

APPENDICES

APPENDIX 1:

LIST OF TRANSLITERY

No	Surah : Verse	Page	Translation
1	Al – Alaq : 1-5	2	<p>“(1) Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan (2) Dia telah menciptakan manusia dari segumpal darah. (3) Bacalah, dan Tuhanmulah Yang Maha Pemurah, (4) Yang mengajar (manusia) dengan perantaran kalam, (5) Dia mengajar kepada manusia apa yang tidak diketahuinya.”</p> <p>“(1) Proclaim! (or read) in the name of thy Lord and Cherisher, who created (2) Created man, out of a (mere) clot of congealed blood: (3) Proclaim! And they Lord is most beautiful,- (4) He who thought (the use of) the pen,- (5) Taught man that which he know not.”</p>

APPENDIX 2:

SEJARAH SINGKAT BERDIRINYA MTsN 3 TAPIN

Panitia pendiri Madrasah Tsanawiyah Kecamatan Binuang di bentuk pada tanggal 6 maret 1980. Diresmikan oleh bapak drs. H. Sain atas nama kantor wilayah Departemen Agama Provinsi Kalimantan Selatan pada tanggal 2 juli 1980.

Madrasah Tsanawiyah Kecamatan Binuang pada saat itu di ubah namanya menjadi Madrasah Tsanawiyah Mi'rajul Ulum tahun 1994.

Selanjutnya pada tahun 1994 berdasarkan SK Departemen Agama n0. 240 tahun 1994.diresmikan penegeriannya.

MTsN Binuang sejak mulai berdiri tahun 1982 dalam perkembangan sampai sekarang sudah berjalan berkembang cukup pesat. Perkembangan tersebut dapat dilihat dari minat masyarakat kecamatan Binuang untuk menyekolahkan putra-putrinya di MTsN Binuang. MTsN Binuang dipimpin oleh H.Muhammad Tarmidji 1994 sampai tahun 2006, kemudian dipimpin oleh Hilal Najmi, M.Ag sampai tahun 2007,setelah itu dipimpin oleh Slamet Ahmadi,S.Pd.sampai tahun 2016 dan dipimpin oleh Taufikurrahman ,M.Pd sampai tahun 2017,.Mulai 11 Januari 2017 di pimpin oleh Lukman Taib,S.Ag sampai sekarang.

MTs Negeri Binuang yang berkedudukan di Binuang dengan letak wilayah berada di Jalan Bendungan Kecamatan Binuang adalah unit pelaksana tekhnis dibidang pendidikan dalam lingkungan kementerian Agama yang berada dibawah binaan Kasi Mapenda Kantor Kementerian Agama Kabupaten Tapin yang bertanggung jawab langsung kepada Kanwil Kementerian Agama Propinsi Kalimantan Selatan. Pada bulan maret 2017 resmi berubah nama menjadi mtsn 3 tapin.

1. Visi.

Visi adalah cara pandang jauh kedepan kemana dibawa atau gambaran menantang tentang keadaan masa depan kemana suatu organisasi harus dibawa dan diarahkan agar secara konissten dan tetap eksis, antisifatif, inovatif serta produktif dan berisikan cita dan citra yang ingin diwujudkan.

Adapun visi Madrasah Tsanawiyah Negeri Binuang sebagai berikut ;

” Mewujudkan Madrasah yang populis, islami dan mampu menyiapkan Sumber Daya Insani yang berprestasi dalam iptek berdasarkan Iman dan Taqwa”

Untuk mencapai visi tersebut diperlukan action atau kegiatan yang terencana dan berkesinambungan sampai pada tahun yang ditentukan, dan itu semua dituang dalam bentuk misi

2. Misi.

Misi adalah kegiatan yang harus dilaksanakan oleh suatu organisasi untuk merealisasikan visi yang telah ditetapkan, untuk melihat langkah-langkah yang dilakukan oleh Madrasah Tsanawiyah Negeri 3 Tapin dalam rangka merealisasikan visinya sebagai berikut ;

1. Mewujudkan pembelajaran dan pembiasaan dalam menjalankan ajaran agama secara utuh.
2. Mewujudkan pembentukan karakter umat yang mampu mengaktualisasikan diri dalam masyarakat.
3. Meningkatkan pengetahuan dan profesionalisme tenaga kependidikan sesuai dengan perkembangan dunia pendidikan.
4. Menjadikan Tsanawiyah Negeri 3 Tapin sebagai Madrasah Model dalam pengembangan pembelajaran Imtaq dan Iptek.
5. Menyelenggarakan Tata kelola Madrasah yang Efektif, Efisen , Transparan dan Akuntabel.

Dari Misi tersebut diatas jika diintisarikan sesuai dengan Perencanaan dalam klasifikasi sebagai berikut;

- 1) Meningkatkan Kualitas Penyelenggaraan Pendidikan melalui penyediaan sarana dan prasarana pembelajaran dan sarana lainnya serta peningkatan motivasi kinerja pegawai / guru sebagai inovasi, motivator dan fasilitator penyelenggara pendidikan ;
- 2) Optimalisasi Pengembangan Madrasah melalui peningkatan kualitas penyelenggaraan pendidikan dengan cara efeseinsi dan efektifitas penyelenggaraan pendidikan serta meningkatkan partisipasi masyarakat dan stake holder dalam penyelenggaraan pendidikan .

APPENDIX 3:**KEADAAN TENAGA PENDIDIK BERDASARKAN PENDIDIKAN DAN MATA
PELAJARAN TAHUN PELAJARAN 2017/2018**

NO	NAMA	PENDIDIKAN TERAKHIR	MATA PELAJARAN	TUGAS LAINNYA
1	Lukman Taib, S.Ag NIP.19701115 200212 1 001	S1 B. Arab	Bahasa Arab	Kepala Madrasah
2	Ahmadi, S.Ag NIP.19710720 200701 1 022	S1/Akta IV	B. Indonesia	Wakamad Kurikulum
3	Siti Asiah, S.Ag NIP.19790710 200710 2 001	S1 Qur'an H	Qur'an Hadits	Wakamad Kesiswaan
4	Taufikurrahman, M.Pd.I NIP.19740727 200501 1 006	S2 Aqidah Akhlak	Aqidah Akhlak	Wakamad Sarpras
5	Haji Salamah, S.Pd.I NIP.19800820 200710 2 002	S1 Qur'an H	Qur'an Hadits	Wakamad Humas
6	Khairana, S.Pd NIP.19701018 200501 2 007	S1 PKN	PKN	Kepala Perpustakaan
7	Yana, S.Pd, M.Si NIP.19770613 200501 2 012	S2 Matematika	Matematika	Bendahara Pengeluaran
8	Hamliyannur, M.Ag NIP.19760604 200501 1 006	S2 B.Arab	Bahasa Arab	Operator Bendahara
9	Hj. Warniah, S.Ag NIP.19670319 200003 2 002	S1 Aqidah Akhlak	Aqidah Akhlak	Wali Kelas
10	Sapran, S.Ag NIP.19710808 199703 1 004	SI SKI	SKI	Wali Kelas
11	Faridah, S.Ag	S1/Akta IV	IPA	Wali Kelas

	NIP.19750411 200701 2 022			
12	Risfadillah, S.Pt NIP.19720804 200710 1 003	S1/Akta IV	Matematika	Wali Kelas
13	Rukiyah, S.Sos NIP.19761018 200710 2 001	S1/Akta IV	PKN	Wali Kelas
14	Hanifah MD, S.Pd NIP.197790710 200710 2 001	S1 Bahasa Ing	Bahasa Inggris	Wali Kelas
15	Raudah, S.Ag NIP.19700907 201411 2 001	S1 Fiqih	Fiqih	Wali Kelas
16	Nurul Khairina P, S.Pd.I NIP.19761113 200710 2 002	S1	B. Indonesia	Wali Kelas
17	Sri Wahyuni, S.Pd.I NIP.19801126 200501 2 009	S1	B. Inggris	Wali Kelas
18	Normawiyah, S.Pd.I NIP.19781018 200710 2 001	S1	IPS	Wali Kelas
19	Aulia Rahmawati, S.Pd NIP. -	S1	IPA Fisika	Wali Kelas
20	Siti Mahmudah, S.Pd NIP. -	S1	Matematika	Wali Kelas
21	Rima Melati, S.Pd NIP.19761220 200501 2 011	S1	BP	Guru BP
22	Hirawati, S.Pd NIP.19691227 199903 2 003	S1	IPS	Guru
23	Basiri, S.Ag NIP.19701103 201411 1 002	S1	Penjas	Guru
24	Bahrani, S.Pd.I	S1	Bahasa Arab	Guru

	NIP.19771277 200710 1 005			
25	Syamsiah, S.Pd.I NIP. -	S1	B. Inggris	Guru
26	Bardaini, S.Pd.I NIP. -	S1	Bahasa Arab	Guru
27	Abdul Basit NIP. -	SMU	Mulok	Guru
28	Eka Kuswati NIP. -	D3	SBK	Guru
29	Eka Sri Wahyuni, S.Pd NIP. -	S1	IPA	Guru
30	Desy Dwi Karmila R. S.Pd NIP. -	S1	B. Indonesia	Guru
31	Asmara Hadi, S.Pd NIP. -	S1	Prakarya	Guru

APPENDIX 4:**DATA BANGUNAN DAN FASILITAS MTsN 3 TAPIN**

NO	BANGUNAN	JUMLAH	BAIK	RUSAK	KETERANGAN
1.	RUANG KELAS	13	13		
2.	RUANG TATA USAHA	1			<i>BANGUNAN LAMA BELUM DI REHAB</i>
3.	RUANG KEPALA SEKOLAH	1			<i>BANGUNAN LAMA BELUM DI REHAB</i>
4.	RUANG GURU	1	1	-	<i>BANGUNAN LAMA BELUM DI REHAB</i>
5.	PERPUSTAKAAN	1	1		<i>BANGUNAN LAMA BELUM DI REHAB</i> SEBAGIAN DIGUNAKAN UNTUK KOPERASI
6	LABORATORIUM IPA	1	1	-	SEBAGIAN DIGUNAKAN UNTUK RUANG LAB 80MPUTER, GUDANG DAN BP/BK
7	LABORATORIUM BAHASA	-	-	-	BANGUNAN TERSENDIRI BELUM ADA
8	LABORATORIUM COMPUTER	1	1		BANGUNAN TERSENDIRI BELUM ADA
9	WC	10	5	5	<i>BANGUNAN LAMA BELUM DIREHAB</i>
10	MUSHALLA	1	1	-	SUMBANGAN KOMITE
11	LAPANGAN	1	-	-	-

APPENDIX 5:

LESSON PLAN (Experiment Class)

Practitioner	: Achmad Safi'i
Name of School	: MTsN 3 TAPIN
Subject	: English
Class / Semester	: IX / I
Theme / Sub theme	: Narrative Text / Reading story about snow white and story of lake toba
Day / date	: Friday / 3 November 2017
Time Allocation	: 2 x 40 Minutes / 09.30 am – 11.45 am.
Meeting	: 1st Meeting

A. Rationale : This lesson designed for 35 students ninth grade of Junior High School using direct method and grammar translation method. Some techniques like ask students to make small group to read story or passages then ask them to make story mapping will be used in teaching and learning process. The students will be easier to understanding story of narrative text by use story mapping to comprehend their reading comprehension. By using the approaches, methods, and techniques mentioned above, I expect that the students will be able to improve their reading ability and also understand about structure.

B. Goal : Ninth grade students of Junior High School will be able to improve their reading comprehension of narrative text by use story mapping to used target language in their daily life.

C. Objectives : By the end of the lesson:

- Ninth grade students of Junior High School will be able to develop their reading comprehension of narrative text by read the story about *Snow White* and *Story of Lake Toba* at least 85% fluency and accuracy.
- Ninth grade students of Junior High School will be able to develop their reading skill of narrative text and vocabulary mastery with 90% accuracy and acceptability.

D. Topic material: Narrative text (*Snow White* and *Story of Lake Toba*)

E. Approach and Method: Grammar translation method.

F. Material and equipment:

- Copy papers of narrative text *Snow White* and *Story of lake Toba*
- Copy papers graphic visual of story mapping
- Whiteboard and board markers
- Dictionary
- English book for ninth grade students of Junior High School

G. Procedures:

No	Activity	Explanation	Time
1	Pre-activity	<p>-Opening the lesson</p> <p>The teacher opens the lesson by greeting the students:</p> <p>T: Good morning students !</p> <p>S: Good morning sir !</p> <p>T: How are you today?</p> <p>S: Fine / and you?</p> <p>T: I'm very well. Thanks.</p> <p>T : Ok. students before we start our lesson today let's saying Basmallah together.</p> <p>Ss: Bismillahirrahmaanirrahim..</p> <p>-Then the teacher checking attendance of the students.</p>	5 minutes
2	While activity	<p>-Teacher writing title topic of the lesson on the whiteboard to introducing to students. Then explain what they will learn today.</p> <p>-The teacher give explanation about narrative text and also generic stucture of narrative text.</p> <p>-The teacher give example of narrative text by share piece of papers to students story about Snow White and Story of Lake Toba.</p> <p>-The teacher and students read the story together.</p> <p>-The teacher introducing story mapping technique.</p> <p>-Teacher asks students to make small group consist of five person to re read the story and discuss.</p> <p>-Teacher give graphic visual of story mapping to each group, then asks them to fill based on story.</p> <p>-While students discussing, the teacher walks around the class</p>	70 minutes

		maybe there is any questions from students.	
3	Post activity	<p>Concluding and closing the lesson</p> <p>-The teacher is ready to close the lesson, asks students whether they have question or not.</p> <p>T: Okey, before I close our lesson today. Any questions?</p> <p>S: (silent) / no sir. (if there is any question the teacher will answer and give explanation).</p> <p>T: No questions..Ok. see you on the next lesson. Don't forget to study hard and keep practice.</p> <p>S: Yes sir.. see you.</p>	5 minutes

H. Backup plan : -In case boardmarker is not function the teacher should be ready have more than one boardmarker.

I. Evaluation :

1. Cognitive aspect: pop quizzes;
2. Affective aspect: evaluated while the process of teaching and learning;
3. Psychomotor aspect: evaluated while the process of teaching and learning,
4. Assignment type: Individual and group.

Banjarmasin, November 2017

Researcher,

Achmad Safi'i

NIM. 1301240872

Topic Material

Snow White

Long ago, in the Neverland, there lived a very beautiful princess named Snow White. The Queen was her step mother. She was very jealous of her beauty, so she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs and they lived happily.

Unlucky the evil queen knew that Snow White was still alive and lived in the forest, so she went there to kill her. The Queen turned into a witch. But Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

The Story of Lake Toba

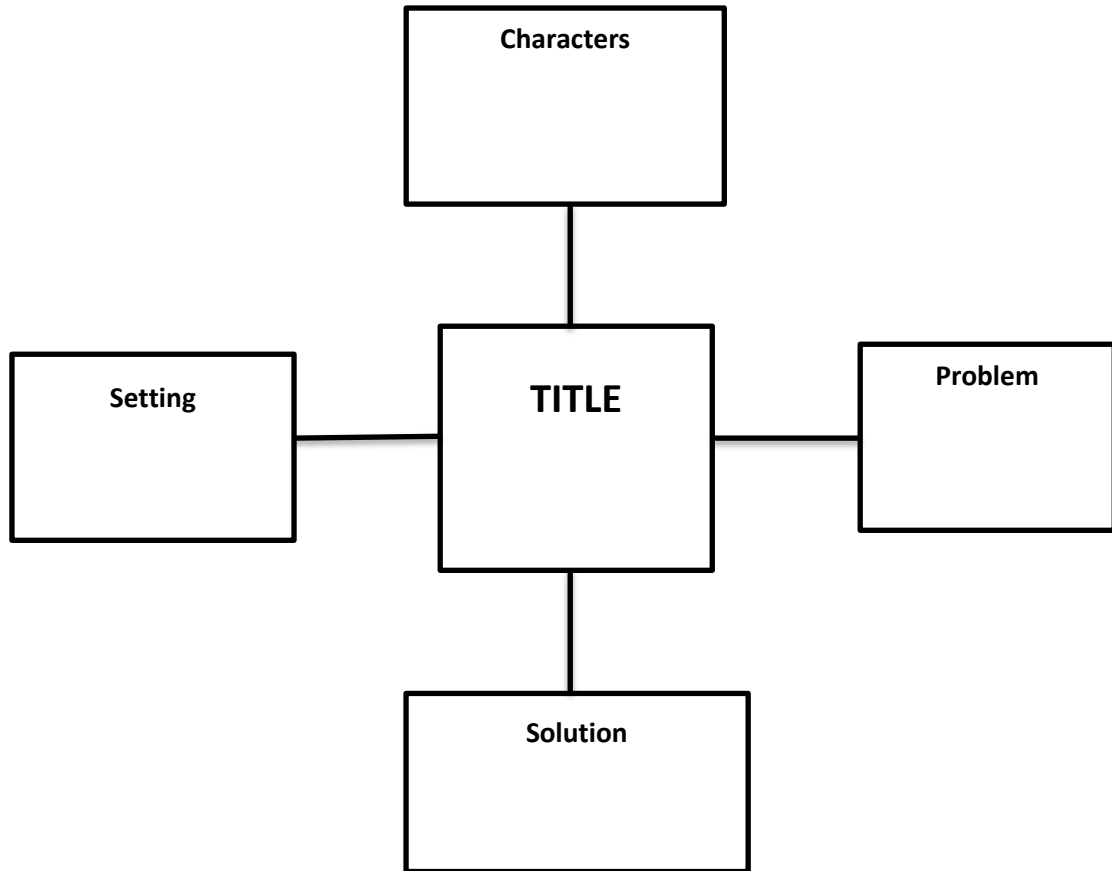
Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Graphic visual of story mapping



LESSON PLAN (Experiment Class)

Practitioner : Achmad Safi'i
Name of School : MTsN 3 TAPIN
Subject : English
Class / Semester : IX / I
Theme / Sub theme : Narrative Text / Reading story about snow white and story of lake toba
Day / date : Monday / 6 November 2017
Time Allocation : 2 x 40 Minutes / 09.30 am – 11.05 am.
Meeting : 2nd Meeting

A. Rationale : This lesson designed for 35 students ninth grade of Junior High School using direct method and grammar translation method. Some techniques like ask students to read story or passages then ask them to make story mapping, after that they asked to tell based on story map that they have make in front of the class. Those techniques will be used in teaching and learning process. The students will be easier to understanding story of narrative text by use story mapping to comprehend their reading comprehension. By using the approaches, methods, and techniques mentioned above, I expect that the students will be able to improve their reading ability and also understand about structure.

B. Goal : Ninth grade students of Junior High School will be able to improve their reading comprehension of narrative text by use story mapping to used target language in their daily life.

C. Objectives: By the end of the lesson:

- Ninth grade students of Junior High School will be able to develop their reading comprehension of narrative text by read the story about *an Ant and Dove* at least 85% fluency and accuracy.
- Ninth grade students of Junior High School will be able to develop their reading skill of narrative text and vocabulary mastery with 90% accuracy and acceptability.

D. Topic material: Narrative text (*an Ant and Dove*)

E. Approach and Method: Direct method and grammar translation method.

F. Material and equipment:

- Copy papers of narrative text *an Ant and Dove*
- Copy papers graphic visual of story mapping
- Whiteboard and board markers
- Dictionary
- English book for ninth grade students of Junior High School

G. Procedures:

No	Activity	Explanation	Time
1	Pre-activity	<p>-Opening the lesson</p> <p>The teacher opens the lesson by greeting the students:</p> <p>T: Good morning students !</p> <p>S: Good morning sir !</p> <p>T: How are you today?</p> <p>S: Fine / and you?</p> <p>T: I'm very well. Thanks.</p> <p>T : Ok. students before we start our lesson today let's saying Basmallah together.</p> <p>Ss: Bismillahirrahmaanirrahim..</p> <p>-Then the teacher checking attendance of the students.</p>	5 minutes
2	While activity	<p>-Teacher make review by asks some questions related with material in last meeting.</p> <p>-Teacher give story entitled an Ant and Dove to students.</p> <p>-Teacher asks students to read story then make summary using story mapping.</p> <p>-Teacher asks students to tell story in front of the class based on story mapping that they have make.</p> <p>-Teacher and students discuss about story mapping' elements.</p> <p>-Teacher give students homework five questions related with the story.</p>	70 minutes
3	Post activity	<p>Concluding and closing the lesson</p> <p>-The teacher is ready to close the lesson, asks students whether they have question or not.</p> <p>T: Okey, before I close our lesson today. Any questions?</p> <p>S: (silent) / no sir. (if there is any question the teacher will answer and give explanation).</p>	5 minutes

		T: No questions..Ok. see you on the next lesson. Don't forget to study hard and keep practice. S: Yes sir.. see you.	
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H. Backup plan : -In case boardmarker is not function the teacher should be ready have more than one boardmarker.

I. Evaluation :

1. Cognitive aspect: pop quizzes;
2. Affective aspect: evaluated while the process of teaching and learning;
3. Psychomotor aspect: evaluated while the process of teaching and learning,
4. Assignment type: Individual and group.

Banjarmasin, November 2017

Researcher,

Achmad Safi'i

NIM. 1301240872

Topic Material

an Ant and Dove

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days after ward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. "thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

Questions of homework

Choose and circle a, b, c, or d for the best answer in the following questions !

1. Why did the hunter cry out with pain?
 - A. His gun was dropped down
 - B. His gun was exploded
 - C. His leg was bitten by the ant
 - D. His head was bitten by the dove

2. What is the main idea of the fourth paragraph?
 - A. The dove saved the ant's life
 - B. The ant called the dove
 - C. The ant was thankful to the dove
 - D. The dove couldn't hear the ant

3. What does the text (generally) tell us about?
 - A. The ant and the dove
 - B. The ant near the river
 - C. The dove on the tree
 - D. The hunter and the dove

4. What can we learn from the story?
 - A. Thanking each other for kindness is dangerous
 - B. Helping each other is the best way in life
 - C. Supporting each other in the crime
 - D. Sharing each other, making wealthy life

5. "...but his voice was so tiny that it couldn't be heard. " (paragraph 1 line 3)

The underlined word has same meaning with....
 - A. Huge
 - B. Large
 - C. Big
 - D. Small

LESSON PLAN (Experiment Class)

Practitioner : Achmad Safi'i
Name of School : MTsN 3 TAPIN
Subject : English
Class / Semester : IX / I
Theme / Sub theme : Narrative Text / Reading story about snow white and story of lake toba
Day / date : Friday / 10 November 2017
Time Allocation : 2 x 40 Minutes / 08.10 am – 09.30 am.
Meeting : 3rd Meeting

A. Rationale : This lesson designed for 35 students ninth grade of Junior High School using direct method and grammar translation method. Some techniques like asks students to read story in slide then asks them to make story mapping will be used in teaching and learning process. The students also asks to answer some questions related with the story. The students will be easier to understanding story of narrative text by use story mapping to comprehend their reading comprehension. By using the approaches, methods, and techniques mentioned above, I expect that the students will be able to improve their reading ability and also easier to answer question.

B. Goal : Ninth grade students of Junior High School will be able to improve their reading comprehension of narrative text by use story mapping to used target language in their daily life.

C. Objectives: By the end of the lesson:

- Ninth grade students of Junior High School will be able to develop their reading comprehension of narrative text by read the story about *a Man and His Donkey* at least 85% fluency and accuracy.
- Ninth grade students of Junior High School will be able to develop their reading skill of narrative text and vocabulary mastery with 90% accuracy and acceptability.

D. Topic material: Narrative text (*a Man and His Donkey*)

E. Approach and Method: Direct method and grammar translation method.

F. Material and equipment:

- Copy papers of narrative text *a Man and His Donkey*
- Copy papers graphic visual of story mapping
- Whiteboard and board markers
- Dictionary
- English book for ninth grade students of Junior High School

G. Procedures:

No	Activity	Explanation	Time
1	Pre-activity	<p>-Opening the lesson</p> <p>The teacher opens the lesson by greeting the students:</p> <p>T: Good morning students !</p> <p>S: Good morning sir !</p> <p>T: How are you today?</p> <p>S: Fine / and you?</p> <p>T: I'm very well. Thanks.</p> <p>T : Ok. students before we start our lesson today let's saying Basmallah together.</p> <p>Ss: Bismillahirrahmaanirrahim..</p> <p>-Then the teacher checking attendance of the students.</p>	5 minutes
2	While activity	<p>-Teacher show the story about a Man and His Donkey in slide.</p> <p>-Teacher asks students to read then make story mapping.</p> <p>-Teacher and students discuss the story, then students ask to check the story mapping that they have make whether there is appropriate or not.</p> <p>-Teacher asks students to answer five questions related with the story.</p>	70 minutes
3	Post activity	<p>Concluding and closing the lesson</p> <p>-The teacher is ready to close the lesson, asks students whether they have question or not.</p> <p>T: Okey, before I close our lesson today. Any questions?</p> <p>S: (silent) / no sir. (if there is any question the teacher will answer and give explanation).</p> <p>T: No questions..Ok. see you on the next lesson. Don't forget to study hard and keep practice.</p>	5 minutes

	S: Yes sir.. see you.	
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H. Backup plan : -In case boardmarker is not function the teacher should be ready have more than one boardmarker.

I. Evaluation :

1. Cognitive aspect: pop quizzes;
2. Affective aspect: evaluated while the process of teaching and learning;
3. Psychomotor aspect: evaluated while the process of teaching and learning,
4. Assignment type: Individual and group.

Banjarmasin, November 2017

Researcher,

Achmad Safi'i

NIM. 1301240872

Topic Material

A man and his donkey

A man with his donkey carrying two sacks of wheat was on his way to the market. After a little while he was tired and they rested under a tree.

When he woke up from his nap he could not see the donkey and started searching for the donkey everywhere. On the way he met a boy, he asked the boy, "Have you seen my donkey?" The boy asked, "Is the donkey's left eye blind, his right foot lame and is he carrying a load of wheat?" The man was happy and said, "Yes, exactly! Where have you seen it?" the boy answered "I haven't seen it." This made the man very angry and he took the boy to the village chief for punishment.

The judge asked, "Dear boy, if you had not seen the donkey, how could you describe it?" The boy answered, "I saw the tracks of a donkey and the right and left tracks were different from this. I understood that the donkey that passed there was limping. And the grass on the right side of the road was eaten but the grass on the left was not. From that I understood that his left eye was blind. There were wheat seeds scattered on the ground and I understood that he must have been carrying a load of wheat. The judge understood the boy's cleverness and told the man to forgive the boy.

List of questions

Choose and circle a, b, c, or d for the best answer in the following questions !

1. The text shows that the boy knew about the donkey based on ...
 - A. the clues that he saw
 - B. the words which people said
 - C. the report made by passers by
 - D. the people who told him
2. "...and I understood that he must have been carrying a load of wheat."
What does the underlined word in the sentence refer to?
 - A. The donkey
 - B. The traveler
 - C. The man
 - D. The village chief
3. What lesson can we learn from the story?
 - A. Punishment should be done as soon as possible
 - B. Law enforcement must be done to everyone
 - C. We should not jump into conclusion quickly
 - D. We must not belittle people especially children
4. "Is the donkey's left eye blind, his right foot lame and is he carrying a load of wheat?" The underlined word means that the donkey's right foot was...
 - A. Very strong
 - B. Unable to walk
 - C. Very weak
 - D. All the answer right
5. Why the man very angry to the boy ?
 - A. Because the boy steal his donkey
 - B. Because the boy lie to the men
 - C. Because the boy say that he have not see the donkey
 - D. Because the boy sell his donkey

LESSON PLAN (Control Class)

Practitioner : Achmad Safi'i
Name of School : MTsN 3 TAPIN
Subject : English
Class / Semester : IX / I
Theme / Sub theme : Narrative Text / Reading story about snow white and story of lake toba
Day / date : Tuesday / 31 October 2017
Time Allocation : 2 x 40 Minutes / 10.25 am – 11.45 am.
Meeting : 1st Meeting

A. Rationale : This lesson designed for 35 students ninth grade of Junior High School using grammar translation method. Some techniques like ask students to read story or passages then give them some questions related with the stories will be used in teaching and learning process. The students also will be able to comprehend their vocabulary mastery by understanding the words that they never know before. By using the approaches, methods, and techniques mentioned above, I expect that the students will be able to improve their reading ability and also understand about structure.

B. Goal : Ninth grade students of Junior High School will be able to improve their reading comprehension of narrative text and grammar skill to used target language in their daily life.

C. Objectives: By the end of the lesson:

- Ninth grade students of Junior High School will be able to develop their reading comprehension of narrative text by read the story about *Snow White* and *Story of Lake Toba* at least 85% fluency and accuracy.
- Ninth grade students of Junior High School will be able to develop their reading skill of narrative text and vocabulary mastery with 90% accuracy and acceptability.

D. Topic material: Narrative text (*Snow White* and *Story of Lake Toba*)

E. Approach and Method: Grammar translation method.

F. Material and equipment:

- Copy papers of narrative text *Snow White* and *Story of lake Toba*
- Whiteboard and board markers
- Dictionary
- English book for ninth grade students of Junior High School

G. Procedures:

No	Activity	Explanation	Time
1	Pre-activity	<p>-Opening the lesson</p> <p>The teacher opens the lesson by greeting the students:</p> <p>T: Good morning students !</p> <p>S: Good morning sir !</p> <p>T: How are you today?</p> <p>S: Fine / and you?</p> <p>T: I'm very well. Thanks.</p> <p>T : Ok. students before we start our lesson today let's saying Basmallah together.</p> <p>Ss: Bismillahirrahmaanirrahim..</p> <p>-Then the teacher checking attendance of the students.</p>	5 minutes
2	While activity	<p>-Teacher writing title topic of the lesson on the whiteboard to introducing to students. Then explain what they will learn today.</p> <p>-The teacher give explanation about narrative text and also generic structure of narrative text.</p> <p>-The teacher give example of narrative text by share piece of papers to students story about Snow White and Story of Lake Toba.</p> <p>-The teacher asks students to read the story and asks them to identify the generic structure of the text.</p> <p>-The teacher give students some questions related with the passages.</p>	70 minutes
3	Post activity	<p>Concluding and closing the lesson</p> <p>-The teacher is ready to close the lesson, asks students whether they have question or not.</p> <p>T: Okey, before I close our lesson today. Any questions?</p>	5 minutes

		<p>S: (silent) / no sir. (if there is any question the teacher will answer and give explanation).</p> <p>T: No questions..Ok. see you on the next lesson. Don't forget to study hard and keep practice.</p> <p>S: Yes sir.. see you.</p>	
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H. Backup plan : -In case boardmarker is not function the teacher should be ready have more than one boardmarker.

I. Evaluation :

1. Cognitive aspect: pop quizzes;
2. Affective aspect: evaluated while the process of teaching and learning;
3. Psychomotor aspect: evaluated while the process of teaching and learning,
4. Assignment type: Individual and group.

Banjarmasin, October 2017

Researcher,

Achmad Safi'i

NIM. 1301240872

Topic Material

Snow White

Long ago, in the Neverland, there lived a very beautiful princess named Snow White. The Queen was her step mother. She was very jealous of her beauty, so she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs and they lived happily.

Unlucky the evil queen knew that Snow White was still alive and lived in the forest, so she went there to kill her. The Queen turned into a witch. But Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

List of Questions

1. Where did the story take place?
2. How many characters are there in the story? Who are they?
3. Why the queen was jealous to Snow White?
4. The first paragraph in the story called?
5. What the queen doing when she know Snow White still alive?

LESSON PLAN (Control Class)

Practitioner : Achmad Safi'i
Name of School : MTsN 3 TAPIN
Subject : English
Class / Semester : IX / I
Theme / Sub theme : Narrative Text / Reading story about an Ant and Dove
Day / date : Monday / 6 November 2017
Time Allocation : 2 x 40 Minutes / 08.10 am – 09.30 am.
Meeting : 2nd Meeting

A. Rationale : This lesson designed for 35 students ninth grade of Junior High School using grammar translation method. Some techniques like ask students to read story or passages then give them some questions related with the stories will be used in teaching and learning process. The students also will be able to comprehend their vocabulary mastery by understanding the words that they never know before. By using the approaches, methods, and techniques mentioned above, I expect that the students will be able to improve their reading ability and also understand about structure.

B. Goal : Ninth grade students of Junior High School will be able to improve their reading comprehension of narrative text and grammar skill to used target language in their daily life.

C. Objectives: By the end of the lesson:

- Ninth grade students of Junior High School will be able to develop their reading comprehension of narrative text by read the story about *Ant and Dove* at least 85% fluency and accuracy.
- Ninth grade students of Junior High School will be able to develop their reading skill of narrative text and vocabulary mastery with 90% accuracy and acceptability.

D. Topic material: Narrative text (*an Ant and Dove*)

E. Approach and Method: Grammar translation method.

F. Material and equipment:

- Copy papers of narrative text
- Whiteboard and board markers

- Dictionary
- English book for ninth grade students of Junior High School

G. Procedures:

No	Activity	Explanation	Time
1	Pre-activity	<p>-Opening the lesson</p> <p>The teacher opens the lesson by greeting the students:</p> <p>T: Good morning students !</p> <p>S: Good morning sir !</p> <p>T: How are you today?</p> <p>S: Fine / and you?</p> <p>T: I'm very well. Thanks.</p> <p>T : Ok. students before we start our lesson today let's saying Basmallah together.</p> <p>Ss: Bismillahirrahmaanirrahim..</p> <p>-Then the teacher checking attendance of the students.</p>	5 minutes
2	While activity	<p>-Teacher make riview by asking the students about topic that they have learned in the last meeting. The topic is narrative story of Snow White and Story of Lake Toba.</p> <p>-After a while, teacher introducing another story still about narrative text.</p> <p>-The teacher gives papers to students with new story about <i>an Ant and Dove</i>.</p> <p>-The teacher asks them to read and understanding the story.</p> <p>-While the students reading, the teacher walks around the class maybe there is any students have some questions.</p> <p>-The teacher asks students randomly to retelling the story based on what they have understand.</p>	70 minutes
3	Post activity	<p>Concluding and closing the lesson</p> <p>-The teacher is ready to close the lesson, asks students whether they have question or not.</p> <p>T: Okey, before I close our lesson today. Any questions?</p>	5 minutes

		<p>S: (silent) / no sir. (if there is any question the teacher will answer and give explanation).</p> <p>T: No questions..Ok. see you next lesson. Don't forget to study hard and keep practice.</p> <p>S: Yes sir.. see you.</p>	
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H. Backup plan : -In case boardmarker is not function the teacher should be ready have more than one boardmarker.

I. Evaluation :

1. Cognitive aspect: pop quizzes;
2. Affective aspect: evaluated while the process of teaching and learning;
3. Psychomotor aspect: evaluated while the process of teaching and learning,
4. Assignment type: Individual and group.

Banjarmasin, November 2017

Researcher,

Achmad Safi'i

NIM. 1301240872

Topic Material

an Ant and Dove

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days after ward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. "thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

LESSON PLAN (Control Class)

Practitioner : Achmad Safi'i
Name of School : MTsN 3 TAPIN
Subject : English
Class / Semester : IX / I
Theme / Sub theme : Narrative Text / Reading story about A Man and His Donkey
Day / date : Tuesday / 7 November 2017
Time Allocation : 2 x 40 Minutes / 10.25 am – 1145 am.
Meeting : 3rd Meeting

A. Rationale : This lesson designed for 35 students ninth grade of Junior High School using grammar translation method. Some techniques like ask students to read story or passages then give them some questions related with the stories will be used in teaching and learning process. The students also will be able to comprehend their vocabulary mastery by understanding the words that they never know before. By using the approaches, methods, and techniques mentioned above, I expect that the students will be able to improve their reading ability and also understand about structure.

B. Goal : Ninth grade students of Junior High School will be able to improve their reading comprehension of narrative text and grammar skill to used target language in their daily life.

C. Objectives: By the end of the lesson:

- Ninth grade students of Junior High School will be able to develop their reading comprehension of narrative text by read the story about *a Man and His Donkey* at least 85% fluency and accuracy.
- Ninth grade students of Junior High School will be able to develop their reading skill of narrative text and vocabulary mastery with 90% accuracy and acceptability.

D. Topic material: Narrative text (*a Man and His Donkey*)

E. Approach and Method: Grammar translation method.

F. Material and equipment:

- Copy papers of narrative text
- Whiteboard and board markers

- Dictionary
- English book for ninth grade students of Junior High School

G. Procedures:

No	Activity	Explanation	Time
1	Pre-activity	<p>-Opening the lesson</p> <p>The teacher opens the lesson by greeting the students:</p> <p>T: Good morning students !</p> <p>S: Good morning sir !</p> <p>T: How are you today?</p> <p>S: Fine / and you?</p> <p>T: I'm very well. Thanks.</p> <p>T : Ok. students before we start our lesson today let's saying Basmallah together.</p> <p>Ss: Bismillahirrahmaanirrahim..</p> <p>-Then the teacher checking attendance of the students.</p>	5 minutes
2	While activity	<p>-Teacher introducing another story of narrative text entitled a Man and His Donkey by share piece of papers.</p> <p>-The teacher read the story then ask students to repeat.</p> <p>-Teacher ask students to identify generic structure of the text and main idea each paragraph.</p> <p>-The teacher and students discuss and answer the questions related the text together.</p>	70 minutes
3	Post activity	<p>Concluding and closing the lesson</p> <p>-The teacher is ready to close the lesson, asks students whether they have question or not.</p> <p>T: Okey, before I close our lesson today. Any questions?</p> <p>S: (silent) / no sir. (if there is any question the teacher will answer and give explanation).</p> <p>T: No questions..Ok. see you next lesson. Don't forget to study hard and keep practice.</p> <p>S: Yes sir.. see you.</p>	5 minutes

H. Backup plan : -In case boardmarker is not function the teacher should be ready have more than one boardmarker.

I. Evaluation :

1. Cognitive aspect: pop quizzes;
2. Affective aspect: evaluated while the process of teaching and learning;
3. Psychomotor aspect: evaluated while the process of teaching and learning,
4. Assignment type: Individual and group.

Banjarmasin, November 2017

Researcher,

Achmad Safi'i

NIM. 1301240872

Topic Material

A man and his donkey

A man with his donkey carrying two sacks of wheat was on his way to the market. After a little while he was tired and they rested under a tree.

When he woke up from his nap he could not see the donkey and started searching for the donkey everywhere. On the way he met a boy, he asked the boy, "Have you seen my donkey?" The boy asked, "Is the donkey's left eye blind, his right foot lame and is he carrying a load of wheat?" The man was happy and said, "Yes, exactly! Where have you seen it?" the boy answered "I haven't seen it." This made the man very angry and he took the boy to the village chief for punishment.

The judge asked, "Dear boy, if you had not seen the donkey, how could you describe it?" The boy answered, "I saw the tracks of a donkey and the right and left tracks were different from this. I understood that the donkey that passed there was limping. And the grass on the right side of the road was eaten but the grass on the left was not. From that I understood that his left eye was blind. There were wheat seeds scattered on the ground and I understood that he must have been carrying a load of wheat. The judge understood the boy's cleverness and told the man to forgive the boy.

List of Questions

Choose and circle a, b, c, or d for the best answer in the following questions !

6. The text shows that the boy knew about the donkey based on ...
 - A. the clues that he saw
 - B. the words which people said
 - C. the report made by passers by
 - D. the people who told him
7. "...and I understood that he must have been carrying a load of wheat."
What does the underlined word in the sentence refer to?
 - A. The donkey
 - B. The traveler
 - C. The man
 - D. The village chief
8. What lesson can we learn from the story?
 - A. Punishment should be done as soon as possible
 - B. Law enforcement must be done to everyone
 - C. We should not jump into conclusion quickly
 - D. We must not belittle people especially children
9. "Is the donkey's left eye blind, his right foot lame and is he carrying a load of wheat?" The underlined word means that the donkey's right foot was...
 - A. Very strong
 - B. Unable to walk
 - C. Very weak
 - D. All the answer right
10. Why the man very angry to the boy ?
 - E. Because the boy steal his donkey
 - F. Because the boy lie to the men
 - G. Because the boy say that he have not see the donkey
 - H. Because the boy sell his donkey

APPENDIX 6:

Pre-test Items

Choose and circle a, b, c, d, or e for the correct answer !

The following text for questions 1 to 6.

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong, Why do you do everything the man tells you?" "Oh, the man is very intelligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home." "Can You go and get it?" asked the tiger. "Yes," said the man, "But I'm afraid you will kill my buffalo when I am gone. He took his plow and hit the tiger with a stick. Then he said. "Now you know about my intelligence even if you haven't seen it."

1. Where did the story take place?
 - a. In the Zoo
 - b. In the Forest
 - c. In the Field
 - d. In the Park
 - e. In the River
2. When did the farmer plow his field?
 - a. In the morning and afternoon
 - b. In the morning and evening
 - c. Only in the afternoon
 - d. Only in the morning
 - e. In the midnight
3. How many characters are there in the story?
 - a. Three
 - b. Five
 - c. Four
 - d. Six
 - e. Seven
4. What is the main idea of the last paragraph?
 - a. Farmer and his buffalo worked
 - b. Big animal listened to a small animal
 - c. The tiger wanted to see farmer's intelligence
 - d. The farmer plowed his field
 - e. The farmer showed his intelligence

5. “The tiger was surprised to see big animal listening to a small animal” (paragraph 2 line 2)
The underlined word means.....
- a. Afraid
 - b. Hear
 - c. Strong
 - d. Weak
 - e. Lazy
6. What can we learn from the story?
- a. Never underestimate others
 - b. We have to plow the field everyday
 - c. A buffalo is more intelligent than a tiger
 - d. The size of body determines the power
 - e. Never plow the field in the morning

The following text for questions 7 to 11.

Cinderella

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

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

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

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

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

After searching for along time, finally, they came to Cindrella’s house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

7. What is the purpose of the text above?
- a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl

- d. To retell about Cinderella’s experience/memory
 - e. To entertain readers with an actual, or vicarious experience
8. What was there at the palace one day?
- a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
 - e. Glass slippers
9. Why did the king hold the event at his palace?
- a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To find his crown prince a wife
 - d. To entertain his people
 - e. To show give amusement to his guests
10. How was the end of the story?
- a. The prince married Cindrella
 - b. Cindrella was killed by her step mother
 - c. The prince turned into a horse forever
 - d. The king gave the kingdom to Cindrella
 - e. Cindrella was betrayed by the king
11. “She also gave Cindrella a lovely dress....” (Paragraph 3). The underlined word has the same meaning with
- a. Boring
 - b. Honest
 - c. Polite
 - d. Loyal
 - e. Pretty

The following story for questions 12 to 21.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

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

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

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

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

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

12. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Rio de Janeiro
 - d. Jakarta
 - e. Buenos aires
13. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Cantano
 - d. Canato
 - e. Nacato
14. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Everyday
 - c. Every morning
 - d. Many times
 - e. Every second
15. Which statement is true according to the text?
 - a. The parrot could say catano
 - b. At last the parrot could say catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
 - e. The four old chickens dead
16. What does the man do to the bird because the bird cannot say the name of a place.
 - a. The man ate the bird
 - b. The man sold the bird
 - c. The man killed the bird
 - d. The man taught the bird
 - e. The man release the bird

17. It is most likely that
- a. The bird killed the three chickens
 - b. The three chickens killed the bird
 - c. The bird played with the chicken
 - d. The bird killed one of the three chickens
 - e. The bird killed all the chickens
18. What is the story about?
- a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
 - e. A bird and the chickens
19. "It was very, very smart"
- The underlined word refers to
- a. The man
 - b. The bird
 - c. The chicken
 - d. Puerto Rico
 - e. Catano
20. "The parrot was very, very smart"
- The word 'smart' means
- a. Stupid
 - b. Clever
 - c. Lazy
 - d. Stubborn
 - e. Beautiful
21. "The parrot was screaming at the fourth chickens"
- What does the underlined word mean?
- a. Smiling
 - b. Crying
 - c. Speaking
 - d. Shouting
 - e. Laughing

The following text for questions 22 to 25.

Two Frogs

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city. It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?"

"No," said the other frog, "but if I climb on your back I might be able to see it." So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

22. What did they feel on their way to find a big city?
- a. Happy
 - b. Sad
 - c. Thirsty
 - d. Glad
 - e. Tired
23. Why did one of the frogs climb on the other's back?
- a. It felt tired
 - b. It could not see the city
 - c. To see the city
 - d. It was a hot day.
 - e. It thought it was worthwhile
24. "...at last they set off to see the city." (Paragraph 2)
The underlined word means
- a. Left
 - b. Decided
 - c. Went away
 - d. Gave up
 - e. Stopped
25. What is the moral value of the text?
- a. Never do something useless with your friends
 - b. Never trust within a single opinion without other evidences
 - c. We have to accept whatever information we receive
 - d. We can always ask someone's opinions for anything
 - e. Do not say something if you do not doing that

APPENDIX 6:

Post-test Items

Choose and circle a, b, c, d, or e for the correct answer !

The following text for question 1 to 10

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

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

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

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

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

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

1. Where does the story take place?

- | | |
|-------------------|-----------------|
| a. Puerto Rico | d. Jakarta |
| b. London | e. Buenos aires |
| c. Rio de Janeiro | |

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

- | | |
|------------|-----------|
| a. Nacato | d. Canato |
| b. Tacano | e. Catano |
| c. Cantano | |

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

- | | |
|---------------|-----------------|
| a. Always | d. Everyday |
| b. Many times | e. Every second |

c. Every morning

4 . Which statement is true according to the text?

- a. The parrot could say catano
- b. Catano was the name at the parrot
- c. At last the parrot could say catano
- d. The man never got angry at the parrot
- e. The four old chickens dead

5 . What does the man do to the bird because the bird cannot say the name of a place.

- a. The man taught the bird
- b. The man ate the bird
- c. The man sold the bird
- d. The man killed the bird
- e. The man release the bird

6 . It is most likely that

- a. The bird killed one of the three chickens
- b. The three chickens killed the bird
- c. The bird played with the chicken
- d. The bird killed the three chickens
- e. The bird killed all the chickens

7 . What is the story about?

- a. A parrot and the owner
- b. A parrot and a chicken
- c. A parrot and a cat
- d. A parrot, the owner, and chickens
- e. A bird and the chickens

8 . “It was very, very smart”

The underlined word refers to

- a. The man
- b. Catano
- c. The chicken
- d. Puerto Rico
- e. The bird

9 . “The parrot was very, very smart”

The word ‘smart’ means

- a. Stupid
- d. Stubborn

- b. Lazy
- c. Clever
- e. Beautiful

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

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Speaking
- d. Shouting
- e. Laugh

The following text for questions 11 to 14.

Two Frogs

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city. It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?"

"No," said the other frog, "but if I climb on your back I might be able to see it." So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

11. What did they feel on their way to find a big city?

- a. Happy
- b. Tired
- c. Thirsty
- d. Glad
- e. Sad

12. Why did one of the frogs climb on the other's back?

- a. It could not see the city
- b. It felt tired
- c. To see the city
- d. It was a hot day.
- e. It thought it was worthwhile

13. " ...at last they set off to see the city." (Paragraph 2)

The underlined word means

- a. Go away
- b. Decided
- c. Left
- d. Gave up
- e. Stopped

14. What is the moral value of the text?
- Never trust within a single opinion without other evidences
 - Never do something useless with your friends
 - We have to accept whatever information we receive
 - We can always ask someone's opinions for anything
 - Do not say something if you do not doing that

The following text for questions 15 to 20.

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong, Why do you do everything the man tells you?" "Oh, the man is very intelligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home." "Can You go and get it?" asked the tiger. "Yes," said the man, "But I'm afraid you will kill my buffalo when I am gone. He took his plow and hit the tiger with a stick. Then he said. "Now you know about my intelligence even if you haven't seen it."

15. Where did the story take place?
- In the Zoo
 - In the Forest
 - In the River
 - In the Park
 - In the Field
16. When does the farmer plow his field?
- In the morning and evening
 - In the morning and afternoon
 - Only in the afternoon
 - Only in the morning
 - In the midnight
17. How many characters are there in the story?
- Seven
 - Six
 - Five
 - Four
 - Three
18. What is the main idea of the last paragraph?
- Farmer and his buffalo working
 - Big animal listening to a small animal
 - The tiger want to see farmer's intelligence
 - The farmer show his intelligence

e. The farmer plow his field

19. "The tiger was surprised to see big animal listening to a small animal" (paragraph 2 line 2)

The underlined word means.....

- a. Afraid
- b. Strong
- c. Hear
- d. Weak
- e. Lazy

20. What can we learn from the story?

- a. A buffalo is more intelligent than a tiger
- b. We have to plow the field everyday
- c. Never underestimate others
- d. The size of body determines the power
- e. Never plow the field in the morning

The following text for questions 21 to 25.

Cinderella

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

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

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

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

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

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

21. What is the purpose of the text above?

- a. To entertain readers with an actual, or vicarious experience

- b. To tell us how to write a story
 - c. To inform what happened in the past
 - d. To give a description of a beautiful girl
 - e. To retell about Cinderella's experience/memory
22. What was there at the palace one day?
- a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
 - e. Glass slippers
23. Why did the king hold the event at his palace?
- a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To entertain his people
 - d. To find his crown prince a wife
 - e. To show give amusement to his guests
24. How was the end of the story?
- a. Cindrella was killed by her step mother
 - b. The prince turned into a horse forever
 - c. The king gave the kingdom to Cindrella
 - d. Cindrella was betrayed by the king
 - e. The prince married Cindrella
25. "She also gave Cindrella a lovely dress...." (Paragraph 3). The underlined word has the same meaning with
- a. Boring
 - b. Pretty
 - c. Polite
 - d. Loyal
 - e. Honest

APPENDIX 7:

ANSWER KEY

1. Pre-test

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

2. Post-test

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

APPENDIX 8:

Students' Pre-Test and Post-Test Score Experiment Class

No	Name of Students	Pre-test Score	Post-test Score
1	A. Hadi Kurniawan	52	56
2	A. Redha Aulia	44	48
3	Ahmad Fauzi	48	60
4	Ahmad Juhransyah	36	44
5	Ahmad Maulidan	68	72
6	Ahmad Rifai	40	52
7	Ahmad Tajali	76	80
8	Andre Prayoga	36	44
9	Annisa Fildza Nabila	36	52
10	Asniah	48	60
11	Budi Setiawan	44	48
12	Esva Maulida	36	44
13	Fathur Rahman	44	48
14	Halimatus Sa'diah	44	56
15	Handoko Adi Subagyo	24	40
16	Helda	24	32
17	Ilham Fajrian	40	52
18	Jumiati	36	40
19	Jumiatul Paridah	36	48
20	Khairunnisa	36	44
21	Laily Nurhayati	40	52
22	Latifah	56	60
23	M. Faisal Nor Rahman	36	48
24	M. Naufal Raehannor	84	88
25	M. Rifa'i	36	44
26	Maulida	28	40
27	Milda	36	48
28	Mira Restami	32	60
29	Nor Haiyatul Jannah	40	64
30	Nor Hikmah Wati	36	40
31	Norizatil Kamila	56	60
32	Nurahmah	32	40
33	Raisyatun Awaliah	36	48
34	Rina Wati	48	60
35	Rusidah	40	52

APPENDIX 9:

Students' Pre-Test and Post-Test Score Control Class

No	Name of Students	Pre-test Score	Post-test Score
1	Ahamd Husein Thalbah	48	52
2	Ahmad Ramadhani	48	52
3	Ahmad Syafawi	32	40
4	Akhmad Rifa'i	52	52
5	Awalia Mastina	44	48
6	Bambang Setiawan	44	40
7	Devi Ananda Julianty	32	44
8	Fatimah	56	52
9	Fatimah Tul Zahra	52	60
10	Fitry Rahmawati	40	44
11	Hadiyati Rahmani Qadariah	52	64
12	Khairina	40	52
13	M. Jaidi	48	52
14	Noor Aida	52	60
15	Nor Khasanah	52	60
16	Nur Latifah	48	44
17	Okky Al Faruq	40	52
18	Peda Yurita	36	32
19	Rabiatul Adawiyah	36	44
20	Rahayu	60	64
21	Rahmah	44	52
22	Riana Rahmi	28	40
23	Saidatun Niswah	48	56
24	Siti Halisah	32	44
25	Siti Jahra	40	44
26	Siti Khadijah	40	52
27	Siti Maimunah	56	52
28	Siti Najwa Nazhifah	72	76
29	Siti Rahmah	36	40
30	Siti Silviana	48	52
31	Sulaimatul Alfiah	36	34
32	Sulisdianty	56	56
33	Yukhadijah Fahta	48	76
34	Yuliana	40	44
35	Zahra Desy Safitri	48	52

APPENDIX 10:

Interview Guide For English Teacher

1. Bagaimana minat dan ketertarikan siswa dalam belajar Bahasa Inggris?
2. Skill apa saja yang paling di senangi oleh siswa saat Bapak/Ibu mengajar Bahasa Inggris?
3. Metode dan media apa saja yang biasa Bapak/Ibu gunakan dalam mengajar skill reading dalam Bahasa Inggris?
4. Apa pendapat Bapak/Ibu tentang penggunaan story mapping technique dalam pembelajaran narrative text?
5. Apakah latar belakang pendidikan Bapak/Ibu sebelum mengajar Bahasa Inggris di MTsN 3 Tapin?

