

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to explain about conclusion and suggestion.

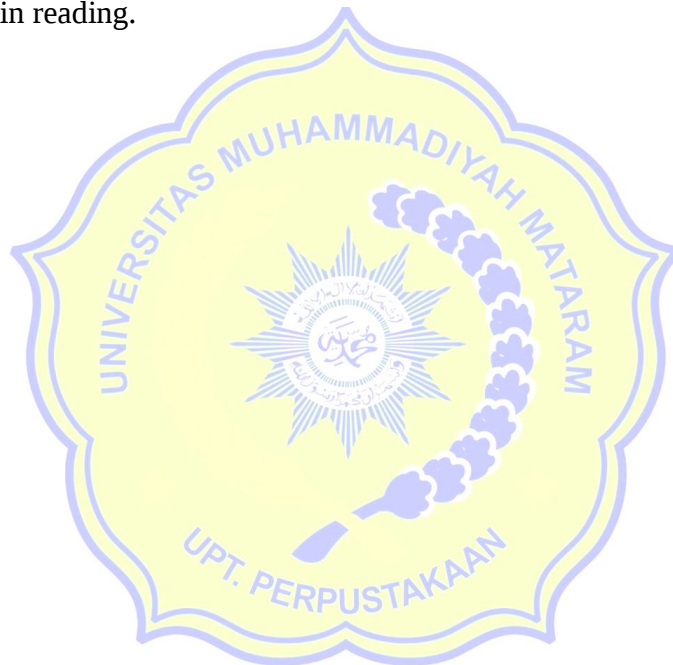
5.1 Conclusion

Based on the result of the study, it could be concluded. First, the use of story mapping strategy has an effect in teaching reading at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019. It proved from Paired Test that t-value was -11.867 with Sig. (2 Tailed) = 0,000 with level of significant [$\alpha=0,05$]. Where the score of Sig. (2 Tailed) of paired test smaller than 0,05. Second, the use of story mapping strategy has significant different between the students who are taught using story mapping strategy and without using story mapping strategy at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019. It proved from independent test that t-value was 2.702 with Sig. (2-tailed)=009 with level significant [$\alpha=0,05$]. Where the score of sig. (2 Tailed) smaller than 0,05. It means the researcher can concluded that the use of story mapping has an effect and significant different in students reading at SMPN 13 Mataram so that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

5.2 Suggestion

Based on the result of this research positively indicates that there are effect and significant different using *story mapping* in teaching reading. Some suggestions for teaching and learning English are proposed as follows:

- a. Teachers can use story mapping as a strategy to teach reading and makes students achievements improved.
- b. The English teacher should give motivation to the students in teaching-learning English.
- c. The students are suggested to read the reading text accurately to find difficult words to comprehend the text.
- d. The students must have high motivation to follow the English lesson, especially in reading.



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APPENDICES



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

NAMA SEKOLAH : SMPN 13 Mataram
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : VIII / 2 (GENAP)
KETERAMPILAN : READING (MEMBACA)
MATERI POKOK : NARRATIVE (FAIRY TALE/LEGEND)
ALOKASI WAKTU : 8 X 40 MENIT (4 X Pertemuan)

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya (spiritual)
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya (sikap sosial)
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.(Pengetahuan)
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori. (keterampilan)

B. Kompetensi Dasar (KD)

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

C. Indikator Pencapaian Kompetensi

- 3.14.1 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks narrative lisan dan tulis sesuai dengan konteks penggunaannya.
- 3.14.2 Menjelaskan fungsi sosial dari teks narrative berbentuk fairy tale sesuai dengan konteks penggunaannya.
- 3.14.3 Membaca dan Memahami makna dalam teks narrative berbentuk fairy tale sederhana baik secara individu maupun diskusi dalam kelompok.
- 3.14.4 Menemukan tokoh utama dan karakternya dalam teks narrative berbentuk fairy tale dan pesan moralnya.

D. Tujuan Pembelajaran

- 1. Peserta didik mampu mengidentifikasi struktur teks dan unsur kebahasaan dalam teks narrative.
- 2. Peserta didik mampu menjelaskan fungsi sosial dari teks narrative berbentuk fairy tale
- 3. Peserta didik mampu memahami makna dalam teks narrative.
- 4. Peserta didik mampu menemukan tokoh utama dan karakternya dalam teks narrative.

E. Materi Pembelajaran

- 1. Definition of Narrative text

Narrative text is to amuse, entertain and to deal with an actual or vicarious experience in different ways. A narrative text is an imaginative story to entertain people.

- 2. Generic Structure

- a. Orientation: It is about the opening paragraph where the characters of the story are introduced.
- b. Complication: Where the problems in the story developed.
- c. Resolution: Where the problems in the story is solved.

- 3. Language Features

- e. Use of past tense
- f. Use of adverb of time (once upon a time, one day, etc)
- g. Use of conjunction (when, but, etc)
- h. Specific character (Rapunzel, beauty and the beast, etc)

Materi pokok: teks narrative lisan dan tulisan sederhana tentang *The Prince and His Best Friends* (English in focus for grade VII Junior High school)

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terried and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

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

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

F. Metode Pembelajaran

Pendekatan : cooperative learning

Metode : group discussion

G. Media Pembelajaran/Alat

- Story Map
- Worksheet
- Laptop, LCD, Spidol, Papan tulis.

H. Sumber Belajar

- Buku English in focus for grade VIII Junior High school
- Buku English on sky 2 for junior high school students year VIII

- Buku bahasa Inggris “when English rings a bell” kelas VIII
- Buku Let’s Talk (descriptive, narrative, recount, and anecdote)

I. Langkah-langkah pembelajaran

Pertemuan I

Teks narrative tentang *Prince and His Best Friends* (English in focus for grade VII Junior High school)

a. Kegiatan pendahuluan

- Salam dan Berdo’a bersama
- Memeriksa kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan diajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Menjelaskan komponen utama dari story mapping kepada Peserta didik dengan mengidentifikasi cerita terlebih dahulu.
- Mengarahkan peserta didik untuk membaca ulang ketika melakukan kesalahan dengan menggunakan pertanyaan atau contoh untuk membantu mereka agar memberikan respon yang sesuai

- Meminta Peserta didik untuk membaca secara individu dan mendorong mereka untuk menulis (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Memberikan beberapa komentar kepada peserta didik untuk mengidentifikasi secara tepat elemen story mapping dan mengevaluasi jawaban untuk memastikan peserta didik memperbaiki pertanyaan yang sesuai.
- Meminta peserta didik mengisi lembar kerja peta cerita melalui cerita yang di pilih atau di baca setelah peserta didik menggunakan story mapping secara mandiri.
- Menyiapkan beberapa latihan dan berikan kepada peserta didik untuk di evaluasi. Untuk mengukur pemahaman peserta didik tentang cerita. Di lakukan secara individu untuk mengambil nilai harian peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fairy tale)

- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

Pertemuan II

Teks narrative tentang *Cinderella* (Let's talk)

a. Kegiatan pendahuluan

- Salam dan Berdo'a bersama
- Memeriksa kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Peserta didik mendengarkan instruksi untuk tugas yang akan di berikan.
- Peserta didik membaca cerita lalu menyimpulkan isi cerita (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Peserta didik mengamati teks narrative yang di baca
- Meminta peserta didik untuk membaca cerita
- Mengontrol, mendengarkan bacaan peserta didik dengan mengelilingi kelas
- Menyiapkan latihan untuk peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fairy tale)
- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

Pertemuan III

Teks narrative tentang *Rapunzel* (Let's talk)

a. Kegiatan pendahuluan

- Salam dan Berdo'a bersama
- Memeriksa kehadiran siswa

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Peserta didik mendengarkan instruksi untuk tugas yang akan di berikan.
- Peserta didik membaca cerita lalu menyimpulkan isi cerita (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Peserta didik mengamati teks narrative yang di baca
- Meminta peserta didik untuk membaca cerita
- Mengontrol, mendengarkan bacaan peserta didik dengan mengelilingi kelas
- Menyiapkan latihan untuk peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fairy tale)
- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

Pertemuan IV

Teks narrative tentang *The Legend of Telaga Warna* (English in focus for Grade VIII).

a. Kegiatan pendahuluan

- Salam dan Berdo'a bersama
- Memeriksa kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Peserta didik mendengarkan instruksi untuk tugas yang akan di berikan.

- Peserta didik membaca cerita lalu menyimpulkan isi cerita (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Peserta didik mengamati teks narrative yang di baca
- Meminta peserta didik untuk membaca cerita
- Mengontrol, mendengarkan bacaan peserta didik dengan mengelilingi kelas
- Menyiapkan latihan untuk peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

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- Berdo'a bersama sebelum pulang

J. Penilaian Hasil pembelajaran

Nilai : Jumlah benar x 5

No.	Qualification	Degree	Qualitative
1.	Excellent	80-100	A
2.	Good	70-79	B
3.	Fail	60-69	C
4.	Poor	50-59	D
5.	Complete Poor	0-45	E

Table above means :

1. Excellent
Those students who were able to answer the test items between 80-100 correctly
2. Good
Those students who were able to answer test items between 70-79 correctly
3. Fail
Those students who were able to answer test items between 60-69 correctly
4. Poor
Those students who were able to answer test items between 50-59 correctly
5. Complete poor
6. Those students who were able to answer test items between 0-49 correctly

Mataram, 2019

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

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(RPP)**

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MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VIII / 2 (GENAP)

KETERAMPILAN : READING (MEMBACA)

MATERI POKOK : NARRATIVE (FABLE)

ALOKASI WAKTU : 8 X 40 MENIT (4 X Pertemuan)

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya (spiritual)
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B. Kompetensi Dasar (KD)

4.18 Menangkap makna teks narrative lisan dan tulis berbentuk fable pendek dan sederhana

C. Indikator Pencapaian Kompetensi

4.18.1 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks narrative lisan dan tulis sesuai dengan konteks penggunaannya.

4.18.3 Membaca dan Memahami makna dalam teks narrative berbentuk fable sederhana baik secara individu maupun diskusi dalam kelompok.

4.18.4 Menemukan tokoh utama dan karakternya dalam teks narrative berbentuk fable dan pesan moralnya.

4.18.5 Menangkap makna teks narrative lisan dan tulis berbentuk fable

D. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi struktur teks dan unsur kebahasaan dalam teks narrative.
2. Peserta didik mampu memahami makna dalam teks narrative.
3. Peserta didik mampu menemukan tokoh utama dan karakternya dalam teks narrative.
4. Peserta didik mampu menangkap Makna dalam teks narrative berbentuk fable.

E. Materi Pembelajaran

1. Definition of Narrative text

Narrative text is to amuse, entertain and to ideal with an actual or vicarious experience in different ways. A narrative text is an imaginative story to entertain people.

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- a. Use of past tense

- b. Use of adverb of time (once upon a time, one day, etc)
- c. Use of conjunction (when, but, etc)
- d. Specific character (Rapunzel, beauty and the beast, etc)

Materi pokok: teks narrative lisan dan tulisan sederhana tentang *A Wolf in Sheep Clothing* (Bahasa inggris “when English rings a bell”)

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth. One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

F. Metode Pembelajaran

Pendekatan : cooperative learning

Metode : group discussion

G. Media Pembelajaran/Alat

- Story Map
- Worksheet
- Laptop, LCD, Spidol, Papan tulis.

H. Sumber Belajar

- Buku English in focus for grade VIII Junior High school
- Buku English on sky 2 for junior high school students year VIII
- Buku bahasa inggris “when English rings a bell” kelas VIII
- Buku Let’s Talk (descriptive, narrative, recount, and anecdote)

I. Langkah-langkah pembelajaran

Pertemuan V

Teks narrative tentang *A Wolf in Sheep Clothing* (Bahasa inggris “when English rings a bell”)

- Kegiatan pendahuluan
 - Salam dan Berdo’a bersama
 - Memeriksa kehadiran siswa
 - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
 - Memberi motivasi belajar kepada peserta didik
 - Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
 - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 - Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.
- Kegiatan inti

Mengamati

 - Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
 - Menjelaskan komponen utama dari story mapping kepada Peserta didik dengan mengidentifikasi cerita terlebih dahulu.
 - Mengarahkan peserta didik untuk membaca ulang ketika melakukan kesalahan dengan menggunakan pertanyaan atau contoh untuk membantu mereka agar memberikan respon yang sesuai

- Meminta Peserta didik untuk membaca secara individu dan mendorong mereka untuk menulis (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Memberikan beberapa komentar kepada peserta didik untuk mengidentifikasi secara tepat elemen story mapping dan mengevaluasi jawaban untuk memastikan peserta didik memperbaiki pertanyaan yang sesuai.
- Meminta peserta didik mengisi lembar kerja peta cerita melalui cerita yang di pilih atau di baca setelah peserta didik menggunakan story mapping secara mandiri. Kemudian periksa peserta didik, mendukung dan peserta didik berbagi dengan peserta didik lain yang membutuhkan bimbingan tambahan.
- Menyiapkan beberapa latihan dan berikan kepada peserta didik untuk di evaluasi. Untuk mengukur pemahaman peserta didik tentang cerita. Di lakukan secara individu untuk mengambil nilai harian peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

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

- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fable)
- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

Pertemuan VI

Teks narrative tentang *Five-Footer Bear* (Buku Let's talk)

a. Kegiatan pendahuluan

- Salam dan Berdo'a bersama
- Memeriksa kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Peserta didik mendengarkan instruksi untuk tugas yang akan di berikan.
- Peserta didik membaca cerita lalu menyimpulkan isi cerita (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Peserta didik mengamati teks narrative yang di baca
- Meminta peserta didik untuk membaca cerita
- Mengontrol, mendengarkan bacaan peserta didik dengan mengelilingi kelas
- Menyiapkan latihan untuk peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fable)
- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

Pertemuan VII

Teks narrative tentang *The Cowardly Lion* (English on sky 2 for junior high school students year VIII)

a. Kegiatan pendahuluan

- Salam dan Berdo'a bersama
- Memeriksa kehadiran siswa

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Peserta didik mendengarkan instruksi untuk tugas yang akan di berikan.
- Peserta didik membaca cerita lalu menyimpulkan isi cerita (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Peserta didik mengamati teks narrative yang di baca
- Meminta peserta didik untuk membaca cerita
- Mengontrol, mendengarkan bacaan peserta didik dengan mengelilingi kelas
- Menyiapkan latihan untuk peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fable)
- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

Pertemuan VIII

Teks narrative tentang *The Lonely Landy* (Let's talk)

a. Kegiatan pendahuluan

- Salam dan Berdo'a bersama
- Memeriksa kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar kepada peserta didik
- Memberikan stimulus berupa pertanyaan tentang pelajaran yang akan di ajarkan
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus dan RPP.

b. Kegiatan inti

Mengamati

- Mengenalkan kepada peserta didik konsep dari penggunaan story mapping dan manfaatnya serta komponen utama dari story mapping.
- Peserta didik mendengarkan instruksi untuk tugas yang akan di berikan.

- Peserta didik membaca cerita lalu menyimpulkan isi cerita (judul, topik, ide pokok, peristiwa, karakter, dan setting)
- Peserta didik mengamati teks narrative yang di baca
- Meminta peserta didik untuk membaca cerita
- Mengontrol, mendengarkan bacaan peserta didik dengan mengelilingi kelas
- Menyiapkan latihan untuk peserta didik.

Bertanya

- Peserta didik menanyakan hal-hal yang terkait dengan cerita dalam teks narrative
- Guru mengatur/membimbing peserta didik bertanya sebagai petunjuk untuk membantu mereka merespon bacaan.

Mencari informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan
- Mengevaluasi siswa dengan menyuruh menuliskan kembali inti-inti dari teks cerita.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok yang sudah terbentuk
- Peserta didik dan guru membahas dan menyimpulkan jawaban dari peserta didik

c. Penutup

- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.
- Guru memberikan pengayaan (mencari contoh narrative bentuk fable)
- Guru memberikan remedial kepada peserta didik (mengerjakan soal yang di siapkan untuk di kerjakan di rumah)
- Berdo'a bersama sebelum pulang

K. Penilaian Hasil pembelajaran

Nilai : Jumlah benar x 5

No.	Qualification	Degree	Qualitative
1.	Excellent	80-100	A
2.	Good	70-79	B
3.	Fail	60-69	C
4.	Poor	50-59	D
5.	Complete Poor	0-45	E

Table above means :

1. Excellent

Those students who were able to answer the test items between 80-100 correctly

2. Good

Those students who were able to answer test items between 70-79 correctly

3. Fail

Those students who were able to answer test items between 60-69 correctly

4. Poor

Those students who were able to answer test items between 50-59 correctly

5. Complete poor

Those students who were able to answer test items between 0-49 correctly

Mengetahui

Kepala Sekolah

Mataram, 2019

Guru Mata Pelajaran

NAMA : Baia Ayatu Syifa
Kelas : VIII B

PRE-TEST

Choose the correct answer by crossing (x) A, B, C, D based on the text.

Read the text and answer the questions 1 to 5

One upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.

On the other place, under the tree, a sly creature, Mr. Fox, who wanted the cheese for himself, came up and spoke politely to her.

"Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If you only could sing, you would be the most beautiful bird in the world!"

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could, sing. Of course, the moment she opened her beak, the cheese fell down, and Mr. fox ran away with it, laughing loudly.

1. What is the best title of the story?

- A. Old Lady Crow
- ☒ B. Beautiful Miss Crow
- C. The Fox and the Crow
- D. Ugly Mr. fox

2. Why did the Crow gave a loud croak? Because it wanted....

- A. To show her pretty eyes
- ☒ B. To show her beautiful brak
- C. To show her lovely feathers
- ☒ D. To show that she could sing

3. ".....very pleased to hear all of this....."(paragraph 4). What is the same meaning of the underlined word?

- A. Guilty
- ☒ B. Happy
- C. Angry
- D. Worry

4. "...an old lady crow who was mean and ugly." The opposite of the underlined word is....

- A. Bad
- B. Poor
- ☒ C. Beautiful
- D. Rich

5. Miss Crow gave a loud croak to show that she could, sing.
The underlined word means....

- A. Expand
- ☒ B. Exhibition
- C. Expense
- D. Expedition

Read the text and answer questions 6 to 10

The spider and the fly

Mr. spider wanted to marry Miss Fly. Many times he told her of his love and begged her to become his wife, but she always refused, for she did not like him. One day when she saw Mr. Spider coming again, Miss fly closed all the doors and windows of her house and made ready a pot of boiling water. She waited, and when Mr. Spider called, begging her to allow him to enter, she answered by throwing boiling water at him. This made Mr. Spider very angry and he cried, "I will never forgive you for this, but I and my descendants will always despise you. We will ever give you any peace."

Mr. Spider kept his word, and even today one can see the hatred of the spider for the fly.

6. Who wanted to marry Miss Fly?

- A. Mr. Spider
- ☒ B. Mr. Beetle
- C. Mr. Bug
- D. Dung Beetle

7. What did Miss Fly use to make Mr. Spider angry?

- ☒ A. Boiling water
- B. Hammer

- C. Rice
D. Beans
8. The Indonesian translation of begging is.....
☒ A. Meminta
B. Menyuruh
C. Memperingatkan
D. Mengundang
9. "She answered by throwing boiling water at him." The underlined word refers to....
A. Mr. Spider
B. B. Mr. Bug
C. Miss. Fly
☒ D. Miss Spider
10. The text above is included in the....
A. Recount
☒ B. Narrative
C. Exposition
D. Discussion

Answer the questions 11 to 14

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?"

11. 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
12. "Aren't you cold up there in the wind?"
The word 'there' refers to
- ☒ A. A high cliff
 - B. Sheltered area
 - C. Grass
 - D. Ground
13. 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
14. 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

The following text is for question 15 to 17

Once upon a time, a gardener owned a horse. The horse felt tired because she had much to do, but she had little time to eat. So that, she started to pray to God to get another lord. Moreover, it truly happened to her.

The gardener sold the horse to a potter and the horse was really pleased about it. In spite of that, the potter actually had even more work for her to do. Again, the horse complained of her lot and prayed again. She really hoped to get better lord. Her praying was fulfilled again. The potter sold her to a tanner. Suddenly, she was her skin was in the tanner's yard, and she began to cry aloud: "how pity I am! Wretched one! It would be better if I could stay with my old lords. It is evident they have sold me now not for work, but for my skin's sake."

15. Why did the horse feel so exhausted?

- A. She got many loads on her back
- B. She owned by the gardener
- C. ~~She never prayed to God~~
- D. She had many works to do

16. Who is the last lord of the horse?

- A. A peasant
- B. ~~A tanner~~
- C. A potter
- D. A cowboy

17. What happened to the horse's skin?

- A. She had the skin exfoliate
- B. ~~She lost her skin in the tanner's hand~~
- C. She looked at the other animal's skin
- D. She got a new skin

Answer the questions 18 to 20

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then, the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "wait" ~~roared the lion.~~ "since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since I am known for my courage and strength, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it."

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf's skull was cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that may happened to him.

"Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low growl. "You wanted to share all the hard work but keep all the meat to yourself".

18. The wolf was angry because.....

- A. The jackal ran at once after he saw the tragedy
- B. The lion wanted all of the meat for himself
- ☒ C. The lion divided the deer into four equal
- D. The fox walked away from the team

19. What is the reason that the second share will be for the lion, too?

- A. He is the king of the animals
- ☒ B. He is the bravest of the animals
- C. He is strongest of the beasts
- D. He is the first member of the hunting party

20. What can we learn from the story?

- A. Do not believe in a greedy and mean leader
- ☒ B. Follow your leader if you want to succeed
- C. Lion always become king of all animals
- D. All animals are afraid of the lion

Answer the questions 21 to 23

The crow and the oyster

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

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

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

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

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

21. How did the other crow trick the hungry crow?

- A. By giving a suggestion to drop the oyster onto the rock
- B. By telling that he was so hungry and needed some food
- ☒ C. By saying that he had a nice and strong beak
- D. By picking up the oyster with his beak

22. Where did the crow drop the oyster?

- A. Onto the sand
- ☒ B. Near the water
- C. Near the beach
- D. Onto a wide rock

23. What is the moral value of the story?

- A. Do not fly high on the sky
- B. It is not easy to fool anybody
- ☒ C. Always trust people who offer help
- D. Do not be fooled by people who offer help

This text is for questions 24 to 25

One day, a stupid man went to market. He bought six cows. After that, he 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 he bought. The stupid man answered that he 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 cow less. There was one more.

24. How many cows did the stupid man buy?

A. one

B. six

☒ C. five

D. seven

25. On his way home, how many cows did he see?

A. one

☒ B. six

C. five

D. seven



NAMA: Baia Ayatu SYIFA
Kelas: ~~V III~~ B

POST-TEST

Choose the correct answer by crossing (x) A, B, C, D based on the text.

Read the text and answer questions 1 to 3

One day, Rahwana kidnapped Sinta and took her to his palace in Alengka. Rama was so sad. He tried many efforts to save his wife. He sent his best troops to search for his beloved wife but Sinta remained unfound.

After four months, Hanoman, the king of white monkeys found Sinta's crown in the bushes. It was a clue that led them to Alengka. Rama thanked his best friend, Hanoman, and soon they went to Alengka with thousands of troops.

The battle was unavoidable. Rahwana's troops were very powerful giants. They made many of Rama's soldiers wounded. The battle took two months. Yet, after Rama got involved in the battle, the problem solved. It was also because of Rama's power. Rahwana, the very powerful king of giants was killed.

Rama was so happy to see his beloved wife. They returned to Ayoda and lived happily forever.

1. Rama Thanked Hanoman because

- A. He wanted to go to Alengka
- ☒ B. He found Sinta's crown
- C. He killed thousands of troops
- D. He told him an important secret

2. What is the main idea of the second paragraph?

- ☒ A. Hanoman found a clue of Sinta existence
- B. Rama got his wife's crown in the bush
- C. Alengka had thousands of troops to fight
- D. The king of white monkey went to the bushes

3. From the text, we know that.....

- ☒ A. Rahwana killed a lot of Rama's troops
- B. It took months for Rama to kill Rahwana
- C. Rahwana's troops could not be defeated
- D. Rama was more powerful than Rahwana

12

The following text is for question 4 to 5

There was handsome man named Batara Guru Sahara, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala promised to keep the secret that she had been a fish and would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother was shouting angrily, then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Toba lake.

4. Why was the mother very angry? Because.....

- A. Her daughter were crying and found her
- ☒ B. The earth began to shake and started to erupt
- C. Batara Guru Sahala broke his promise
- D. Batara Guru Sahala was angry

5. From the text, we know that.....

- A. Sahala's wife was a captured fish
- B. The daughters changed into fish too
- ☒ C. Sahala broke his promise to his wife
- D. The daughters and father are fish

Read the text and answer questions 6 to 7

Long time ago, there lived twin sisters. The destitute spoke differently to them. One married with a rich merchant, but had no children, while the other was very poor widow with five daughters. Having no food anymore for four days, the widow went to her sister and begged a mouthful of bread. Unfortunately, the very rich

sister was too stingy to give some food to her sister and said, "I myself have nothing in the house," and she drove away her sister with harsh words.

After some time, the husband of the rich sister came home and was just going to cut himself a piece of bread. When he made the first cut into the loaf, out flowed red blood. When the maid saw that, she was very terrified and told him what his wife had done to the poor widow. After hearing the maid's story, the husband hurried away to help the poor widow and her children. But when he entered the widow's room, he found her praying she had her two youngest children in her arms and the three eldest were lying dead. He offered her food, but she refused it and answered, "we no longer have a desire for earthly food."

