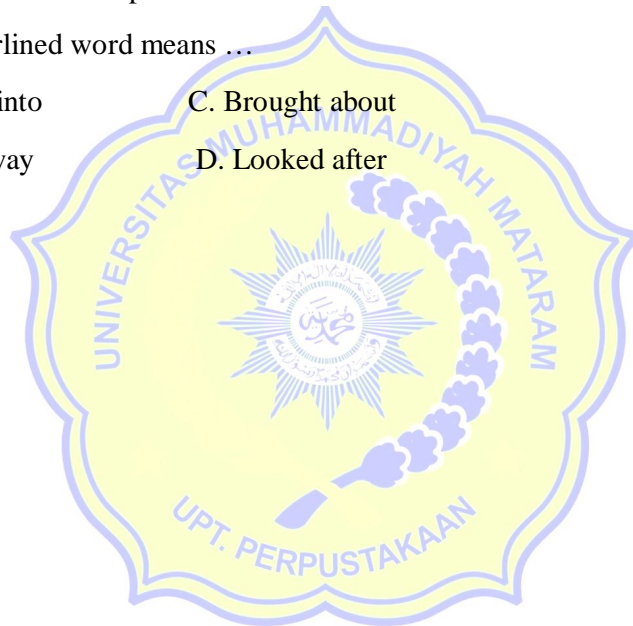
Several hours later Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga was very tired and thirsty. Finally Sunan kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer. But there was no water around to clean up or 'wudu'. Ki Rangga was Confused. He told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "we should pray for Allah SWT for water. Now you must guard this big tree, Ki Rangga, It might bring water to us. But remember! Everything happens beacause of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill," Ki Rangga promised Sunan Kalijaga to inform him when water came out. So sunan kalijaga went behind the hill. Ki Rangga with his servants sat under the big tree. They quickly fell a sleep. Suddenly water came out of the big tree. Ki Rangga and his servants became wet. They woke up. They were very happy to see water. They drank and played in the water. Ki rangga forgot Sunan Kalijaga's message to inform him when the water came out.

Behind the hill Sunan Kalijaga was worried. So he went to the big tree. He was surprised to see Ki Rangga and his servants were playing in the water, "you forgot my message to inform me when the water comes out. Instead you are playing in the water like a turtle," said Sunan Kalijaga, softly. A miracle happened. Ki rangga and his servants turned into turtles. Ki rangga was sad. He had changed into turtles because he did not keep his promise. The water formed a pond. It is now called Sendang Sani, in Pati Central Java. Many people still visit Sendang Sani now.

18. Where was Sunan Kalijaga when the water came out?

    A. Under a big tree   C. Sunan Muria's house

    B. In pati central java   D. Behind the hill

19. Why did Ki Rangga and his servants become turtle?

    A. Because they disobeyed Sunan Kalijaga's message

    B. Because they love playing in in the water

    C. Because they forgot to go to the big tree

    D. Because they promised to keep their secret

20. "The water formed a pond"

    The underlined word means …

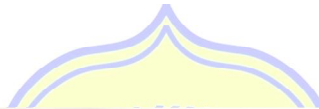   A. Turned into   C. Brought about

    B. Took away   D. Looked after

Experiment Class

Control Class

SURAT KETERANGAN PENELITIAN

Nomor : 067/ PIH/ MTs-H/ VI/ 2019

Yang bertandatangan di bawah ini, Kepala Madrasah Tsanawiyah (MTs) Hidayatullah Mataram, menerangkan dengan sebenar-benarnya bahwa :

Nama : **JUMRAH**
NIM : 11512A0047
Jurusan/ Program Studi : Pendidikan / Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian di MTs Hidayatullah Mataram mulai Tanggal 13 Mei s/d 25 Mei 2019 dengan Judul Penelitian *"The Use of Story Picture In Teaching Reading Comprehension By Using Narrative Text The Eighth Grade Students Of MTs Hidayatullah Mataram In Academic Year 2018/2019"*.

Demikian Surat Keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Mataram, 20 Juni 2019
Kepala Madrasah,

Khalid S.Pd.I

UNIVERSITAS MUHAMMADIYAH MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor   : 087/II.3.AU/FKIP-UMMat/F/V/2019
Lamp.   : 1 (Satu) Eksemplar
Perihal   : **Permohonan Izin Penelitian**

Kepada
Yth. Kepala Sekolah MTs Hidayatullah Mataram
     di
         Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, mohon kiranya mahasiswa yang tersebut namanya di bawah ini dapat diberikan izin

penelitian dalam rangka penulisan Skripsinya dengan penjelasan sebagai berikut:

Nama   : Jumrah
NIM   : 11512A0047
Jurusan/ Program Studi   : Pendidikan / Pend. Bahasa Inggris
Judul   **: The Use Of Story Picture In Teaching Reading Comprehension By Using Narrative Text The Eighth Grade Students Of MTs Hidayatullah Mataram In Academic Year 2018/2019**
Tempat Penelitian   **: MTs Hidayatullah Mataram**

Demikian untuk maklum dan atas kerjasama yang baik diucapkan terima kasih.

Wabillahitaufiq Walhidayah
Wassalamu'alaikum Wr. Wb.

Mataram, 11 Mei 2019
An. Dekan,
Wakil Dekan II,

Agus Herianto, S.Pd., M.Pd.
NIDN 0831128220

Tembusan:
1. Rektor UM Mataram (sebagai laporan)
2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip