

**THE IMPLEMENTATION OF GROUP MAPPING ACTIVITY
TO IMPROVE STUDENT'S READING COMPREHENSION
AT THE FIRST YEAR OF SMK AL-MUNAWAROH
TEMPUREJO JEMBER**

THESIS

Present to State Institut of Islamic Studies Jember n practical
fulfillment of the requirement for the undergraduate degree (S. Pd)
Faculty of Tarbiyah and Teacher Training English Education Program



By:

FARIDHATUL HIKMAWATI

NIM T20176057

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE INSTITUT OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM**

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THESIS

It has been examined and approved by the board of examiners in partial fulfillment of
the requirements for the undergraduate degree (S. Pd)
Education and Teacher Training Faculty
English Education Department

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Date : 03th June 2022

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MOTTO

“...إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ...”

“...Surely Allah does not change the condition of a people until they change their own condition...” (QS. *Ar-Ra'd* ayat 11)¹



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¹ Muhammad Taqi'ud Din Al-Hilali, Muhammad Muhsin Khan, *Translation of The meanings of The Noble Qur'an in The English Language*, (King Fahd Complex for the Printing of The Holy Quran: Madinah, K.S.A), 321.

DEDICATION

I dedicate this thesis to:

1. My lovely family, My father Abdul Ghofir and KH.Ahmad Zubairi Munawar, My mother Sofiatil Aliyah, S.Pd , My sister Zafirah Madeline Gaia and Aqilatul Aulia Al-Adawiyah who became my first motivation to finish this thesis and this study
2. My Grandmother Hj.Faridhatul Jannah who have never forgotten to pray for me during the process
3. My Grandfather Alm.H.Miskan who have gone before
4. My Big Families who have motivated and supported me to accomplish my undergraduate thesis
5. My husband, Taufiqul Musyfik Arromzi for always supported and helped me during the process of finishing my thesis
6. Last but not least, all my friends in TBI 2 who have been studying together since I studied in this University



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2. Prof. Dr. Hj. Mukni'ah, M. Pd.I as dean of Faculty Tarbiyah and Teacher Training who approved this thesis
3. Mr. Asy'ari, M. Pd.I as the Head of English Department who approved this thesis
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8. The English teacher, M.Mawarid Firdaus, M.Pd who has given me support and help in conducting my research in SMK Al-Munawaroh and the students

of First Year in SMK Al-Munawaroh who given their time to participate in this research

9. All of people who participated in this research

Needless to say, this thesis is still far from being perfect. The researcher will accept gratefully every comment and suggestion. Hopefully, this thesis will give benefit for everyone who concern with action research.



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ABSTRACT

Faridhatul Hikmawati, NIM. T20176057. 2022. *The Implementation of GMA (Group Mapping Activities) to Improve Student's Reading Comprehension at The First Year of SMK Al-Munawaroh Tempurejo Jember.* Thesis. English Education Department. Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies of Jember. Advisor: Ninuk Indrayani, M.Pd. Academic Year 2021-2022

Key Words: *GMA Strategy, Reading Comprehension.*

This thesis studies on improving reading comprehension by Using Group Mapping Activity at the First Year of SMK Al-Munawaroh Tempurejo Jember. This thesis focused on one research question: How is GMA (Group Mapping Activities) able to improve students reading comprehension at Marketing Program SMK Al-Munawaroh? The objective of the reaseach is to described how GMA (Group Mapping Activities) is able to improve students reading comprehension at Marketing Program SMK Al-Munawaroh.

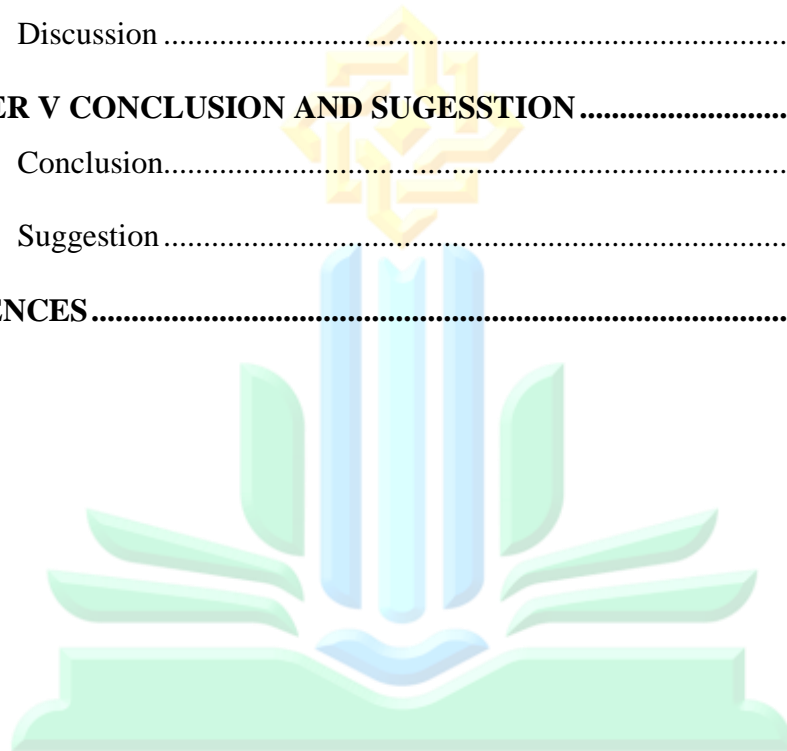
The research design was Classroom Action Research (CAR) of Kemmis and Taggard (2014). The procedures of the research consist of four stages: planning, implementing, observing and reflecting. The cycle of this study consist of one cycle. It consisted of 5 meetings. In planning, the researcher and collaborator prepared lesson plan based on the observation in the preliminary study. In implementation the researcher as a practitioner carried out the lesson plan in the class. Then, observing is the processed of recording and gathering data about aspects or event that was happening in teaching and learning process during the implementation the action. The last is reflecting the researcher analyzed the data and compared the criteria of success and the data or evidence exists. The criteria of individual success is equal to or higher than 70. While the criteria of classical success is achieved when 70% of the students got the good criteria. The subjects of this research were 14 students of class X Marketing Program SMK Al-Munawaroh.

There was significant improvement of the students test result. On preliminary study there were 35% (5 of students) who passed the test. However, in cycle 1 there were 85% (12 students) who passed the test. It means that the implementation of the GMA strategy could improve the students' reading comprehension. Based on the result, it can be concluded that the implementation of GMA strategy could improve the students' reading comprehension. It can be seen from the comparisons result between preliminary study and cycle 1, there was increasing on reading comprehension.

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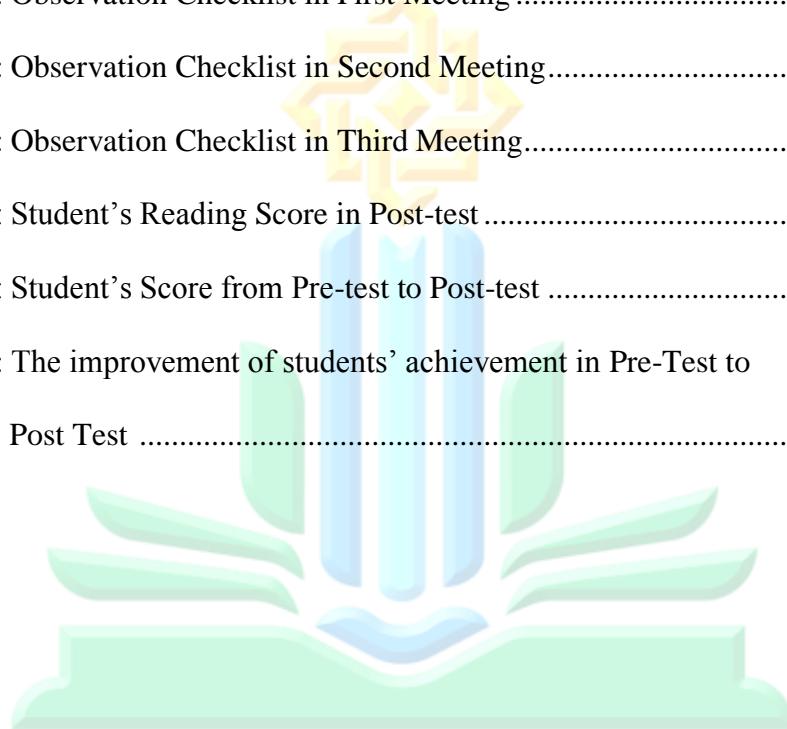
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CHAPTER I INTRODUCTION

A. Background of Study

Reading is one of four language skills (listening, speaking, reading and writing) that is important to be learned and mastered by every learner. By reading, we can be relax, interacting with the feelings and thoughts, obtain information, and improve the knowledge. According to Zuchadi in Bela research, “reading is a tool for transferring knowledge”². It's explained that reading gives us a lot of knowledge. For example, reading a book, a newspaper or a magazine can make us get information. Reading also could increase vocabulary and grammar. So reading is very important skill that must be understood in learning English.

Based the Al-Qur'an Surah Al-'Alaq (96:1-5)³

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite, and your Lord is the most Generous - (3) Who taught by the pen (4) Taught man that which he knew not (5) “

God commands us to read because reading is an important part of human life. Reading can add much insight and also learning.

² Bela Yusti Suryani “Keefekifan strategi GMA (*group mapping activity*) dalam pembelajaran memahami teks deskripsi pada siswa kelas vii smpn 15 yogyakarta”. (Fakultas bahasa dan seni Universitas Negeri Yogyakarta 2016), p.2

³ Muhammad Taqi'ud Din Al-Hilali, Muhammad Muhsin Khan, *Translation of The meanings of The Noble Qur'an in The English Language*, (King Fahd Complex for the Printing of The Holy Quran: Madinah, K.S.A), 597.

Research reveals that effective reading is not single-step process, but it's a complex set of skills involving activities before, during, and after reading. So, reading is a process to understand the content, ideas or ideas either express or implied in the reading material. It is important skill that must be understood in learning English.⁴

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. Vogel as cited in Chen and Chen has said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language.⁵ In this sense, there are a number of reading problems which may be encountered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common problems in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata.

Those problems are found in several situations. For example, the EFL reader may have difficulty to differentiate between the various meanings of the same word, e.g. to differentiate between homonyms or homophones. The word "left" has more than one meaning and the word pronounced "rite" has

⁴ Kathleen T. McWhorter, *Efficient and Flexibel Reading*, (United State of america: HarperCollinsPubliser, 1992), p. 23.

⁵ U.Kasim dan S.Raisha. "EFL Students' Reading Comprehension Problem" : Linguistic and Non-Linguistic Complexities". English Educational Journal. Vol. 8 No. 03,2017, Hal 311.

four spellings, viz., rite, write, right and wright and a host of meanings. In this sense, the EFL reader who only knows one meaning of the word right may easily misunderstand the meaning of a sentence with right in it. On the other hand, knowledge about collocations, idioms and proverbs is also important to be learned by the EFL reader. The reader will not get the real meaning of an idiom or a proverb if they translate it literally. Nuttal has mentioned that complex noun groups, nominalizations, coordinating conjunctions, participial phrases, and prepositional phrases tend to be the cause of many problems in reading comprehension because those elements make texts more complex and harder to understand by EFL students. In other situations, a reader may not understand a text because she may lack background knowledge about what she is reading. Goodman has said that even the most excellent readers frequently have difficulty to connect what they already know before they read something. Furthermore, reading comprehension problems can be categorized into linguistic and non-linguistic reading problems.⁶

Based on the interview in tenth class of Marketing Program SMK Al-Munawaroh, the researcher found students' problem in reading comprehension. *First*, the students have difficulties to identify main idea. They don't understand way to find main idea. *Second*, the students meet difficulties to identify detail information. They didn't understand about detail information before the teacher told about it. *Third*, the students have problem to explain the meaning of word based on the context. They have limited

⁶ U.Kasim dan S.Raisha. "EFL Students' Reading Comprehension Problem": Linguistic and Non-Linguistic Complexities". English Educational Journal. Vol. 8 No. 03,2017, Hal 312.

vocabularies and they are lazy to open the dictionary. *Fourth*, the students have difficulties to describe implicit information (about conclusion and purpose of the text). They are confused to find conclusion of the text.

All the problems that faced by the students of tenth class of Marketing Program SMK Al-Munawaroh is caused by some factors. *First*, the students don't really mastery grammar, especially narrative text. *Second*, the students don't understand the generic structure of the text. *Third*, the students don't mastery many vocabularies. Besides that, fruitfulness of learning process also based on the teacher role in the class, for example the way of teaching, explaining the material, and also uses appropriate strategy.

Based on the problems the researcher wants to improve student's reading skill by using Group Mapping Activities (GMA) strategy is an instructional strategy that provides dynamic interaction through discussion. GMA strategy is a strategy to read text and then create a mapping of the text in groups on a worksheet without looking back readings.⁷ By the Group Mapping Activity (GMA), students are directed to map their perceptions of what the text is about, and allowed time to develop maps in whatever way they choose. Maps are then shared with the class and discussed regarding individual's views on materials and choices for representing the information in his or her map. This strategy is interesting for the students because from this strategy, the students can develop their own ideas and perform it in the front of the class.

⁷ Jane L Davidson., *The Group Mapping Activity for Instruction in Reading and Thinking*. (Journal of Reading 1982) p, 52.

Based on the explanation above, researcher interest to do research entitle “The Implementation of GMA (Group Mapping Activities) to Improve Student’s Reading Comprehension at The First Year of SMK Al-Munawaroh Tempurejo Jember“

B. Research Question

How is GMA (Group Mapping Activities) able to improve students reading comprehension at Marketing Program SMK Al-Munawaroh?

C. Research Objective

To describe how GMA (Group Mapping Activities) is able to improve students reading comprehension at Marketing Program SMK Al-Munawaroh.

D. Significance of Research

The result of this research is expected to give some benefit both theoretically and practically: Theoretically, the result of the research is to enrich the understanding of method and knowledge on the use of various strategies in the English teaching and learning process, especially GMA for teaching reading comprehension.