After that, the two little ones drew their last breath. Five second later, the poor widow sank down and died.

6. What did the widow want to her rich sister?

- A. The greatest hunger.
- B. Enough food for a month.
- ☒ C. A mouthful of bread
- D. Some harsh words

7. The widow and her children died because

- A. Murdered
- B. Depression
- C. Illness
- ☒ D. Starvation

Read the text and answer the questions 11 to 12

In ancient times, a King had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the Kings' wealthiest merchants and courtiers came by and simply walked around it.

Many loudly blamed the King for not keeping the roads clear, but none did anything about getting the stone out of the way. Then a peasant came along carrying a load of vegetables. Upon approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. After the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been.

The purse contained many gold coins and a note from the King indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many of us never understand.

8. Why did many people blame the king?

- ☒ A. He did not make good roads for them
- ☐ B. He loved to hide behind the rock
- ☐ C. He showed no care on their roads
- ☐ D. He did not keep the road clear

9. From the story, we know that.....

- ☒ A. Many people liked the peasant
- ☐ B. The peasant was a good man
- ☐ C. The boulder was really small
- ☐ D. The king was very stingy

Read the text and answer the questions 13 to 14

Once upon a time, Roro Anteng and Joko Seger lived on the foot of mount Bromo. After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater.

After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden kusuma, to be sacrificed to the crater.

Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.

After that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.

10. Why did Roro Anteng and Joko Seger have to sacrifice their youngest son?
- A. The youngest son was a noble man.
 - B. The son could stop the eruption.
 - C. They have promised to do that.
 - ☒ D. They have 25 children already.
11. The text shows that Roro Anteng and Joko Seger.....
- ☒ A. Really loved Raden Kusuma
 - B. Disliked their youngest son.
 - C. Let their son kill himself.
 - D. Agreed to their son's behavior.
12. The moral value of story is.....
- A. Keeping our promises in unnecessary
 - B. Parents must not promise to do
 - C. All parents love their children
 - ☒ D. We have to fulfil our promise

This text is for question 13 to 15

On a summer day, the weather was very hot and everybody was thirsty. A lion and a pig came at the same moment to a small well to drink. They were arguing which of them should drink first, and were soon fighting furiously.

When they rested from their fighting, they saw some vultures in the distance. The birds were waiting for one of them to die so they could eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any victims from the fight.

Realizing the situation, the lion and the pig soon decided to stop the fighting and made up. They didn't event continue the quarrel and arguments. "Look at those vultures. They can't wait to eat our bodies once we die. Let's just stop fighting," said the lion to the pig.

"you're right. It's better for us to be friends than to be the food the those vultures. That will certainly happen if we get hurt or die," replied the pig.

13. Why did the animal stop the fighting and make up?

- A. They were thirsty
- ☒ B. They realized the situation

- C. They looked at the victims
~~D. They wanted to take a rest.~~
14. Who were fighting in the story?
- A. The lion and the pig
B. The pig and the birds
~~C. The vultures and the pig~~
D. The lion and the vultures
15. From the story above, we can learn that....
- A. Patience cannot solve problems
B. Not every problem has solution
~~C. Fighting can't solve any problem~~
D. We need to argue for every action

The following text is for question 16 to 18

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 them. 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."

16. 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~~

17. "He advised me not to believe a false friend." (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

18. Where do you think the story happened?

A. In the river

B. In the park

☒ C. In the woods

D. In the zoo

Read the text and answer the questions 19 to 21

A star fairy once strayed onto the earth. Attracted by the beautiful sight, she dashed into a tree, her wing torn and fell down, unconscious. A farmer found the divine creature and took great care of her. Inevitably the fairy and the farmer fell in love, so they got married and had a child.

Nevertheless every night the fairy looked at the stars and thought about her family and friends. One day she decided to pay them a visit, and took her son with her. When she reached the star kingdom, the king was furious at her for straying too far, and took away her wings from her. She couldn't go back to her husband and felt really miserable. She looked down the river near their house four hours. The farmer was too. He stood on its bank, waiting for his wife and child to return.

One day, the king saw the lovesick couple, and took pity on them. He made a bridge of seven gleaming colours so that the fairy could climb down and spend a few precious moments with the farmer. Today other humans call the bridge a rainbow.