Practically, this research could give benefit for the English department and the students of English Department. The first benefit is for English department. This research is expected to give preference to the study method and knowledge by implementing some various strategies in the English teaching and learning process, especially in teaching reading by using GMA. The second benefit is for student of English Department. This research can be used as a reference for the students English Department who want to conduct

research on method and knowledge by implementing some various strategies in English teaching and learning process, especially in teaching reading by using GMA.

E. Definition of Key terms

The definition of key terms is containing about the understanding of terms that serve as points of interest to research in the title of the research. The goals are to prevent misunderstanding about the meaning of the term as what the research mean.⁸ Therefore, the researcher needs to describe and confirms the definition of each word that supports the title of this research.

1. Reading Comprehension

Reading comprehension is the main part of reading activities in which a reader builds an understanding of the text. Reader combined logical thinking with the set of letters, words and sentences that appeared in the text. So, reading comprehension is not only about how reader reads well that include precision of pronunciation and a loud voice but reading comprehension is an activity of constructing an understanding of the meaning of a text which can be translated by reader and through reader own language.

⁸ Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember* (Jember: IAIN Jember Press, 2018), 45.

2. Group Mapping Activities (GMA)

Group Mapping Activities (GMA) is a strategy can stimulate students' creativity in expressing the information obtained into a concept map and the process repeated discussions will make the students better understand the information derived from the text.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The research about the implementation of Group Mapping Activities (GMA) to improve students' reading comprehension is not the first research. There are many other researchers that have done a research about the implementation of Group Mapping Activities (GMA) to improve students' reading comprehension. This chapter will discuss the relevant previous research that was written by the other researchers to explain the similarities, the differences and the original idea of this research. The researcher chooses three previous studies that relevant with this study. It can help the researcher look for some references. They are:

First, Ria Safira's with the title "Improving Students Reading Skill by Using Group Mapping Activities (GMA) Strategy at the Second Year of SMA Negeri 5 Luwu" published in 2017. The result of research shows that the used of GMA strategy is effective in improving students reading skill at the eleventh year students of SMA 5 Negeri Luwu. There was a significant difference between student's improvement before and after giving treatment.

Second, a thesis written by Bela Yusti Suryani "Keefektifan Strategi GMA (Group Mapping Activity) dalam Pembelajaran Memahami Teks Deskripsi pada Siswa Kelas VII SMPN 15 Yogyakarta" published in 2016. The results of research show that study comprehend text of description use strategy of GMA more effective than study which doesn't use strategy GMA.

Third, Yusi Rahmawati's with the title "The Implementation of Mapping Activities in Improving Reading Skill" published in 2012. The result of the research show that teaching reading by using mapping could improve students' reading ability and increase students' motivation in learning reading.

Table 2.1
Similarities and Differences
Preview Research and This Research

No	Name	Title of Research	Similarities	Differences
1.	Ria Safira	<i>"Improving Students Reading Skill by Using Group Mapping Activities (GMA) Strategy at the Second Year of SMA Negeri 5 Luwu"</i>	The previous research and this research focused on : <ul style="list-style-type: none"> • Implementing GMA • Focused on Narrative Text 	This research use CAR but the previous research use experimental method
2.	Bela Yusti Suryani	<i>"Keefektifan Strategi GMA (Group Mapping Activity) dalam Pembelajaran Memahami Teks Deskripsi pada Siswa Kelas VII SMPN 15 Yogyakarta"</i>	The previous research and this research applying Group Mapping Activities (GMA)	The previous research want to improve students' comprehend in descriptive text, the researcher want improve students' reading comprehension in narrative text.
3.	Yusi Rahmawati	<i>"The Implementation of Mapping Activities in Improving Reading Skill"</i>	The previous research and this research use Classroom Action Research (CAR)	The previous research conducted at Junior High School, The researcher conducted at Senior High School
4.	Rahman	<i>Model Group Mapping Activity (GMA) dalam Pembelajaran Membaca (Studi Eksperimen pada Mahasiswa Program Studi Pendidikan Bahasa Sunda FPBS Universitas</i>	The previous research and this research applying Group Mapping Activities (GMA)	This research use CAR but the previous research use experimental research

		<i>Pendidikan Indonesia Tahun Akademik 2006-2007</i>)		
5.	Kevin Oliver	<i>An Investigation of Concept Mapping to Improve Reading Comprehension of Science Texts</i>	The previous research and this research focused on improving reading comprehension	This research use CAR but the previous research use mix method

From reading previous research above, the researcher can conclude that there are similarities and differences between the writer's research and the previous research. The similarity of the previous research and the writer's research is the researcher focuses on implementing Group Mapping Activities and the distinction between the researcher is the previous research use experimental method while the research use Classroom Action Research (CAR).

B. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading

Reading is an activity in which a reader usually interacts with a text in a close situation. This term brings out many definitions of reading established by the expert.

Rusmiati and Kamalina in Harmer (1991:153)⁹ conclude that reading is very complex process; it involves the cooperation between eyes and brain. The eyes receive message and the brain then has to work out the significance of these messages. Reading can be a valuable activity because it can develop students' knowledge from information

⁹ Jeremy Harmer, *The Practice of English Language Teaching* (London & New York : Longman Handbook for Language Teacher, 1991)

they get in printed materials. It is an essential that should be mastered by students especially in learning language.

Another definition of reading is proposed by Yukselir, he concludes that reading is one of the most beneficial, fundamental, and central skill for students to master in order to learn new information, to gain access to alternative explanation and interpretation and to start the synthesis of critical evaluation skill.¹⁰

According to Brown, in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire, basic, beginning-level textbooks in a foreign language presuppose a student's reading ability if only because it's a book that is the medium.¹¹

Based on opinion above, researcher can say that reading is the process to understand the content and get as much as information from the text.

b. Definition of Reading Comprehension

Reading comprehension is one of the skills that must be developed at school. This is because the reading comprehension has become something important for students because students' success depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress. On the other hand, if the student has the

¹⁰ Yukselir C, "An Investigation into the Reading Strategy Use of EFL Prep-Class Students", *Social and Behavioral Sciences Journal*, 158 (2014), 65–72.

¹¹ H Douglas Brown, *Language Assessment Principle And Classroom Practice*, (Newyork: Longman, 2004), 185.

ability to read with a good understanding, they would have a better chance to succeed in learning. The explanation below discussed several components of reading comprehension.¹²

According to Meniado, reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. Meniado continued that reading comprehension is an interactive process of finding meanings from a text.¹³

Based on Fitriani, reading comprehension is also simply known as a kind of thinking process which requires the reader to make inferences from the text. Without using her thinking processes, the reader may not attain any or all the information and may not wholly understand the text.¹⁴

After reading all explanation above researcher can conclude that reading comprehension involve a process of extracting information from the text and constructing through the interaction between the text and the reader's background knowledge. To obtain excellent comprehension of the text, the reader needs to develop and reflect some of the ideas in the text.

¹² Wandu Syahfutra, "Improving Student's Reading Comprehension by Using SQ3R Method", *Journal of English and Arabic Learning Language Teaching*, 2 (2017), 135.

¹³ Mediano JC, "Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students", *English Language Teaching*, 3 (2016), 117-129.

¹⁴ Fitriani S, *Improving reading comprehension of Acehese EFL students* (Airmidale : University of New England)

c. Problem in Reading Comprehension

Problem in reading comprehension can be categorized into linguistics and non-linguistic reading problem.

1) Linguistic reading problems

Fromkin, Rodman, and Hyams have said that linguistic knowledge is the unconscious knowledge about the linguistic system of sounds, structures, meanings, words, and rules for putting them all together.¹⁵ Regarding the reading comprehension issue, Lili has noted that “good readers recognize, and decode quickly and accurately, words, grammatical structures and other linguistic features, and are unaware of the process as they engage in it.”¹⁶ While poor readers frequently encounter linguistic reading problems. The linguistic reading problems include semantic, lexical, and syntactical reading problems. Semantic complexities include lack of vocabulary knowledge especially about acceptable collocations. While lexical complexities involve lack of knowledge about derivations and word classes. Then, syntactical complexities include lack of knowledge about acceptable sentence structure and acceptable grammar.

¹⁵ Fromkin V, Rodman R, & Hyams N, *An Introduction to Language* (Massachusetts: Heinle, 2003)

¹⁶ Lili Z, “A Discussion of Linguistic Factors Relating to English Reading for Chinese Mongolian Students”, *Studies in Literature and Language*, 3 (2014), 136.

2) Non-Linguistic reading problems

Non-linguistic reading problems refer to any reading problem which is unconnected to the reader's linguistic abilities. They include difficulty to connect ideas in the text, difficulty to differentiate the main and supporting points in the text, lack of a good reading strategy, lack of cultural knowledge, the text length, lack of background knowledge, lack of working memory and inability or never been trained to do speed reading.

d. Aspect of Reading Comprehension

According to Nuttal, there are five aspect of reading comprehension:¹⁷

1) Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan, said that finding main idea is a key to understand a paragraph or short selection.¹⁸ The main idea

is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

¹⁷ Christine Nuttal , *Teaching Reading Skill in a Foreign Language* (London: Heinerman Educational Books, 1982)

¹⁸ John Longan, *Reading and Study Skill: Seventh Edition* (New York: McGraw-Hill Companies, 2002)

2) Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.¹⁹ In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3) Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning.²⁰ It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

4) Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make

¹⁹ Pamela J Sharpe, *How to Prepare the TOEFL Test 11th Edition* (United States of America: Ohio, 2005)

²⁰ *Ibid.*,

inferences.²¹ It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

5) Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

2. Group Mapping Activities (GMA)

a. Definition of GMA

GMA (Group Mapping Activities) strategy is introduced by Jane Davidson in 1982²². Davidson said GMA is an instructional strategy that provides dynamic interaction through discussion. GMA strategy is a strategy to read text and then create a mapping of the text in groups on a worksheet without looking back readings.

²¹ Michela Kopitski, *Exploring the Teaching of Inference Skills (A Capstone submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English as a Second Language)* (Minnesota : Hamline University, 2007)

²² Jane L Davidson “The Group Mapping Activity for Instruction in Reading and Thinking”, *Journal of Reading*, 1(July 2015), 1-6

Rudell²³ adds that GMA could be a tool for students to organize or arrange information after reading. Some teachers suggest students use this approach to describe the meaning of what it reads.

Ramlan²⁴ suggests that the strategy of GMA is inviting students to create a graphical representation depicting their personal interpretations of the relationship between the various ideas and concepts in the text. This representation can form a map or diagram showing the shape or get up as circles, lines, rectangles or words that describe their understanding of the text. Learners can freely express ideas or concepts in the map. There is no special way to do it. After they finished making the map, they can show the map to small groups or to all learners, and that's when the ideas and concepts developed or expanded.

Based on explanation above, researcher can say that Group Mapping Activities (GMA) is a strategy can stimulate students' creativity in expressing the information obtained into a concept map and the process repeated discussions will make the students better understand the information derived from the text.

²³ Martha Rap Rudell, *Teaching Content Reading and Writing* (United States of America:Hermitage Publishing Service, 2005),117.

²⁴ Ramlan. "Model *Group Mapping Activity (GMA)* dalam Pembelajaran Membaca (*Studi Eksperimenpada Mahasiswa Program Studi Pendidikan Bahasa Sunda FPBS Universitas Pendidikan Indonesia Tahun Akademik 2006-2007*)". *Jurnal Penelitian*. Bandung : Portal Jurnal UPI.,p.6

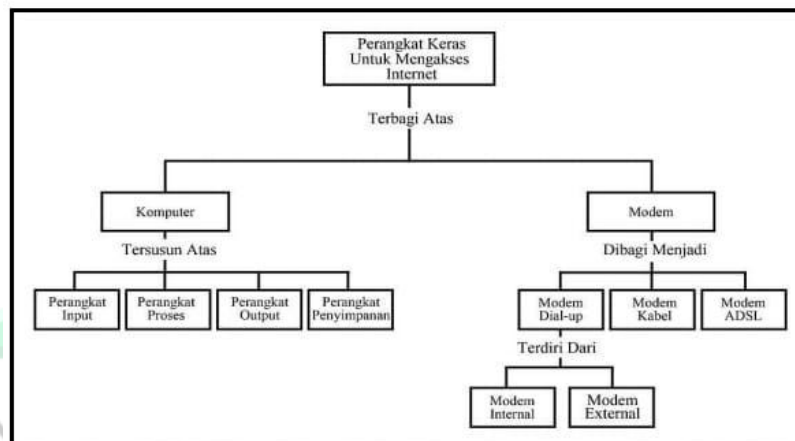
b. Kinds of Mapping

According to Trianto²⁵, there are 4 kinds of Mapping:

1) Network Tree

Network tree is a concept map that the basic ideas of a concept are made in a rectangle, whereas some of the other words are written and connected with connecting lines and these connecting lines point to the relationship between the ideas.

Network tree are well used to visualized things; point to casual causes, a hierarchy, a procedure that branches out and related terms that can be used to explain relationship.



2) Event Chain

Event Chain is a concept map that can be used to represent a sequence of event, steps in a procedure or steps in a process, just as it can be used in conducting an experiment.

The step to making event chain is first reveals an event that begins the chain. This is called the beginning event. Then find the

²⁵ Trianto, *Mendesain Model Pembelajaran Inovatif Progresif* (Jakarta: Kencana, 2013)

next event in the chain and continue until it reaches the result. Event chain is particularly suitable for visualizing the steps in a particular procedure, providing the stages in a process, and the sequence of an event.

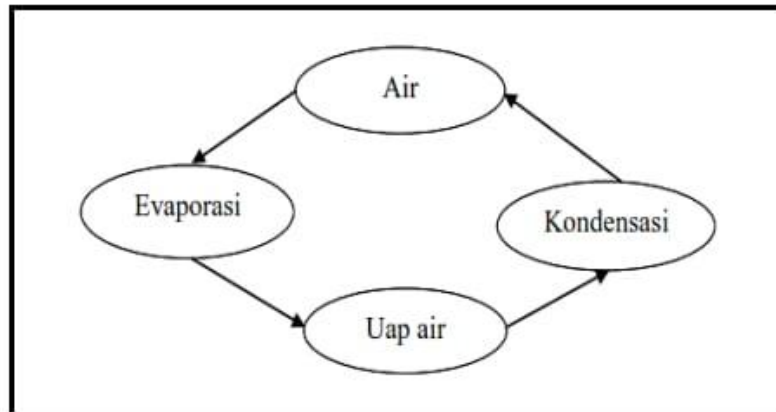


3) Cycle Concept Map

Cycle concept map is a conceptual map containing a series of

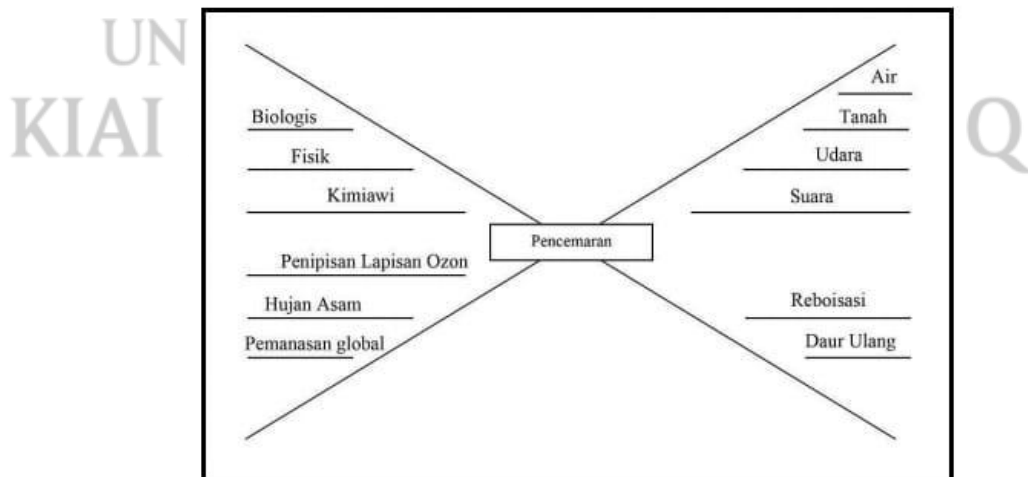
event that procedure no outcome or finality. The final event in the chain connects back into the beginning, so the cycle repeats itself.

Cycle concept map are applicable appropriately to show how a set of event interact to produce a set of result over and over again.



4) Spider Concept Map

Spider concept map is a concept map normally used for brainstorming. In the practice of brainstorming, an idea comes from a central idea, and thus can acquire some of the ideas that are mixed together. Many ideas are growing and associated with central ideas, but they don't necessarily correlate one idea with another. Spider concept map fits into use to visualize concept not according to hierarchy, non-parallel categories, and the result of opinions.



c. Procedure of GMA

According to Ruddell the step to implement the strategy of GMA in learning process in the classroom are:²⁶

- 1) The students read the text that has been prepared by the teacher.
- 2) The teacher shows some map models that had been prepared as a description for the students.
- 3) The teacher gives instructions to the students to form small groups and began to create a map.
- 4) The teacher calls the volunteers in each group to explain and give reasons as well as interpretations of views on the text. Anyone can leave any questions relating to the map or the information being shared. This is done alternately by each volunteer.

In GMA strategies, how making map is freed, no special measures are provided to make the map. In contrast to other mapping strategies that is usually given steps to create a detailed map.

Explanation of maps created purely an individual student's response to the text so that the shape of any maps that the students nothing is false or true. In this case the provision of background and knowledge building different from the students is not a matter that violates the rules or violates the meaning of the objectives of the authors.

Moreover, what distinguishes GMA with other mapping strategy is on learning to use this mapping students tend to "create" meaning rather

²⁶ Martha Rapp Ruddell, *Teaching Content Reading and Writing* (United States of America: Hermatige Publishing Service, 2005), 111.

than "get" the meaning of the text is readable. The role of teachers in this study is only a facilitating role and not become a dominant part in the learning process. In the process of discussion of the fundamental role of the teacher is to guide the discussions.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is mostly popular as story such as: fable, folklore, legend, fairytale, or myth. Knapp and Watkin state that narrative text is not only to entertain the readers but also contain about moral value, especially if the story raises a social issue that happens in society. it means that narrative text not only to entertain but also give moral value from the story.²⁷

Moreover, Meyers states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.²⁸

Based on the explanation above, the researcher can conclude that narrative text is a story tells us about something interesting that has purpose to amuse and entertain the readers and narrative text is not

²⁷ Peter Knap & Megan Watkin, *Genre, Text, Grammar : Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd)

²⁸ Allan Meyers, *Gateway to Academic Writing: Effective Sentences Paragraph and Essay* (New York: Longman,2005)

only to entertain people but also have moral value from the story. The story of narrative can tell about history, legend and fairytale.

b. Generic Structure of Narrative Text

Narrative text is an imaginative story which is aimed to entertain the readers. Generally, generic structure of narrative text can be divided into three components, such as: orientation, complication, and resolution.

Pardiyono states that narrative text has three generic structures.²⁹

There are generic structures of narrative text:

1) Orientation

Introduction of the story which involves the characters, setting and time of the story are established. Usually answer who? When? Where? And it is stated in the beginning of the story. Usually the first paragraph is the orientation where reader finds time and place set up and also the participants as the background of the story. The orientation of a narrative story makes readers understand what the stories talking about. Thus orientation means to introduce the participants or characters of the text time, sets of the scene, creating the picture of the setting and atmosphere.

2) Complication

It explores the conflict in the story. It will show the crisis, rising crisis, and climax of the story. This structure of narrative text

²⁹ Pardoyo, *Pasti Bisa! Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007)

is to tell the event involving the main character: either the character goes against tradition or does something quite unexpected. Complication is the problem raise. It is divided into major and minor complication.

3) Resolution

It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether success or fail, it means the complication may be resolved for better or worse / happily or unhappily. Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader. Resolution is the final series of the events which happen in the story of the text. Like complication, resolution also divides into major and minor resolution.

Based on explanation above, researcher can conclude: First, orientation is the paragraph that is contain about the introduction of the character involved in the story. Second, complication is the paragraph that is contain about the conflict that happen among characters involved in the story. Third, resolution is the paragraph that tells us about the solution of the problem that involved that character in the story.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is Classroom Action Research. It calls CAR because the research focuses on a problem from a group of students in a classroom. In this research, researcher used models from Stephen Kemmis and Mc.Taggart.

According to Kemmis and McTaggart, "Action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice".³⁰

B. Research Setting

This reserach is conducted in SMK Al-Munawaroh Tempurejo Jember, it is located at jln Mojopahit 2 No.139, Kraton Wonoasri Tempurejo, Jember. The reason why the researcher chose this school, because Group Mapping Activities strategy has never been applied by English teacher, and also the headmaster of SMK Al-Munawaroh has given permission to conduct this research. Then, the researcher dicided to take a research in SMK Al-Munawaroh Tempurejo Jember.

This research is implemented to improve students' reading comprehension through GMA. The students will implement the learning activity through GMA in 5 meetings in one cycle ; three meetings for treatment, one meeting for pre-test and one meeting for post test.

³⁰ Stephen Kemmis and McTaggart, *The Action Research Planner* (Springer,2014),11

The subject of this research is students at first grade of SMK Al-Munawaroh in academic year 2020/2021 in class X Marketing Program. Based on the interview with the English teacher, the number of the students in this class consists of 25 students.

C. Research Procedure

In this research, the researcher use 1 cycle (5 meetings). In the first meeting is pre-test. For the second, third and fourth meeting is implementing the strategy in the class. For the last meeting or the fifth meeting is post-test.

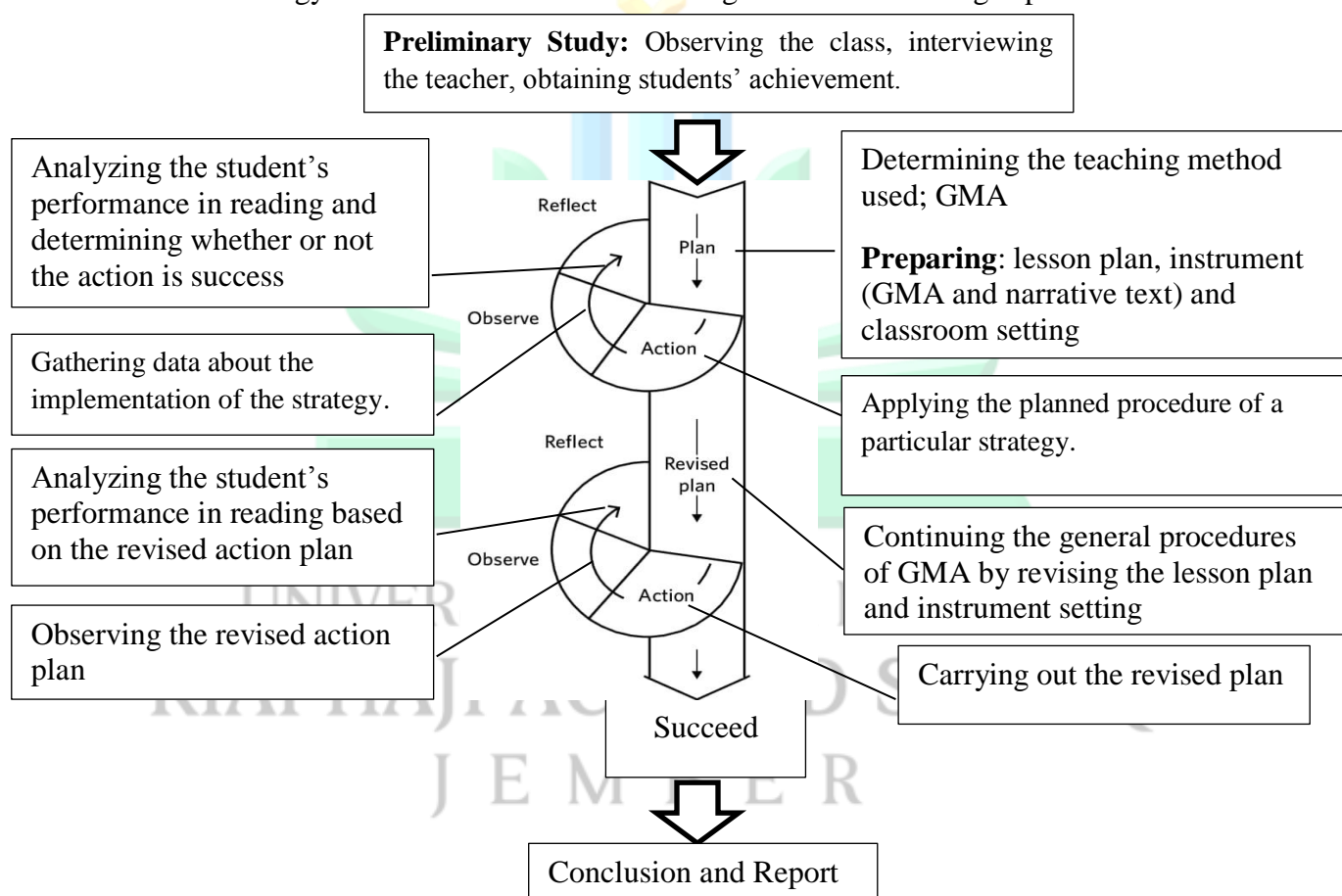


Diagram 3.1 Adopted from Kemmis and Taggart model³¹

³¹ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), 4

1. Planning

Planning refers to the propose strategies to be developed and to use in the research. According to Kemmis and McTaggart, “planning means make a plan for the action that will be conducted in order to improve learning practice, in detail and clear manner”³². The researcher arranges the schedule of the research. In the planning, the researcher explains what, why, where, who, and how to concern the action. The action that is planned should also be suitable with the condition of the students. The schedule of research activities that have been planned by the researchers are:

- a. Establishing research schedule
- b. Determining the materials
- c. Determining the media
- d. Determining the number of the students
- e. Preparing observation sheet, and
- f. Making a lesson plan and the criteria of success

Planning was arranged based on preliminary study; such as the teacher requires the early observation of class and students’ situation. From this activity, the teacher got the general description about the problem in the class. Then, the teacher and the observer do the implementation of teaching learning process in the classroom.

³² Stephen Kemmis and McTaggart, *The Action Research Planner*, (Victoria: Deakin University. 1998), 15.

2. Acting

Action means the act of the plan. The acting phase is a realization from an act which has been planned before, such as what the media to be used, what material to be taught and others.³³ In this phase the researcher implemented the Group Mapping Activities strategy. The researcher conducted the teaching activities step by step by following the procedure. The students apply the strategy (Group Mapping Activities) after the teacher explained narrative text (the definition, the function, generic structure, and language feature) as the material.

3. Observing

In this scale is the time of gathering data about the implementation of the Group Mapping Activities as strategy. In this phase, researcher and collaborator observe the class situation and control the students' activities in teaching reading comprehension through Group mapping Activities as a strategy during teaching and learning activity. The researcher and the collaborator observe the student interaction, their respon the material that was explained by the reasercher, and antusiasthic partisipation in discussion. In the other hand the researcher and the collaborator were making some notes about all of the activities in classroom, such as class condition, students' response, and many others.

In this classroom action research, the researcher collected data by using some techniques of collecting data, those are:

³³ Suharsini Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009), 21-23

a. Primary Data**1) Test**

The researcher applied the reading test because she wants to know and measure the students' reading comprehension. The reading test will be constructed by the researcher based on reading comprehension passage. The design of the test that will be given is multiple choice. Notice that test design covers the comprehension consist of the features, such as main idea, vocabulary in context inference, and detail (specific information), supporting idea, expression/ idiom/ phrases in context, etc.

Students reading test is a text-based question in the form of multiple choice, which is consisted of 20 questions. The expected answer are A, B, C, or D. Each correct answer had 5 point and incorrect answer got 0 point. In this test, the aspect of reading comprehension that will be evaluated are: main idea, specific information, inference, reference and vocabulary.

b. Secondary Data**1) Observation**

In this case, the researcher did observation to identify and find the problems faced by the student related to their reading comprehension. It was also done to know the strategy/ method used by the teacher to overcome the problem and also to get information about the students reading comprehension.

2) Document Review

The researcher used document review to collect data, such as student score, the number of the students, teacher handbook, lesson plan, exercise of reading comprehension and school profiles.

4. Reflecting

This phase aimed to reflect or evaluate from the phase before. It was done by analyzing the data that have been collected. In this phase, the researcher analyzed the result of students' reading comprehension test score based on the formula on students' average score and the class percentage which pass the minimal mastery level criterion (KKM) in part of data analysis and based on criteria of success. Next, the researcher evaluates the process and the result of the implementation of the strategy (Group Mapping Activities) in the class. If the result has reached the target then the cycle is considered completed. If the result has not reached the target yet, the reseracher has to conduct the next cycle by revising the plan. It means that the revised plan is conditional.

In the technique of data analysis, the researcher used two forms of the data in this research, they are qualitative data and quantitative data. The qualitative data consisted of field-note and observation checklist are obtained from observation during teaching and learning process from planing, acting, observing, and reflecting. The quantitative data consisted of reading comprehension score (obtained from pre-test and post-test).

In analyzing the data, first the researcher tried to get the average the students' reading comprehension score. It is to know how well the students' score in reading comprehension.

The formula is below:³⁴

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

Notes:

\bar{X} = means of the students before use the strategy

$\sum x$ = total sore of students before use the strategy

n = number of the students

$$\bar{Y} = \frac{\sum y}{n}$$

Notes:

\bar{Y} = means of the students after use the strategy

$\sum y$ = total sore of students after use the strategy

n = number of the students

The last, the researcher tried to get the class presentage who pass the target score and the score must be attained considering reading subject is 70 which are adopted from the school agreement at SMK Al-Munawaroh.

The formula is below:

$$P = \frac{F}{N} \times 100\%$$

³⁴ Subana, Moersetyo Rahadi, Sudrajat. *Statistika Pendidikan*, (Bandung: PT, Pustaka Setya, 2015), 63.

Notes:

P = the class presentage

F = total presentage score (the student who pass the score)

N = number of students

Classroom Action Research (CAR) is considered to be successful if it can exceed the criteria which had been determined. The researcher and English teacher held collaboration for determining the criteria used in the success of learning process. In this study, the research will be successful when there were 70% of students can pass the test score that was 70 based on the agreement of the researcher and the collaborator teacher and the mastery level criterion (KKM) was 70.

D. Validity of Data

Validity is the most requirements for instrument of evaluation. It means that a test can be said valid if the test measures what it will be measured. According to Arthur Huges, a test is said to be valid if it accurately what it is intended to measure.³⁵ It means that every test and data can be said valid if it can be measured. Validity should be determined by the purpose will be raced by using test. Therefore, validity refers to the result of an evaluation procedure that uses for which they are intended.

In this research, the researcher uses content validity. Brown stated that a test actually samples the subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being

³⁵Arthur Hughes, *Testing for Language Teachers second edition*, (Cambridge: Caaambridge University Press, 1989),26

measured, it can claim content related evidence of validity, often popularly referred to as content validity.³⁶ Simply, content validity is talk about the content of test. The test that will be given to the students must be made by people who expert or understand about the test. And then the test should suitable with the curriculum. The content of the test should suitable with the material and also see the test according to the purpose.

Table 3.1
Content of The Test

Items of Reading Comprehension Test	English Syllabus
Determining Main Idea : 3,7,11,17 Locating Reference : 1,6,13,18 Understanding Vocabulary : 2,8,15,16 Making Inference : 5,10 Detail Information : 4,9,12,14,19,20	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

E. Research Team

In this research, the researcher collaborates with the teacher; he is Mr.Mawarid, S.Pd. It means that the researcher collaborates with the English teacher of SMK Al-Munawaroh as observer and collaborator. In conducting the research, the researcher's role is as an English teacher who teaches English especially reading, while the real English teacher's role is as an observer or collaborator who observes the action of the research while teaching and learning activities happen in the classroom. He also acts as collaborator to

³⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Prentice Hall, 2001), 22-23

help the researcher in designing lesson plan and carrying out the reflection together with the researcher.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about research finding and discussion based on the result of analysis of collected data. The findings are the information found in the field, while the discussion is a process of making a decision or a conclusion about the implementation of GMA (Group Mapping Activities) to improve student's reading comprehension at the first year of SMK Al-Munawaroh Tempurejo Jember.

A. Setting of Research

1. The History of SMK Al-Munawaroh

The Islamic boarding house of Al-Munawaroh was founded in 1986 by KH Munawar Ahmad. As time went on as education progressed, in order to preserve the existence of the boarding house of Al-Munawaroh then in 2007 the first son of KH Munawar Ahmad, Drs. KH Ahmad Zubairi Munawar, S.H. and his wife Sofiatil Aliyah, M.Pd. built institution of education like SMP "plus" Al-Munawaroh and SMK Al-Munawaroh. SMK Al-Munawaroh is a privately-based boarding school underneath the institution of Al-Munawaroh boarding house in Tempurejo Jember.

2. Vision and Mission

a. Vision

SMK AL-MUNAWAROH
**“BERKARAKTER QUR’ANI, BERDAYA SAING TINGGI DAN SIAP
 KERJA“**

b. Mission

SMK AL-MUNAWAROH

“Menanamkan nilai-nilai qur’ani, sikap mandiri, inovative dan kreative dalam pengembangan sumber daya manusia “

3. Biography of The Principle

Drs.KH Ahmad Zubairi Munawar, SH., M.Hum. born in Jember on 1st January 1963. He attended elementary school at SD Wonowiri and then he spent six year in PGAN (Pendidikan Guru Agama Islam). And went to IAIN Sunan Ampel by taking two courses in education as well as law. And he continued her study in postgraduate in UIJ.

4. Programs

Marketing Program

Marketing program is a science that teaches about the ins and outs of the market. This includes how to create quality products. In studying in the marketing program, students will learn from research, product creation, marketing strategy, to prime distribution and distribution.

5. Extracurricular

- a. Scout
- b. Volleyball
- c. Pencak Silat

- d. Futsal
- e. Marching Band

B. Findings

In this chapter, the researcher describes about Group Mapping Activities to Improve Students' Reading Comprehension at the First Year of SMK Al-Munawaroh Tempurejo Jember and also describes about the improvement of action research, interviews data, and reflection of the object and data presentation.

Preliminary Study

In this stage, the researcher interviewed the English teacher of first year of SMK Al-Munawaroh to know the students' reading comprehension and other necessary information. From the interview with the teacher, the teacher told me how he taught in the class. The teacher asked students to read the story in LKS or book and he explained about the story and translated it at the moment after that student should did the question in LKS and the teacher did not used any media or technique or method in the teaching learning process.

The researcher interviewed some of students at first year of SMK Al-Munawaroh and the researcher found some problems in their learning process. The students said that they have limited vocabularies and the teacher applies a traditional method. For example, the teacher just explains the material and the story after that the student did the question in LKS, because of that the student felt bored.

Based on the interviews conducted by the researcher, the researcher gave preliminary test to students. Based on pre-test that has been done by the researcher, there were some problems which are faced by students in reading comprehension, such as; the student have difficulties to identify main idea, student met difficulties to identify detail information, the student have problem to explain the meaning of word based on the context. They have limited vocabularies, the student have difficulties to describe implicit information.

Table 4.1
Students' Reading Scores in Pre- Test

No	Student's Initial Name	Students' Reading Score					Total Score
		Determining Main Idea	Locating Reference	Understanding Vocabulary	Making Inference	Detail Information	
1.	DMK	10	15	10	15	5	55
2.	DRD	10	20	15	10	5	60
3.	ANA	15	10	15	15	25	80
4.	FA	10	15	15	20	15	75
5.	PG	20	20	20	15	10	85
6.	RF	20	10	15	15	10	70
7.	HMM	5	15	15	15	15	65
8.	IP	10	15	10	15	15	65
9.	SS	10	5	15	10	15	55
10.	MAS	10	15	15	15	15	70
11.	MS	15	10	10	15	15	65
12.	VR	15	15	5	15	15	65
13.	MG	10	15	10	15	15	65
14.	FLA	5	15	5	15	15	55
Total		165	195	175	205	190	930
Mean		11,7	13,9	12,5	14,6	13,5	66
Percentage							35%

a. The average students' core :

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

$$\bar{X} = \frac{930}{14}$$

$$\bar{X} = 66$$

\bar{X} = means of the students before use the strategy

$\sum x$ = total score of students before use the strategy

n = number of the students

Based on the preliminary study that the researcher did in 22nd July 2021, the score average is 66. It can be concluded that; 1) the student have difficulties to identify main idea 2) student met difficulties to identify detail information 3) the student have problem to explain the meaning of word based on the context. They have limited vocabularies 4) the student have difficulties to describe implicit information. Besides, the researcher also observed in teaching and learning activities to know the condition in the classroom. After knowing about the condition of the classroom, the students' reading score and the problems faced by students at first year of SMK Al-Munawaroh, the researcher and the collaborator (English teacher) conducted the cycle one which consisted of four steps, those were planning the action, implementing the action, observing, and reflecting.

CAR CIRCLE

1. Planning the Action

Planning was the first step that should be taken in the Classroom Action Research (CAR). On Thursday, 01st of July 2021, the researcher discussed with the English teacher about the teaching and learning activities using Group Mapping Activities strategy. The researcher then

prepared the lesson plan and gave the material based on the material that will be taught in first semester. The material was about narrative text, the researcher planned three meetings in this cycle. The researcher also prepared the media of teaching and assessment procedure.

2. Implementing the Action

In the implementing, the researcher taught reading in one cycle. This cycle consisted of five meetings. Three meetings were for teaching and one cycle for pre-test and one cycle for post-test. The steps of teaching reading were based on the lesson plan.

The researcher did her classroom action research on Thursday, 29th of July 2021 at 07.30 - 08.15. Then for the second meeting on Thursday, 5th of August 2021 at 07.30 – 08-15 and for the third meeting on Thursday, 12nd of August 2021. The last is for reading test or post-test on Thursday, 19th of August 2021. The finding of each meeting was as below:

a. **The first meeting was conducted on Thursday 29th of July 2021 at 07.30 - 08.15**

In this first meeting, the researcher greeted the students, asked their condition, checked their attendance, and reviewed about the material in the previous meeting. The teacher got into the lesson by asking the students about *Narrative Text (Legend)*. Then the researcher explained about the *Narrative Text (Legend)*. Then, the researcher told about GMA by using cycle concept map. It related to the rule and the instruction of GMA (cycle concept map) and the researcher gave

example how to find detail information, determining main idea, locating reference and making inference by using GMA strategy. After that the researcher asked the student to divide into some groups. Next, students were trying to use GMA strategy by using cycle concept map to find detail information, determining main idea, locating reference and making inferences in narrative text based on the rules and instructions that have been told before. At the end, the researcher gave the additional information about the lesson already learned using that strategy. During the process of teaching and learning process, the collaborator observed all activities and students respond in the classroom.

b. The second meeting was conducted on Thursday 05th of August 2021 at 07.30 - 08.15

In this stage, the researcher greeted the students, asked their condition checked their attendance, and reviewed about the material in

the previous meeting. In this second meeting, same as before the researcher asked student to divide into a group then told the student to find detail information, determining main idea, locating reference and making inferences in narrative text. But the difference is that researcher told students to look up the narrative text on their own.

After student found story of narrative text (legend) then they must looked for detail information, determining main idea, locating reference and making inferences in narrative text by using GMA

strategy (cycle concept map). Then, after they finish the mapping, one of person from each group comes forward to explain the mapping that they have created.

c. The third meeting was conducted on Thursday 12nd of August 2021 at 07.30-08.15

In the last meeting or third meeting, the researcher greeted the students, asked their condition checked their attendance, and reviewed about the material in the previous meeting. In this last meeting, same as second meeting the researcher asked student to divide into a group then told the student to find detail information, determining main idea, locating reference and making inferences in narrative text. Then researcher told students to look up the narrative text on their own. After student found story of narrative text (legend) then they must looked for detail information, determining main idea, locating reference and making inferences in narrative text by using GMA strategy (cycle concept map). Then, after they finish the mapping, one

of person from each group comes forward to explain the mapping that they have created.

3. Observing

Observing is an aspect which can help the researcher to understand her research. During the classroom action research conducted in the first, second meeting and the third meeting, the researcher and collaborator

observed all of activities in the classroom which consists of teaching activity, students' process and students' response.

In the first meeting, the researcher observed students behavior when they tried to describe about their result of narrative text through GMA.

The data of observation as follows:

Table 4.2
Observation Checklist in First Meeting

No	Activity 2	Grade					Score 4
		3					
		1	2	3	4	5	
1	Students were interested to Group Mapping Activity		✓				2
2	Students were enthusiastic in learning how to make mapping		✓				2
3	Students tried to looking for aspect of reading in narrative text		✓				2
4	Students understood how to make mapping		✓				2
Total							8

Indicators:

1 = So bad

4= Good

2 = Bad

5= Very good

3= Not too bad

$$\frac{8}{20} \times 100\% = 40\%$$

20

The percentage was: 40%

Based on the observation above, the teaching and learning process at the first meeting were still not optimal yet because the students were confused during the implementation of GMA. Most of them still confused, afraid of making mistakes, and didn't know what to write. For in the first meeting, the researcher still helped them or steered them about what should they do. It could be seen from the table above that there was only 40% of the students who were interested and enthusiastic in learning reading through GMA. So the researcher explained more about the steps of GMA.

In the second observation, researchers were still observing the same thing as in the first meeting. Because the researcher wanted to see if there are any developments happening to the students, because at the first meeting, the students are still very confused by what they should do. The data of observation as follow:

Table 4.3
Observation Checklist in Second Meeting

No	Activity	Grade					Score
		1	2	3	4	5	
1	Students were interested to Group Mapping Activity			✓			3
2	Students were enthusiastic in learning how to make mapping			✓			3
3	Students tried to looking for aspect of reading in narrative text			✓			3

4	Students understood how to make mapping				✓		4
Total							13

Indicators:

1 = So bad

4= Good

2 = Bad

5= Very good

3= Not too bad

$$\frac{13}{20} \times 100\% = 65\%$$

20

The percentage was: 65%

In this second observation, researchers noticed a slight development in students. Because they began to get attracted to the GMA strategy and began to understand what is aspect of reading. That way, it will be easier for students to make a mapping of what they read.

In the last observation, the researcher continues to observe the same as it did before, because what matters in this research is how much students understand reading and about GMA and how students interested to reading by using the GMA strategy. The data of observation as follow:

Table 4.4
Observation Checklist in Third Meeting

No	Activity	Grade					Score
		3					
		1	2	3	4	5	
1	Students were interested to Group Mapping Activity				✓		4
2	Students were enthusiastic in learning how to make mapping				✓		4

3	Students tried to looking for aspect of reading in narrative text				✓		4
4	Students understood how to make mapping					✓	5
Total							19

Indicators:

1 = So bad

4= Good

2 = Bad

5= Very good

3= Not too bad

20

The percentage was: 95%

Based on the result of the observation above, it could be concluded that students were more interest, enjoyable, and more active than in the first meeting. Moreover, they paid better attention and they were braver to describe about their mapping, the students were more active in the class, also they had some good responses in the second meeting and third meeting. On the other hand, there was a competitive attitude among of students, they tried to described the mapping well.

In the last meeting, the researcher conducted a post test. In this stage, the researcher asked the students to divided into groups and make a mapping with the story that has been determined by the researcher and must matched with the aspect of reading.

4. Evaluating and Reflecting

After analysing the observation result in the cycle, the researcher and collaborator analysed the result of observation. It identified the criteria of success. Firstly, students can determine main idea, making inference, understanding vocabulary, finding detail information and locating reference.

Other criteria of success were the students' reading score. The students' reading score greatly improved compared to their reading score in the preliminary study. After the whole activities had been finished, the researcher gave the test to the students as the evaluation. The test was done after the third meeting of classroom action research. The result of the test in post-test was as follows:

Table 4.5
Students' reading scores in Post Test

No	Student's Initial Name	Students' Reading Score					Total Score
		Determining Main Idea	Locating Reference	Understanding Vocabulary	Making Inference	Detail Information	
1.	DMK	15	15	15	15	5	65
2.	DRD	15	15	20	15	10	75
3.	ANA	15	15	20	15	25	90
4.	FA	15	15	20	20	15	85
5.	PG	10	10	15	15	15	65
6.	RF	15	20	25	15	15	90
7.	HMM	15	15	15	15	15	75
8.	IP	10	15	20	15	15	75
9.	SS	10	15	15	20	15	75
10.	MAS	10	15	15	15	15	70
11.	MS	15	15	20	15	15	80
12.	VR	15	15	15	15	15	75
13.	MG	5	15	25	15	15	75
14.	FLA	10	15	15	15	15	70
Total		175	210	255	220	205	1.065
Mean		12,5	15	18,21	15,71	14,6	76
Percentage							85%

In the post test, the total of students' score was 1.065 and the total of students who took the test was 12. So, the average score of the students was:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.065}{14}$$

$$M = 76$$

The percentage of students who passed the post-test was :

$$E = \frac{\sum x}{N} \times 100\%$$

$$E = \frac{12}{14} \times 100\%$$

$$E = 85\%$$

Based on the table above the students got average score 1.065, it means that the ability of reading **comprehension** in that school have passed the Standard Minimum Score (KKM), and the percentage of students passed KKM was 70%. 70% was the criteria of success in this research. So, it could be concluded that there was better improvement whether the students' average score in post- test.

Table 4.6
Students' Score from Pre-Test to Post- Test

No.	Name	Preliminary Study	Test
1.	DMK	55	65
2.	DRD	60	75
3.	ANA	80	90

4.	FA	75	85
5.	PG	85	65
6.	RF	70	90
7.	HMM	65	75
8.	IP	65	75
9.	SS	55	75
10.	MAS	70	70
11.	MS	65	80
12.	VR	65	75
13.	MG	65	75
14.	FLA	55	70
Mean		66	76
Percentage		35%	85%

In the pre-test, the students' average score was 66 and the percentage of students who passed the pre-test was 35%. It means that there were 5 students who passed the criteria of success and 9 students did not pass the criteria of success. Besides, in the post-test, the students' average score was 76 and the percentage of students who passed the post-test was 85%, it means that there were 12 students who passed the criteria of success and 2 students did not pass the criteria of success. The result of the comparison of students' scores in reading from pre- test to the post-test was follows:

Table 4.7
The improvement of students' achievement in Pre – Test to Post Test

Score Explanation	Pre - Test	Post - Test
Sum of the score	930	1.065
The number of the students	14	14

Students mean score	66	76
Total of Students Who Got Score ≤ 70	9	2
Lowest score	55	65
High Score	85	90
Percentage	35%	85%

Based on those points above, the researcher as the teacher and collaborator concluded that the problem of reading comprehension at the first year of SMK Al-Munawaroh Tempurejo Jember has been solved. Therefore, this research was ended in cycle one only. So, the researcher as the teacher and collaborator stated that learning narrative text through GMA strategy improved students' scores in reading comprehension.

C. Discussion

This section presented the discussion of the research finding of teaching reading by using Group Mapping Activity strategy related to the theories.

After implementing GMA strategy, the result showed that the students' reading score was gradually improved. It means that there was an improvement of students' reading achievement after the implementation of GMA strategy in the class. From the result of the first data in pre-test that given by the researcher, the students' mean score was 66 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 70) was 35%. It means that there were 5 students who passed the KKM, meanwhile the other 9 students were under the criterion.

Based on the result of students' reading test score in post-test, the result showed that the mean score was 76. There were 12 students or 85% of

the students who got the score above the passing grade, meanwhile the other 2 students were below that criterion. This research was successful because the result of students' reading test score could achieve the criteria of success.

Based on the students' improvement score above, it was proven that GMA strategy improved the students' reading comprehension. GMA strategy could be an effective technique to teach reading class. For teaching reading, the researcher needed a technique that could make them be active and interactive in the class, so the researcher chose GMA strategy to teach reading in the class. Because to teaching reading, the researcher needed some of strategy that can be students more be enjoy but still focused.

In fact, improving students reading skill through GMA made the students got the some chance to answer questions. Not only to activate the students mind but also open their eyes they teaching reading is not always a boring activity, the students can explain the material to the other students and students more creative by using GMA Strategy in improve reading skill without boring.

Davidson said GMA is an instructional strategy that provides dynamic interaction through discussion. GMA strategy is a strategy to read text and then create a mapping of the text in groups on a worksheet without looking back readings.³⁷ GMA as a tool for students to organize information after reading. GMA help students manage and master the information from the text. This is one way teachers to assist students in learning and applying the

³⁷ Jane L Davidson "The Group Mapping Activity for Instruction in Reading and Thinking", (*Journal of Reading* 1982), p,52.

core information. Discussion of the student is currently showing and explaining the maps that have been made allow students to elaborate and develop the knowledge that they are composed of readings.³⁸

By the Group Mapping Activity (GMA), students are directed to map their perceptions of what the text is about, and allowed time to develop maps in whatever way they choose. Maps are then shared with the class and discussed regarding individual's views on materials and choices for representing the information in his or her map. This strategy is interesting for the students because from this strategy, the students can develop their own ideas and perform it in the front of the class.

In this research, the researcher asked student to divide into a group then that researcher told students to look up the narrative text on their own. After student found story of narrative text (legend) then they must looked for detail information, determining main idea, locating reference and making inferences in narrative text by using GMA strategy. Then, after they finish the mapping, one of person from each group comes forward to explain the mapping that they have created. There were 12 students who passed the test. They were succeeding in expressing their idea in mapping by using GMA strategy.

The research that had been done by the researcher indicated that GMA strategy was effective or could be used in teaching reading. It could be seen from the tables that showed us the increasing of students' score from pre-

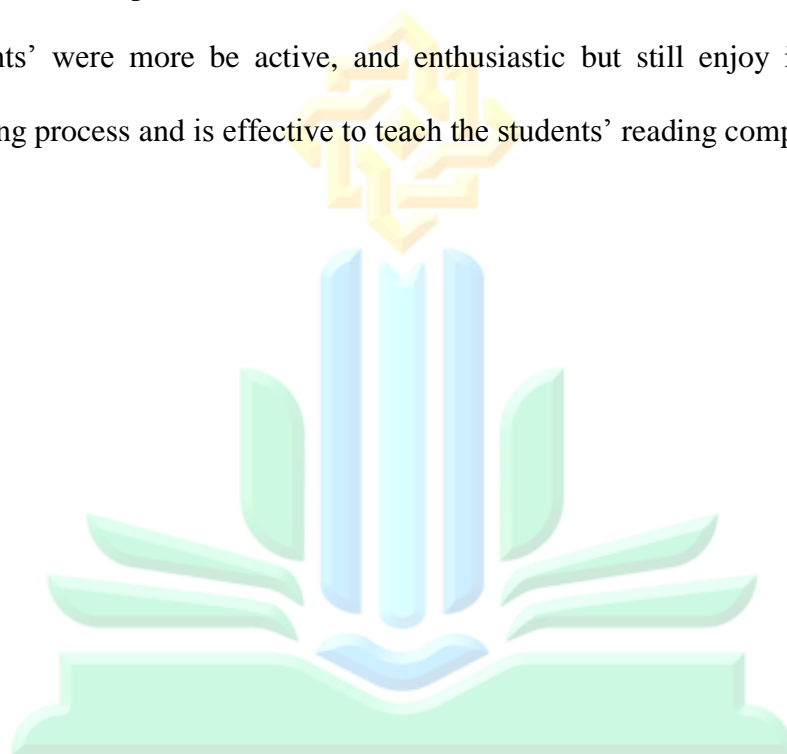
³⁸ Martha Rapp Ruddell,. *Teaching Content Reading and Writing*. (United States of America:Hermitage Publishing Service,2005).p,111.

test to post-test . The increasing because of the researcher knew how to control the class and created the active and enjoyable class. Besides, the GMA strategy helped the students to understand the aspect of reading easily.

Based on the data could be seen the students' reading comprehension improved and became well in the first meeting to the next meeting and based on the qualitative data, it showed the increasing of teacher's and students' activity during in teaching-learning process. The data could be seen from observation sheet, interview sheet and photography evidence that indicated the students were more be active and paid attention the subject that the teacher taught. The students' also felt spirit, enjoyable and be more confident in reading English by using GMA strategy and they created the supportive situation during in teaching-learning process.

Based on the interviewed with the students and the teacher, related to the students' attitude or behaviour to the lesson, there were some positive progress that supported them in improving reading comprehension. The use of GMA strategy as a new method in reading English could create more comfortable and enjoyable atmosphere inside the class. During the teaching learning process, the students were more active, enthusiastic and also interested to take a part in the lesson. Besides, it also can stimulate students' creativity in expressing the information obtained into a concept map and the process repeated discussions will make the students better understand the information derived from the text.

So, it could be concluded that the result of the research showed that the implementation of Group Mapping Activity strategy could improve the students' reading comprehension at the first year of SMK Al-Munawaroh Tempurejo Jember. It could be seen from the data by prove the students' score got better in the post-test. Another could be seen from the data that showed the students' were more be active, and enthusiastic but still enjoy in teaching learning process and is effective to teach the students' reading comprehension.



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CHAPTER V

CONCLUSION AND SUGESSTION

This chapter is divided into two sections. The first section is the conclusion of research related to the improving students' reading comprehension through Group Mapping Activity strategy at The First Year of SMK Al-Munawaroh Tempurejo Jember. Then, the last section is about suggestion.

A. Conclusion

Based on the research, it was found the implementation of GMA strategy by using cycle concept map in teaching reading comprehension was successful. In addition, the mean score of reading test also increased. The data in preliminary test showed that the mean score of students' reading were low which was only 66. Furthermore, after applying GMA strategy by using cycle concept map the mean score were improved which was 76, with the percentage was 85%. Teaching reading became more effective and enjoyable, as it was relevant to the students need and interest. Based on the data the conclusion is there was improvement of students' reading comprehension.

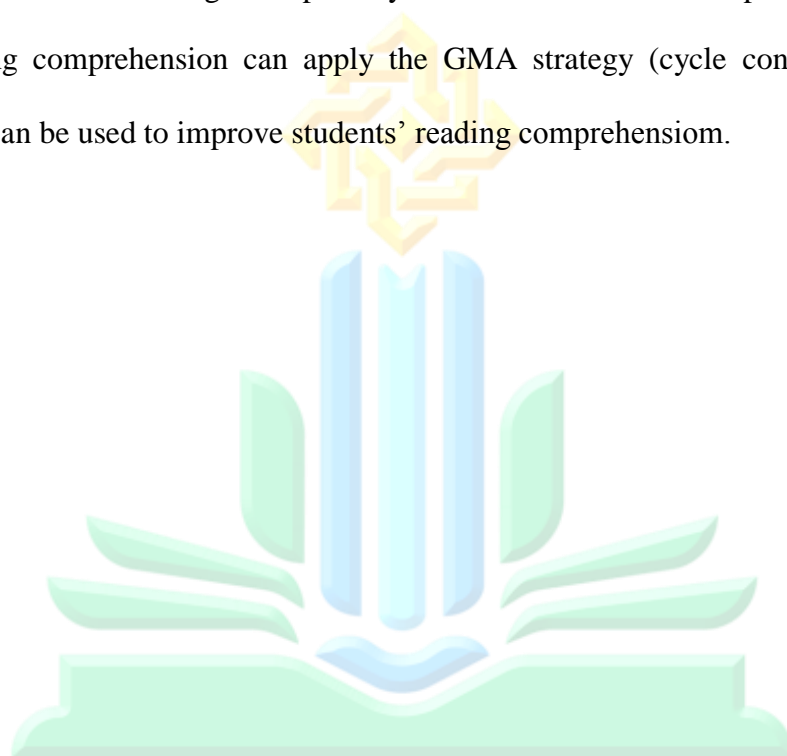
B. Suggestion

Having concluded the result of this research the researcher further suggested some points as follows:

In particular, English teachers needed to teach students the right skills or methods to improve their reading comprehension and creatively choose good English learning strategies. They needed GMA strategy as a new way to teach reading to make the teaching and learning processed enjoy and interesting.

Teaching reading by using GMA especially cycle concept map could motivate students to read more and improve their reading ability. So, the researcher suggested to the teacher to use strategy in reading class.

According to the result of this research, the researcher suggested to anyone who want to teach English especially a teacher who want to improve students reading comprehension can apply the GMA strategy (cycle concept map). This can be used to improve students' reading comprehension.



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STATEMENT OF WORKS ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain plagiarism. except all information contained in this paper which is derived from the work of other had been given an award by citing the name of the source author correctly. All the contents of this undergraduate thesis are fully the responsibility of the author.

Jember, 27 Februari 2022



Faridhatul Hikmawati
NIM. T20176057

Appendix 1

MATRIX


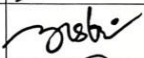

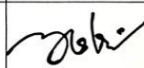

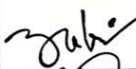
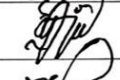

TITLE	VARIABLES	SUB-VARIABLES	INDICATOR	SOURCH OF DATA	RESEARCH DESIGN	GENERAL QUESTION
The Implementation of GMA (Group Mapping Activities) to Improve Student's Reading Comprehension at The Second Grade of SMK Al-Munawaroh Tempurejo Jember	<ol style="list-style-type: none"> 1. GMA 2. Reading Comprehension 	<ol style="list-style-type: none"> a) Cycle concept map a) Three elements of reading comprehension b) Aspect of reading comprehension 	<ul style="list-style-type: none"> • Conceptual map • The reader who is doing comprehending • The text that is to be comprehended • The activity in which comprehension in part • Main idea • Supporting details • Reference • Inference • vocabulary 	<p>Primary Data</p> <ul style="list-style-type: none"> • The result of student's reading test <p>Secondary Data</p> <ul style="list-style-type: none"> • Interview Data • Observation data • Documentation 	<ol style="list-style-type: none"> 1. Research design CAR with cycle : <ul style="list-style-type: none"> • Planning of the action • Implementatio n of the action • Classroom observation and evaluation • Reflection of the action 2. Data Collection Method : <ul style="list-style-type: none"> • Reading Test • Interview • Observation • Document Review 	<ol style="list-style-type: none"> 1. How is GMA (Group Mapping Activities) be able to improve student's reading comprehensio n at the second grade of SMK Al-Munawaroh Tempurejo Jember

Appendix 2

RESEARCH JOURNAL

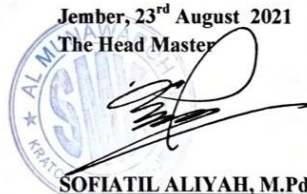
RESEARCH JOURNAL

SMK AL-MUNAWAROH

No	Day/Date	Activity	Note/Information	TTD
1.	Thursday, 01 st of July 2021	Giving permission Letter to the head master of SMK Al-Munawaroh	The head master Sofiatil Aliyah, M.Pd	
2.	Thursday, 08 th of July 2021	Interview English teacher	M.Mawarid Firdaus, M.Pd	
3.	Thursday, 22 nd of July 2021	Class observation in X class of SMK Al-Munawaroh (Pre-test)	Students	
4.	Thursday, 29 th of July 2021	Class observation in X class of SMK Al-Munawaroh	M.Mawarid Firdaus, M.Pd	
5.	Thursday, 5 th of August 2021	Class observation in X class of SMK Al-Munawaroh	M.Mawarid Firdaus, M.Pd	
6.	Thursday, 12 nd of August 2021	Class observation in X class of SMK Al-Munawaroh	M.Mawarid Firdaus, M.Pd	
7.	Thursday, 19 th of August 2021	Post Test	Students	
8.	Monday, 23 rd of August 2021	Asking and receiving finishing letter of research from SMK Al-Munawaroh	The head master Sofiatil Aliyah, M.Pd	

Jember, 23rd August 2021

The Head Master



SOFIATIL ALIYAH, M.Pd

Appendix 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
 Website : <http://fik.iain-jember.ac.id> e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-2489/In.20/3.a/PP.009/03/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Al-Munawaroh
 Jln. Mojopahit Gg II No 139 Dusun Kraton Desa Wonoasri Kecamatan
 Tempurejo Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas
 Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176057

Nama : FARIDHATUL HIKMAWATI

Semester: Semester sepuluh

Program Studi :TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai;The Implementation
 of Group Mapping Activity to Improve Student`s Reading
 Comprehension at the First Year of SMK Al-Munawaroh Tempurejo
 Jember; selama 30 (tiga puluh) hari di lingkungan lembaga
 wewenang Bapak/Ibu Sofiatil Aliyah, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima
 kasih.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ

Jember, 30 Juni 2021 an. Dekan,
 Wakil Dekan Bidang Akademik,



Dr. H. Mashudi, M.Pd.

NIP.19720918 200501 1 003

Appendix 4



YAYASAN PENDIDIKAN AL - MUNAWAROH

SMK AL - MUNAWAROH

NSS : 342052406267 NPSN : 20566594

 BIDANG STUDI KEAHLIAN : BISNIS DAN MANAJEMEN, PROGRAM STUDI KEAHLIAN : TATA NIAGA,
 PROGRAM STUDI KEAHLIAN : PEMASARAN

Alamat : Jln. Mojopahit Gang II No. 139 Dusun Kraton Desa Wonoasri Kec. Tempurejo Kab. Jember, e-mail : smkalmunawaroh@hotmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 143/SMK_ALMWR/II/2022

yang bertanda tangan di bawah ini :

Nama : Sofiatil Aliyah, M.Pd
 Jabatan : Kepala Sekolah
 Instansi : SMK Al Munawaroh Tempurejo Jember

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : Faridhatul Hikmawati
 NIM : T20176057
 Program Studi : Tadris Bahasa Inggris
 Sekolah/Univ. : Universitas Islam Negeri Kiai Achmad Siddiq Jember

Telah selesai melakukan penelitian di Lembaga pendidikan SMK Al Munawaroh, Kecamatan Tempurejo Kabupaten Jember selama 30 (tiga puluh) hari, terhitung mulai tanggal 22 Juli 2021 s/d 22 Agustus 2021 untuk memperoleh data dalam rangka penyusunan Skripsi/Tesis/Disertasi/ Penelitian yang berjudul : **"The Implementation of GMA to Improve Student's Reading Comprehension"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Jember, 23 Agustus 2021

Kepala Sekolah,
SMK Al Munawaroh

Sofiatil Aliyah, M.Pd

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(PERTEMUAN KE 1)

Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text (Legenda)
Kelas	: X
Alokasi Waktu	: 45 menit (1 x Pertemuan)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

- 4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat
- 4.8.2 Menafsirkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

C. Tujuan Pembelajaran

1. Peserta didik mampu membuat story mapping tentang narrative text
2. Peserta didik mampu mengidentifikasi Generic Structure dari narrative text
3. Peserta didik mampu menemukan informasi rinci yang ada dalam teks
4. Peserta didik mampu menemukan informasi umum yang ada dalam teks
5. Peserta didik mampu menemukan kosa kata yang sulit yang ada dalam teks
6. Peserta didik mampu menemukan nilai moral yang ada dalam teks
7. Peserta didik mampu membuat synopsis dari narrative text

D. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- a. Guru memberikan salam dan menyapa siswa
- b. Guru menyampaikan tujuan yang ingin di capai
- c. Guru menyampaikan materi yang akan dipelajari yaitu tentang narrative text (Legenda)

2. Kegiatan Inti

- a. Guru menjelaskan materi pembelajaran tentang Narrative Text
- b. Guru memberikan kesempatan kepada siswa untuk bertanya apabila masih ada yang belum mereka pahami
- c. Guru memberi tugas pada siswa membuat kelompok masing masing kelompok terdiri dari 4 anak dengan keterampilan yg berbeda beda
- d. Guru memberi tugas membuat story mapping
- e. Guru memberi tugas siswa secara berkelompok untuk membuat synopsis dari teks narrative
- f. Guru memberi tugas mencari kosa kata yang sulit

- g. Guru memberi tugas menjawab pertanyaan mengenai informasi umum, informasi rinci yang ada di dalam teks

3. Kegiatan Penutup

- Guru memberikan kesimpulan dari materi yang sudah di sampaikan
- Guru mengakhiri pembelajaran dengan berpesan kepada siswa untuk tetap semangat dan menjaga kesehatan.

E. Pendekatan/Model/Metode Pembelajaran

Group Mapping Activity (Story Mapping)

F. Penilaian Hasil Pembelajaran

- Penilaian Sikap** : Mengamati keaktifan siswa melalui komunikasi dalam kelas
- Penilaian Keterampilan** : Keterampilan siswa dalam membuat story mapping serta synopsis tentang narrative text
- Penilaian dalam Aspect Reading** : Keterampilan siswa dalam menentukan Generic Structure pada narrative text

Mengetahui Kepala Sekolah 	Guru Bahasa Inggris
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Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(PERTEMUAN KE 2)

Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text (Legenda)
Kelas	: X
Alokasi Waktu	: 45 menit (1 x Pertemuan)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

- 4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat
- 4.8.2 Menafsirkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

C. Tujuan Pembelajaran

1. Peserta didik mampu membuat story mapping tentang narrative text
2. Peserta didik mampu mengidentifikasi Generic Structure dari narrative text
3. Peserta didik mampu menemukan informasi rinci yang ada dalam teks
4. Peserta didik mampu menemukan informasi umum yang ada dalam teks
5. Peserta didik mampu menemukan kosa kata yang sulit yang ada dalam teks
6. Peserta didik mampu menemukan nilai moral yang ada dalam teks
7. Peserta didik mampu membuat synopsis dari narrative text

D. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

1. Guru memberikan salam dan menyapa siswa
2. Guru menyampaikan tujuan yang ingin di capai
3. Guru menyampaikan materi yang akan dipelajari yaitu tentang narrative text (Legenda)

2. Kegiatan Inti

- a. Guru menjelaskan materi pembelajaran tentang Narrative Text
- b. Guru memberikan kesempatan kepada siswa untuk bertanya apabila masih ada yang belum mereka pahami
- c. Guru memberi tugas pada siswa membuat kelompok masing masing kelompok terdiri dari 4 anak dengan keterampilan yg berbeda beda
- d. Guru meminta kepada tiap kelompok untuk mencari cerita legenda
- e. Guru memberi tugas membuat story mapping
- f. Guru memberi tugas siswa secara berkelompok untuk membuat synopsis dari teks narrative

- g. Guru memberi tugas mencari kosa kata yang sulit
- h. Guru memberi tugas menjawab pertanyaan mengenai informasi umum, informasi rinci yang ada di dalam teks

3. Kegiatan Penutup

- a. Guru memberikan kesimpulan dari materi yang sudah di sampaikan
- b. Guru mengakhiri pembelajaran dengan berpesan kepada siswa untuk tetap semangat dan menjaga kesehatan.

E. Pendekatan/Model/Metode Pembelajaran

Group Mapping Activity (Story Mapping)

F. Penilaian Hasil Pembelajaran

1. **Penilaian Sikap** : Mengamati keaftikan siswa melalui komunikasi dalam kelas
2. **Penilaian Keterampilan** : Keterampilan siswa dalam membuat story mapping serta synopsis tentang narrative text
3. **Penilaian dalam Aspect Reading** : Keterampilan siswa dalam menentukan Generic Structure pada narrative text

Mengetahui	
Kepala Sekolah	Guru Bahasa Inggris
.....	

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Appendix 7**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****(PERTEMUAN KE 3)**

Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text (Legenda)
Kelas	: X
Alokasi Waktu	: 45 menit (1 x Pertemuan)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

- 4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat
- 4.8.2 Menafsirkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

C. Tujuan Pembelajaran

1. Peserta didik mampu membuat story mapping tentang narrative text
2. Peserta didik mampu mengidentifikasi Generic Structure dari narrative text
3. Peserta didik mampu menemukan informasi rinci yang ada dalam teks
4. Peserta didik mampu menemukan informasi umum yang ada dalam teks
5. Peserta didik mampu menemukan kosa kata yang sulit yang ada dalam teks
6. Peserta didik mampu menemukan nilai moral yang ada dalam teks
7. Peserta didik mampu membuat synopsis dari narrative text

D. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- a. Guru memberikan salam dan menyapa siswa
- b. Guru menyampaikan tujuan yang ingin di capai
- c. Guru menyampaikan materi yang akan dipelajari yaitu tentang narrative text (Legenda)

2. Kegiatan Inti

- a. Guru menjelaskan materi pembelajaran tentang Narrative Text
- b. Guru memberikan kesempatan kepada siswa untuk bertanya apabila masih ada yang belum mereka pahami
- c. Guru memberi tugas pada siswa membuat kelompok masing masing kelompok terdiri dari 4 anak dengan keterampilan yg berbeda beda
- d. Guru meminta kepada tiap kelompok untuk mencari cerita legenda
- e. Guru memberi tugas membuat story mapping
- f. Guru memberi tugas siswa secara berkelompok untuk membuat synopsis dari teks narrative

- g. Guru memberi tugas mencari kosa kata yang sulit
- h. Guru memberi tugas menjawab pertanyaan mengenai informasi umum, informasi rinci yang ada di dalam teks

4. Kegiatan Penutup

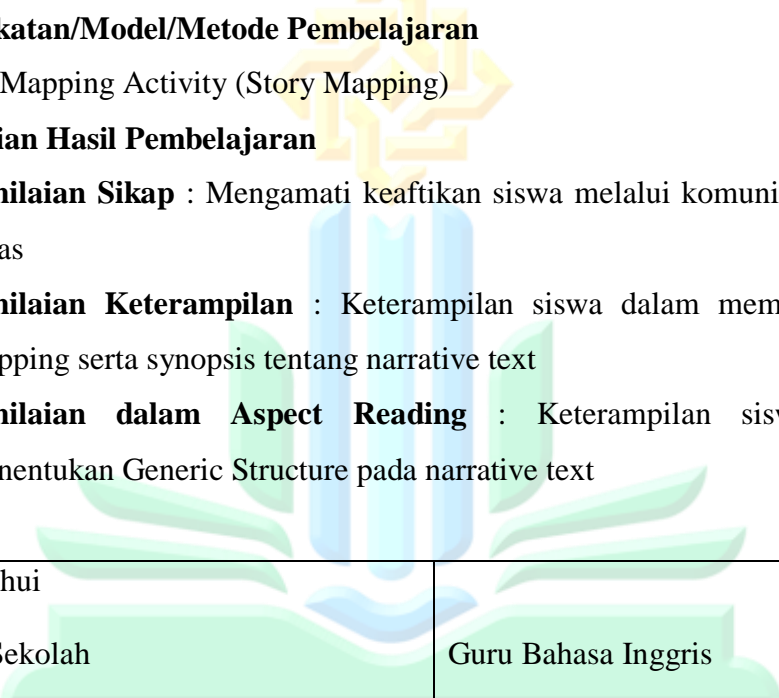
- 1. Guru memberikan kesimpulan dari materi yang sudah di sampaikan
- 2. Guru mengakhiri pembelajaran dengan berpesan kepada siswa untuk tetap semangat dan menjaga kesehatan.