19. What is the most suitable title for the text?

A. A very loving couple

B. A miserable star fairy

☒ C. The origin of rainbow

D. The king of the star kingdom

20. Why the king punish the fairy?

- ☒ A. She married to a human being
- B. She torn her precious wings
- C. She didn't come for a visit
- D. She has gone too long

21. What can we learn from paragraphs 1 and 2?

- A. Love can make you really miserable
- B. We should always take pity on lovers
- ☒ C. Every decision comes with consequence
- D. A wise king always helps his people in need.

Read the text and answer the questions 22 to 24

Long time ago, there was an orchard which was owned by a rich couple and filled with the most delicious tamarind trees. One day, a fairy decided to test the couple's generosity. She came to the orchard, dresses as a poor old woman and begged for the couple to give her a few fruits since she was very hungry. The selfish couple let their dogs loose on her. The old woman was bitten by the dogs and badly injured. She touched the giant tamarind tree and cursed, "your greed shall be punished". As the woman walked away, the sky darkened and a ferocious storm broke out. The downpour continued until late a night.

The next morning, the sky was clear and blue. The couple came to tend their orchard and they were bewildered to find their entire orchard gone. Instead, there was water everywhere. When they looked down into the water, they could still see their precious trees at the bottom of the lake. People call the lake "sampaloe lake" which means tamarind lake in English.

22. What is the text mostly about?

- A. The most delicious tamarind fruit
- ☒ B. A rich couple and an old woman
- C. A very poor, hungry old woman
- ☒ D. The legend of sampaloe lake

23. Why did the fairy decided to change herself into a poor old woman? She.....

- A. Wanted to taste the delicious tamarind trees
- ☒ B. Wanted to test the rich couple's generosity
- C. Needed help from the orchard owner
- D. Knew that the rich couple was greedy

Read the following text to answer questions number 11 to 13.

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

24. From the text we know that?

- ☒ A. Only one rooster can rule the roost.
- ☐ B. The roosters are fighting to flap their wings.
- ☒ C. The eagle had watched them all day.
- ☐ D. The farm needs a new king.

25. What is the main idea of paragraph 2?

- ☐ A. An eagle watching the rooster from a distance.
- ☐ B. The loosing rooster came out from its hiding place.
- ☒ C. The eagle took the winning rooster as its prey.
- ☐ D. The winning rooster celebrates its winning proudly.











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Ketentuan

- 1 Mahasiswa wajib melakukan seminar proposal sebagai salah satu syarat ujian skripsi
- 2 Mahasiswa wajib mengikuti seminar proposal teman sejawat minimal 10 kali (10 presenter) sebagai salah satu syarat mengikuti ujian skripsi
- 3 Mahasiswa wajib mengundang peserta seminar (teman sejawat) minimal 10 orang sesuai jadwal yang ditentukan oleh prodi
- 4 Mahasiswa yang akan melakukan presentasi membuat ringkasan lengkap proposal untuk dibagikan kepada peserta seminar
- 5 Proposal yang sudah lengkap dijilid rangkap 2 untuk dosen pembimbing saat seminar
- 6 Kartu kendali seminar difoto copy dan disimpan mahasiswa sebagai syarat mendaftar ujian skripsi
- 7 Kartu kendali asli diserahkan kepada prodi untuk arsip

Mengetahui,
Ketua Prodi

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TITLE

The Use of Story Mapping in Teaching Reading at the Eighth-Grade of SMPN 13 Mataram in Academic Year 2018/2019

No	Date	Guidance	Consultants		Expl
			1	2	
1.	06-juli-2019	Data Analysis			Revise
2.	09-juli-2019	finding and discussion			revise
3.	16-juli-2019	SPSS Data			revise
4.	17-juli-2019	Conclusion			revise
5.	18-juli-2019	Acc			Acc.
6.	24-juli-2019	Abstract & Finding			revise!
7.	31-juli-2019	Data display & Conclusion			revise!
8.	2-Agustus-2019	A (Thesis) Acc			

Mataram.....
Ketua Program Studi,

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Judul Penelitian : "THE USE OF STORY MAPPING IN TEACHING READING
AT THE EIGHT GRADE STUDENTS OF SMPN 13
MATARAM IN ACADEMIC YEAR 2018/2019."

Memang benar telah melakukan penelitian di SMP Negeri 13 Mataram selama 1 (satu) bulan terhitung mulai bulan April sampai dengan bulan Mei 2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.


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