E. Pendekatan/Model/Metode Pembelajaran

Group Mapping Activity (Story Mapping)

F. Penilaian Hasil Pembelajaran

- 1. **Penilaian Sikap** : Mengamati keaftikan siswa melalui komunikasi dalam kelas
- 2. **Penilaian Keterampilan** : Keterampilan siswa dalam membuat story mapping serta synopsis tentang narrative text
- 3. **Penilaian dalam Aspect Reading** : Keterampilan siswa dalam menentukan Generic Structure pada narrative text

Mengetahui	
Kepala Sekolah	Guru Bahasa Inggris
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Appendix 8

Observation Checklist in First Meeting

Class : X

Subject/Topic : English / Narrative Text (Legend)

Day/Date : Thursday, 22nd of July 2021

Researcher : Faridhatul Hikmawati

No	Activity 2	Grade					Score 4
		3					
		1	2	3	4	5	
1	Students were interested to Group Mapping Activity		✓				2
2	Students were enthusiastic in learning how to make mapping		✓				2
3	Students tried to looking for aspect of reading in narrative text		✓				2
4	Students understood how to make mapping		✓				2
Total							8

Indicators:

1 = So bad

4 = Good

2 = Bad

5 = Very good

3 = Not too bad

$$\frac{8}{20} \times 100\% = 40\%$$

20

The percentage was: 40%

Appendix 9

Observation Checklist in Second Meeting

Class : X

Subject/Topic : English / Narrative Text (Legend)

Day/Date : Thursday, 29th July 2021

Researcher : Faridhatul Hikmawati

No	Activity 2	Grade					Score 4
		3					
		1	2	3	4	5	
1	Students were interested to Group Mapping Activity			✓			3
2	Students were enthusiastic in learning how to make mapping			✓			3
3	Students tried to looking for aspect of reading in narrative text			✓			3
4	Students understood how to make mapping				✓		4
Total							13

Indicators:

1 = So bad

4= Good

2 = Bad

5= Very good

3= Not too bad

$\frac{13}{20} \times 100\% = 65\%$

20

The percentage was: 65%

Appendix 10

Observation Checklist in Third Meeting

Class : X

Subject/Topic : English / Narrative Text (Legend)

Day/Date : Thursday, 5th August 2021

Researcher : Faridhatul Hikmawati

No	Activity 2	Grade					Score 4
		3					
		1	2	3	4	5	
1	Students were interested to Group Mapping Activity				✓		4
2	Students were enthusiastic in learning how to make mapping				✓		4
3	Students tried to looking for aspect of reading in narrative text				✓		4
4	Students understood how to make mapping					✓	5
Total							19

Indicators:

1 = So bad

4 = Good

2 = Bad

5 = Very good

3 = Not too bad

$$\frac{19}{20} \times 100\% = 95\%$$

20

The percentage was: 95%

Appendix 11

Students' Reading Scores in Pre- Test

No	Student's Initial Name	Students' Reading Score					Total Score
		Determining Main Idea	Locating Reference	Understanding Vocabulary	Making Inference	Detail Information	
1.	DMK	10	15	10	15	5	55
2.	DRD	10	20	15	10	5	60
3.	ANA	15	10	15	15	25	80
4.	FA	10	15	15	20	15	75
5.	PG	20	20	20	15	10	85
6.	RF	20	10	15	15	10	70
7.	HMM	5	15	15	15	15	65
8.	IP	10	15	10	15	15	65
9.	SS	10	5	15	10	15	55
10.	MAS	10	15	15	15	15	70
11.	MS	15	10	10	15	15	65
12.	VR	15	15	5	15	15	65
13.	MG	10	15	10	15	15	65
14.	FLA	5	15	5	15	15	55
Total		165	195	175	205	190	930
Mean		11,7	13,9	12,5	14,6	13,5	66
Percentage							35%



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Appendix 12

Students' reading scores in Post Test

No	Student's Initial Name	Students' Reading Score					Total Score
		Determining Main Idea	Locating Reference	Understanding Vocabulary	Making Inference	Detail Information	
1.	DMK	15	15	15	15	5	65
2.	DRD	15	15	20	15	10	75
3.	ANA	15	15	20	15	25	90
4.	FA	15	15	20	20	15	85
5.	PG	10	10	15	15	15	65
6.	RF	15	20	25	15	15	90
7.	HMM	15	15	15	15	15	75
8.	IP	10	15	20	15	15	75
9.	SS	10	15	15	20	15	75
10.	MAS	10	15	15	15	15	70
11.	MS	15	15	20	15	15	80
12.	VR	15	15	15	15	15	75
13.	MG	5	15	25	15	15	75
14.	FLA	10	15	15	15	15	70
Total		175	210	255	220	205	1.065
Mean		12,5	15	18,21	15,71	14,6	76
Percentage							85%



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Appendix 13

SOAL PRE-TEST READING COMPREHENSION KELAS X SMK AL-MUNAWAROH TEMPUREJO JEMBER

Name :
Class :

Reading Comprehension Passage 1

The Legend of Toba Lake

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

Batara Guru Sahala was so surprised and set 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 also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. 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 the word fish reached 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 started shouting angrily, then the earth began to shake and 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 Lake Toba.

1. The pronoun “her” paragraph 2 refers to ...
 - a) Batara Guru Sahala
 - b) Two Daughter
 - c) Fish-Woman
 - d) Mother
2. The word “shouted” in paragraph 3 can easily be replaced by ...
 - a) Yelled
 - b) Bawled
 - c) Asked
 - d) Talked
3. The main idea of paragraph 3 is ...
 - a) Batara Guru Sahala broke his promise
 - b) Batara Guru Sahala happy because had 2 daughters
 - c) Batara Guru Sahala angry with his daughter
 - d) Batara Guru Sahala happy because he married with fish-woman
4. According to the passage, all of the following are true about The Legend of Toba Lake, *Except* ...
 - a) Batara Guru Sahala and fish-woman were happily married
 - b) Batara Guru Sahala and fish-woman had two daughters
 - c) Batara Guru Sahala keep his promise
 - d) Batara Guru Sahala broke his promise
5. What can you learn from the passage above?
 - a) Broke our promise

- b) Keep our promise
- c) Break our promise to wife
- d) Keep our promise to husband

Reading Comprehension Passage 2

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish **he** would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became **wealthy**. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here"

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to recognize her as his mother but he kept refusing and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"

After that he ordered his crews to set sail to leave old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail.

Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

6. "He" as used in paragraph 1 line 4, refers to ...
 - a) Mother
 - b) Father
 - c) Malin Kundang
 - d) Son
7. The main idea in paragraph 4 is ...
 - a) Malin Kundang regarded the old woman as his mother
 - b) Malin Kundang very missed his mother
 - c) Malin Kundang married beautiful wife
 - d) Malin Kundang denied that old woman was his mother

8. The word “wealthy” in paragraph 3 line 1 can easily be replaced by ...
- Poor
 - Rich
 - Grasping
 - Charitable
9. According to the passage, all of the following are true about Malin Kundang , *Except* ...
- Malin Kundang received that old woman was his mother
 - Malin Kundang denied that old woman was his mother
 - Malin Kundang became wealthy
 - Malin Kundang had turned into a stone
10. What is conclusion from the passage above?
- Malin Kundang is happily life with his mother and his wife
 - Malin Kundang had turned into a stone because he faithless to his mother
 - Malin Kundang became wealthy because he obedient to his mother
 - Malin Kundang had not turned into a stone

Reading Comprehension Passage 3

The Legend of Tangkuban Perahu

Once upon a time lived woman with her son. The woman name is dayang sumbi and he had son with name sangkuriang. Sangkuriang had a dog with name tumang. Without sangkuriang knows that in the reality tumang is his father and he cursed by God to be dog. Someday, when sangkuriang go hunting in the jungle with tumang, he saw a deer and he shot the deer, sangkuriang ask tumang to take the deer and bring for him, but tumang did not obedient. Sangkuriang angry with tumang and he killed tumang. When he was go back to his house, he tell anything with his mother dayang sumbi, when dayang sumbi hear it, she was so angry and she strike sangkuriang with a rice ladle until hurt and sangkuriang go from his house.

Dayang sumbi so regret with all that she do with her son and she always pray to God and hope that her son come back again and God fulfill her hope and make she is always young and beautiful. Someday, sangkuriang go back to their village again and so shocked when he see the place is different from the past. When he walking he saw a beautiful woman and he fell in love. The women also fell in love with sangkuriang and after that sangkuriang propose the woman to marry with him.

The woman agree, when sangkuriang go hunting again in the jungle, he ask the woman to tied his head band, how shocked the woman when seesaw scar in the sangkuriang's head and she asking sangkuriang about it, sangkuriang said the story. Finally dayang sumbi know that her beloved is her son that always she waits. Dayang sumbi deny the propose from sangkuriang and sangkuriang did not want. Dayang sumbi an idea, so she gives two pre requirement to sangkuriang. The first is to dam up Citarum River and the second is making boat before morning came. He agrees and because he had a power, so the job is ready to done, but when the job is ready to done, dayang sumbi had an idea to make it failed. She asking the woman to pounding rice and rooster think that is a morning, so they

crow. Sangkuriang angry because he is failed and after that he is open the dam and kick the boat. The boat is rolled back and to be tangkuban perahu mountain.

11. What is main idea in paragraph 1?
 - a) Sangkuriang make a mistake (he kill tumang) till make his mother angry
 - b) Sangkuriang go away from home
 - c) Sangkuriang make his mother happy
 - d) Sangkuriang go hunting to the jungle with tumang
12. In the story above, who is tumang ?
 - a) Sangkuriang's mother
 - b) Sangkuriang's father
 - c) Sangkuriang's son
 - d) Sangkuriang's brother
13. "The Woman" as used in paragraph 3 line 1, refers to ...
 - a) Sangkuriang
 - b) Tumang
 - c) Dayang Sumbi
 - d) The dog
14. What is the conclusion of the passage above?
 - a) Dayang Sumbi accept Sangkuriang's proposal
 - b) Sangkuriang angry with Dayang Sumbi and kick the boat
 - c) Dayang Sumbi deny Sangkuriang's proposal
 - d) Dayang Sumbi know that Sangkuriang her daughter and she confound him, Sangkuriang angry and kick the boat.
15. She was so angry and she *strike* Sangkuriang with a rice ladle until hurt. The word "strike" can easily be replaced by ...
 - a) Hit
 - b) Nip
 - c) Pinch
 - d) Tweak

Reading Comprehension Passage 4

Roro Jonggrang

Long time ago, there was a kingdom named Prambanan. All the people of Prambanan lived peacefully. But then, Prambanan kingdom was attacked and occupied by the Pengging kingdom. Prambanan then was ruled by Bandung Bondowoso of Pengging kingdom. He was a mean king. He also had great supernatural power. His soldiers were not only humans, but also genies.

The king of Prambanan had a beautiful daughter named Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her. "You're very beautiful. Would you be my queen?" asked Bandung Bondowoso. Loro Jonggrang was shocked. **She** didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she afraid that Bandung Bondowoso would be angry and endangered the people of Prambanan. Then, she came up with a plan. "If you want to marry me, you have to build a thousand temples for me in just one night," said Loro Jonggrang. "What? That's impossible!" said Bandung

Bondowoso. But he did not give up. He consulted with his advisor. “Your Majesty can asked the genies to help built the temples,” said the advisor.

So, Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples. The genies worked in unbelievable speed. Meanwhile, Loro Jonggrang heard from her servant that the building of a thousand temples was almost finished. She was so worried. But again, she came up with a great idea. She asked all of her servants to help her. “Please prepare a lot of straw and mortar. Please hurry up!” said Loro Jonggrang. “Burn the straw and make some noise pounding the mortar, quickly.” All those servants did what Loro Jonggrang ordered them; burning straw and pounding the mortar, making the genies think that the sun is going to rise.

“It’s already dawn. We have to go,” said the leader of the genies to Bandung Bondowoso. All the genies immediately stopped their work and ran for cover from the sun, which **they** afraid of. They didn’t know that the light was from the fire that burning the straw, not from the sun.

Bandung Bondowoso can’t stop the genies from leaving. He was angry. He knew Loro Jonggrang had just tricked him. “You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple.” He pointed his finger to Loro Jonggrang and said some mantras. Magically, Loro Jonggrang’s body turned into stone. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is called Loro Jonggrang temple.

16. He was a *mean* king. The word “mean” can easily be replaced by ...
 - a) Wicked
 - b) Kind
 - c) Lazy
 - d) Diligent
17. The main idea in paragraph 3 is ...
 - a) Bandung Bondowoso succeed complete the temple
 - b) Roro jonggrang confound the genies
 - c) Bandung Bondowoso summoned his entire genies soldier and commanded to help him built a thousand temples
 - d) Roro Jonggrang have a good idea
18. “She” as used in paragraph 2 line 4, refers to ...
 - a) Roro Jonggrang
 - b) Bandung Bondowoso
 - c) The Genies
 - d) Roro Jonggrang’s Father
19. What is conclusion from the passage above?
 - a) Bandung Bondowoso can make 1000 temples
 - b) Roro Jonggrang not change into stone
 - c) Bandung Bondowoso can make 999 temples
 - d) Bandung Bondowoso angry because Roro Jonggrang confound him and He change Roro Jonggrang into stone with some mantras
20. According to the passage, all of the following are true about Roro Jonggrang, *Except* ...

- a) Bandung Bondowoso can married with Roro Jonggrang
- b) Roro Jonggrang confound the genies
- c) Bandung Bondowoso cursed Roro Jonggrang into stone
- d) Roro Jonggrang did not marry with Bandung Bondowoso



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J E M B E R

Appendix 14

SOAL POST-TEST READING COMPREHENSION KELAS X SMK AL-MUNAWAROH TEMPUREJO JEMBER

Name :
Class :

Reading Comprehension Passage 1

Legend of Bali Strait

Once upon a time there lived a Brahmin benama Sidi Mantra which had very famous powers. Sanghyang Widya or Batara Guru gave a gift of treasure and a beautiful wife. After several years of marriage, they got a boy named Manik Angkeran. Manik Angkeran grew into a handsome and clever young man, but he liked to gamble. He often lost and sorted out the assets of his parents. Because it could not pay the debt, Manik Angkeran asked for help for something. Sidi Mantra fasted and prayed for the help of the gods. Suddenly he heard the voice, "Hi, Sidi Mantra, in the crater of Mount Agung there is a treasure trove that the dragon is Besukih Dragon. Go there and ask him that you want a little treasure."

Sidi Mantra went to Gunung Agung by overcoming all obstacles. Arriving there, he sat cross-legged. As he rang the bell he read a spell and called the name of the Besukih Dragon. Not long after that the Dragon came out. After hearing the intention of the arrival of Sidi Mantra, Naga Besukih gave him gold and diamonds. After thanking the Dragon, Sidi Mantra excused himself. All the goods he got given to Manik Angkeran in the hope he would not gamble anymore. It ran out very quickly. Again Manik Angkeran asked for help. Sidi Mantra was disappointed and denied.

After that, Manik Angkeran did not remain silent. He found out from where his father got the treasure. Not long after that, Manik Angkeran knew that the treasure was obtained from Mount Agung. Manik Angkeran knew to get there he had to read a spell but he never learned about prayers and spells. So, he just brought a bell that was stolen from his father when his father was sleeping. After arriving at the crater of Mount Agung, Manik Angkeran sounded his gentle. He was scared when he saw Dragon Besukih. After the dragon heard the intention of the arrival of Manik Angkeran, he said, "I'll give you the treasure you asked for, but you have to promise to change your behavior. Do not gamble anymore. Remember the law of karma." Manik Angkeran was amazed to see the gold, diamonds, and gems in front of him. Then the evil intentioned in his heart. Due to want more treasure, then he cut the tail of Dragon Besukih when Dragon returned to the nest. Manik Angkeran immediately escaped in fear. But because of the miracle of the Dragon, when the trace of Manik Angkeran was licked by the dragon, he burned it to ashes.

Seeing the death of his son, Sidi Mantra became very sad. He immediately **sought** the Naga Besukih and begged his son to live again. Besukih Dragon grant the request with the condition Sidi Mantra wants to restore the tail of Besukih Dragon as normal. Then with the magic, Sidi Mantra made the Dragon's tail back to normal. After Manik Angkeran was alive, he apologized and promised not to

repeat it again. Sidi Mantra knew that his son was converted but he decided not to live together again.

“You have to start a new life,” Sidi Mantra said. In the blink of an eye he vanished. In the place where he stood arose a source of water that grew increasingly large to become the sea. With supernatural powers, Sidi Mantra made a line that lavished him with his son. This story that line up the origin of the strait of Bali, now the place became the Bali strait that separates the island of Java with the island of Bali.

1. The main idea in paragraph 2 is ...
 - a) Sidi Mantra was disappointed and denied because her son unchanged
 - b) Sidi Mantra happy because her son not gamble anymore
 - c) Sidi Mantra fell so sad
 - d) Sidi Mantra went to Gunung Agung
2. He often lost and sorted out the assets of *his* parents. “His” in that sentence refers to ...
 - a) Sidi Mantra
 - b) Besukih Dragon
 - c) Manik Angkeran
 - d) Batara Guru
3. The word “sought” in paragraph 4 line 2 has the same meaning as ...
 - a) Looked for
 - b) Detected
 - c) Ransacked
 - d) Cured
4. Why Manik Angkeran cut the tail of Dragon Besukih?
 - a) Because Manik Angkeran hate the dragon
 - b) Because Manik Angkeran want more treasure (he is grasping)
 - c) Because the dragon make mistake to Manik Angkeran
 - d) Manik Angkeran want kill the dragon
5. What is the conclusion of the story above?
 - a) Sidi Mantra decided not to live together again with her son
 - b) Sidi Mantra very angry to Manik Angkeran
 - c) Manik Angkeran die because Dragon Besukih kill him
 - d) Dragon Besukih die because Manik Angkeran cut its tail

Reading Comprehension Passage 2

The Legend of Banyuwangi

Once upon a time in the edge of east Java Island, there was a kingdom named Blambangan. The kingdom was led by a king named King Sulahkromo. He was assisted by a brave Patih named Patih Sidopekso in ruling his kingdom. Patih Sidopekso had a very beautiful wife named Sri Tanjung. Because of her beauty, the king was crazy about her. Even, the king had made a plan to take away Sri Tanjung from Patih Sidopekso. **He** ordered Patih Sidopekso to do a mission that was very hard and dangerous so that Patih Sidopekso would die there. Without suspicion, Patih Sidopekso went to do The King’s command. When Patih Sidopekso was going on his duty, King Sulahkromo seduced Sri Tanjung in order

to be his wife. However Sri Tanjung stayed faithful to Patih Sidopekso. The king was angry because he was rejected by Sri Tanjung.

After getting back from his duty, Patih Sidopekso went to see the King in the hall. The king who was hurt because his love was rejected then accused Sri Tanjung that she had seduced him. Patih Sidopekso was upset to hear what was told by the king. He felt he had been betrayed by his wife. Then he went to see his wife and asked for the truth immediately. Sri Tanjung refuted and denied what was said by the king. Nevertheless, Patih Sidopekso more believed to the king than her wife. And then he got mad and dragged her to the edge of a **muddy river**. He was so angry there and wanted to kill his wife. Because her husband did not trust her anymore, Sri Tanjung asked for a last request to him. She said that if he did not trust her any more, he may kill her and threw her body into the river. Sri Tanjung also said that when the water turned to be clean it meant she was right. Nevertheless, if it did not change, the king was right.

Patih Sidopekso couldn't stand his anger any longer and then he stabbed his wife with a knife. Then he threw his wife's body into the river. Immediately the turbid river turned into clean and diffused the fragrance. Seeing the incident, Patih Sidopekso regretted what he had done. He realized that his wife was innocent. Then he screamed loudly "Banyu Wangi. Banyu Wangi "Since the incident happened the river was called Banyuwangi.

6. "He" as used in paragraph 1 line 6, refers to ...
 - a) Sri Tanjung
 - b) Patih Sidopekso
 - c) King Sulahpromo
 - d) Beautiful wife
7. The king who was hurt because his love was rejected then *accused* Sri Tanjung that she had seduced him. The word "accused" can easily be replaced by ...
 - a) Arraigned
 - b) Corrected
 - c) Judged
 - d) Criticized
8. What is main idea in the paragraph 2?
 - a) Patih Sidopekso trust her wife
 - b) Patih Sidopekso suspected her wife because The King slander Sri Tanjung
 - c) The king was angry because he was rejected by Sri Tanjung.
 - d) Patih Sidopekso want kill her wife
9. Why The King ordered Patih Sidopekso to do a mission that was very hard and dangerous?
 - a) Because The King hate Patih Sidopekso
 - b) The King want Sri Tanjung die
 - c) Because The King like Sri Tanjung and want Patih Sidopekso die
 - d) The King want marry with Sri Tanjung
10. The word "muddy river" in the paragraph 2 line 8 have the meaning ...
 - a) Sungai yang jernih

- b) Sungai yang keruh
- c) Sungai yang panjang
- d) Sungai yang dalam

Reading Comprehension Passage 3

Roro Mendut

Once upon a time in the seaside of pati residence lived beautiful girl with name rara mendut. Rara mendut is a beautiful girl that daughter of the fisher. The beautiful of this girl is famous in the pati and area near of this area, many man that propose rara mendut to make her as his wife, but rara mendut always deny them, she said that she already had a boyfriend with name pranacitra, pranacitra is a son nyai singabarong, a rich woman in the seaside.

The beautiful story about rara mendut is a hearing in the ear of adipati pragolo 2, and he want to propose rara mendut as a mistress, but rara mendut deny him as a husband and to be his mistress. Finally, rara mendut stolen by soldier that asking by adipati pragolo. But after that adipati pragolo loose in the fight, and mataram had a power in pati. The leader of Mataram with name tumenggung wiraguna want to propose rara mendut to be his mistress and again rara mendut deny his proposing and said that she was already has a boyfriend with name pranacitra.

Tumenggung wiraguna so angry and make rara mendut a decision, the first is to be his mistress and the second is paid the tax to Mataram palace. And rara mendut choose the second choice that she pay the tax to Mataram palace. And to pay the tax, rara mendut has an idea and she selling cigarette to man, and many man that buying her cigarettes because **they** know that the seller is a beautiful rara mendut. And finally she can pay the tax to mataram palace.

Someday, when rara mendut go to the traditional market, she saw her boyfriend pranacitra and they has idea to go from mataram palace. And rara mendut said **her** idea to another mistress and they would help her to go out from mataram palace. But in the middle of street, tumenggung wiraguna know that rara mendut go with pranacitra and after that they can catch by soldier. Without rara mendut knows, tumenggung wiraguna killed pranacitra and graved pranacitra in the jungle.

And he had idea to tell about it to rara mendut and rara mendut can to be own. And he finally tell about all to the rara mendut, about pranacitra die but rara mendut did not believe it and tumenggung wiraguna show the grave of pranacitra and rara mendut so shocked and she take keris tumenggung wiraguna to suicide. Tumenggung wiraguna so regret.

11. Why Roro Mendut deny Tumenggung Wiraguna's mistress?
 - a) Because she hate Tumenggang Wiraguna
 - b) Because she has a husband
 - c) Because she has a boyfriend
 - d) Because she don't want to be mistress
12. What is conclusion from the passage above
 - a) Tumenggung Wiraguna kill Pranacita and he tell to Roro Mendut that Pranacita die, because of that Roro Mendut suicide.
 - b) Rara Mendut choose to marry with Tumenggung Wiraguna

- c) Pranacitra and Roro mendut succeed to escape together
 - d) Roro Mendut to be Pranacita wife
13. The word “they” in paragraph 3 line 5 refers to ...
- a) Many man
 - b) Pranacitra
 - c) Tumenggung Wiraguna
 - d) Roro Mendut
14. What is main idea in the last paragraph?
- a) Roro mendut marry with Pranacita
 - b) Roro mendut belongs to Tumenggung Wiraguna
 - c) Roro mendut suicide because she know that Pranacita die
 - d) Tumenggung Wiraguna felling regret
15. According to the passage, all of the following are true about Roro Mendut, *Except* ...
- a) Roro Mendut is beautiful and famous girl in Pati
 - b) Roro Mendut had a boyfriend with name Pranacita
 - c) Roro Mendut wants to be Tumenggung Wiraguna’s mistress
 - d) Roro Mendut suicide because she know that Pranacita die

Reading Comprehension Passage 4

Legend of Situ Bagendit

Long time ago, far away in an isolated village there was a young rich woman. The house that she had been living in was very big. Her wealth was plentiful. The young woman lived by herself. She didn’t have any friend at all.

“Wow, I am very rich! Ha...ha...ha, I am the richest woman in this village!” said the young woman while she was looking at her gold and jewelries. It was so pity, that the young woman was very **miserly**. Her plentiful wealth never been used to help others. “All of the wealth is mine, isn’t it? So what am I give it all to other for?” The young woman thought. However, many of villagers were poor. They lived in less condition. Sometimes some villagers were hunger, and didn’t get any food for days. Because of the young woman miserly, the villagers called her Bagenda Endit. Bagenda Endit meant the miserly rich person. “Bagenda Endit, have mercy on me! My child has not eaten for few days”, said an old woman sadly. “Hi, you crazy old woman! Get away from me!” yelled Bagenda Endit threw the old woman away. Because the old woman didn’t want to go, Bagenda Endit splashed her with water. Splash! And all over the old woman body and her baby became wet.

Bagenda Endit was a feeling less woman. She didn’t even have a little bit mercy to the old woman and her baby. She even got angrier. After that, she asked the old woman to get out of her house yard. And then, she was dragging her out of the yard. Although Bagenda Endit was very miserly, the village people kept coming in. They came for the water wheel. “No, I won’t let you to take away the water from my wheel! The water in the wheel is mine!” Bagenda Endit yelled angrily. “Ha...ha...ha...you’re all stupid! You think you just can take the water from my wheel!” Bagenda Endit said while she was watching the thirst villagers outside the fence.

Suddenly, a decrepit man was standing in Bagenda Endit house yard. He was walking tottery to the wheel while holding his stick. When the old man was trying to take the water, Bagenda Endit saw it. Then, she hit the old man with a founder. "Have mercy on me Bagenda Endit! I want to take the water just for a drink", said the old man when he was trying to get up. Bagenda Endit kept beating the old man. And then, an astonishing thing happened. Suddenly the old man got up with a healthy body. He walked closer to Bagenda Endit. He pointed his stick at the cruel rich woman's nose. "Hi, Bagenda Endit, take the punishment from me!" said the old man loudly. Then he pointed at the wheel with his stick. Wus...byuur, the wheel was sprinkling the water swiftly. Not long enough, the water was flooding up. Bagenda Endit couldn't save herself. She has drawn with all of her wealth.

The village was disappeared. The thing that left was a wide and deep lake. The lake was named Situ Bagendit. Situ means a wide lake. It was named Situ Bagendit, because the wide lake came from a wheel that belongs to Bagenda Endit.

16. "Miserly" in paragraph 2 line 3 has the same meaning like ...
 - a) Stingy
 - b) Charitable
 - c) Arrogant
 - d) Humble
17. "Young woman" in paragraph 2 refers to ...
 - a) Villagers
 - b) Old woman's child
 - c) Bagenda Endit
 - d) Decrepit man
18. Why the villagers called the young woman "Bagenda Endit"?
 - a) Because young woman is a charitable person
 - b) Because the young woman is miserly rich person
 - c) Because young woman is a nice person
 - d) Because young woman very rich
19. What can you learn from the passage above?
 - a) Don't be arrogant and stingy
 - b) Be a humble and nice person
 - c) Being arrogant is a good thing
 - d) Being charitable is a good thing
20. What is antonym from "miserly"?
 - a) Arrogant
 - b) Stingy
 - c) Charitable
 - d) Pity

Appendix 15

DOCUMENTATION



The students have listened researcher's explanation about GMA



The student's do post-test

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