APPENDIX 11:**Observation Guidelines**

Observation Item		Yes	No	Comment
A.	Pre-activity			
	1. The teacher greets and asks the students' condition.			
	2. The students respond to the teacher's greeting and tell about their condition.			
	3. teacher check attendance of the students			
	4. The teacher leads a prayer.			
	5. The teacher reviews the previous topic.			
	6. The teacher introducing the new topic to the students.			
	7. The teacher tells the objective of the teaching and learning process.			
B.	While-activity			
	1. The students are ready to learn the materials.			
	2. The teacher builds the students' knowledge by asks some questions related to the topic.			
	3. The teacher checks the students' understanding.			
	4. The teacher gives explanation and some examples of the material.			
	5. The teacher gives some reinforcement.			
	6. The teacher gives chances to the students to ask questions.			
	7. The students deliver the questions to the teacher.			
C.	Post-activity			
	1. The teacher summarizes and reflects the lesson.			
	2. The teacher build students' motivation to study			

	hard.			
	3. The teacher closes the lesson			
	4. The teacher lead the prayer			

APPENDIX 12:

TABEL NILAI "t" UNTUK BERBAGAI df (db)

df atau db	Harga kritik "t" pada taraf signifikansi	
	5 % (0.05)	1% (0.01)
1	12,71	63,60
2	4,30	9,92
3	3,18	5,84
4	2,78	4,00
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,25
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
40	2,02	2,71
45	2,02	2,69
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63



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Nomor : B-4768/Un.20/III.2/TL.00/08/2017
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, Agustus 2017

Kepada,

Yth. **Kepala Kementerian Agama
Kabupaten Tapin**
di – Rantau

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Achmad Safi
N I M : 1301240872
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Bina Brata KM.4,5 Gang Permata No.22 RT.15 RW.01 Kel. Pemurus Luar
Kec. Banjarmasin Timur

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Pih. Wakil Dekan Bidang Akademik dan Kemahasiswaan
Wakil Dekan Bidang Administrasi Umum,
Perencanaan dan Keuangan



Drs. Saadillah, M.Pd
NIP. 196405201992031006

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala MTsN 3 Tapin



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SURAT RISET

Nomor: B-4768 /Un.20/III.2/TL.00/08/2017

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Achmad Safi'i
Nomor Induk Mahasiswa : 1301240872
Semester : VIII (Delapan)
Alamat : Bina Brata KM.4,5 Gang Permata No.22 RT.15
RW.01 Kel. Pemurus Luar Kec. Banjarmasin Timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

**THE EFFECTIVENESS OF STORY MAPPING TECHNIQUE IN TEACHING READING
COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF MTsN
3 TAPIN**

Tempat yang dituju : MTsN 3 Tapin
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 31 Juli 2017
Sampai dengan tanggal : 30 September 2017

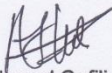
Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Pih. Wakil Dekan Bidang Akademik dan Kemahasiswaan
Wakil Dekan Bidang Administrasi Umum,
Perencanaan dan Keuangan

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Mahasiswa yang bersangkutan,


Achmad Safi'i
NIM. 1301240872



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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REKOMENDASI

Nomor : *0803*KK.17.04-2/PP.00/08/2017

Memperhatikan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Negeri Antasari Nomor : B-4768/Un.20/III.2/TL.00/08/2017 tanggal 08 Agustus 2017 perihal Permohonan Ijin Penelitian:

Kepala Kantor Kementerian Agama Kabupaten Tapin, pada prinsipnya tidak keberatan untuk memberikan Rekomendasi kepada :

Nama : Achmad Safi'i
N I M : 1301240872
Program Studi : PBI
Jurusan : Tarbiyah dan Keguruan
Lokasi Penelitian : MTsN 3 Tapin

Untuk melaksanakan penelitian dengan pertimbangan sebagai berikut :

1. Dalam Rangka Pengembangan Kompetensi Mahasiswa untuk mengakhiri Pendidikan di Perguruan Tinggi
2. Merupakan salah satu syarat untuk melengkapi dan mengakhiri Pendidikan di Perguruan Tinggi

Demikian Surat Rekomendasi ini diberikan kepada yang bersangkutan, agar pihak –pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Rantau

Pada Tanggal : 24 Agustus 2017

Pif Kepala ,



Drs.H.M. Rasul Akbar,M.M

NIP.19611128 198603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

Nomor. 250/Mts.17.04/003/KP.01.2/11/2017

Yang bertanda tangan di bawah ini :

Nama : Lukman Taib, S.Ag
NIP : 19701115 200212 1 001
Jabatan : Kepala MTsN 3 Tapin
Alamat : Jl. Bendungan Desa Tungkap Kec. Binuang Kab. Tapin

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Achmad Safi'i
NIM : 1301240872
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Universitas : Universitas Islam Negeri (UIN) Antasari Banjarmasin

Telah selesai melakukan penelitian di MTsN 3 Tapin Jl. Bendungan Desa Tungkap Kec. Binuang Kab. Tapin terhitung mulai bulan September 2017 sampai dengan bulan November 2017.

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

Binuang, 18 November 2017

Kepala MTsN 3 Tapin,



Lukman Taib



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1. Nama Mahasiswa : Achmad Safii
2. N I M : 1301740872
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Effectiveness of story mapping technique in teaching reading Comprehension of narrative text at the ninth grade students of MTsN 3 Tapin
5. Dosen Pembimbing :
I. Drs. H. Andi Makmur, M. Ag. Ph. D
II. Rahmida Murhiana, S.S. M. A.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1	Chapter one is needed still needs to revise. See my notes in your thesis. 1/2017		
2	Chapter three is also still needed to revise. - Explain how to do random sampling - Test is mentioned twice, as instruments and as technique. Be careful!! 1/2017		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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2. N I M : 1301740312
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : The effectiveness of story mapping technique in teaching reading comprehension of narrative text at the ninth grade students of MTsN 3 TAI
5. Dosen Pembimbing :
I. Drs. H. Akdi Makmur, M.Ag. Ph.D.
II. Rahmila Murtiana, M.A
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Skill need to revise, such as in chapter I, II & III.		
2.	Instruments are different with data collecting. What about observations?		
3	See my notes in your draft of thesis		

10/10/17
41

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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in teaching reading comprehension of narrative text
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5. Dosen Pembimbing :
I. Drs. H. Ahdi Makmur, M. Ag. Ph. D
II. Rahmila Murtiana, M. A.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Still need a little revision in chapter I, II & III. See my notes in them.		
2.	Chapter IV & V also need revision. Finished the revision, you can present this thesis to be examined but conclusion should answer the problems.	25/2017 12	

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

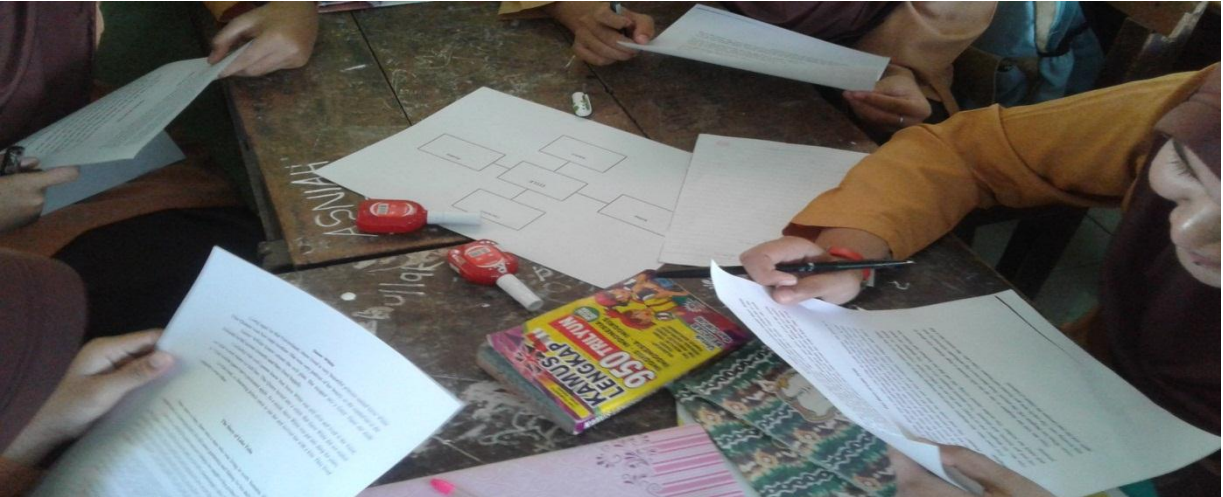
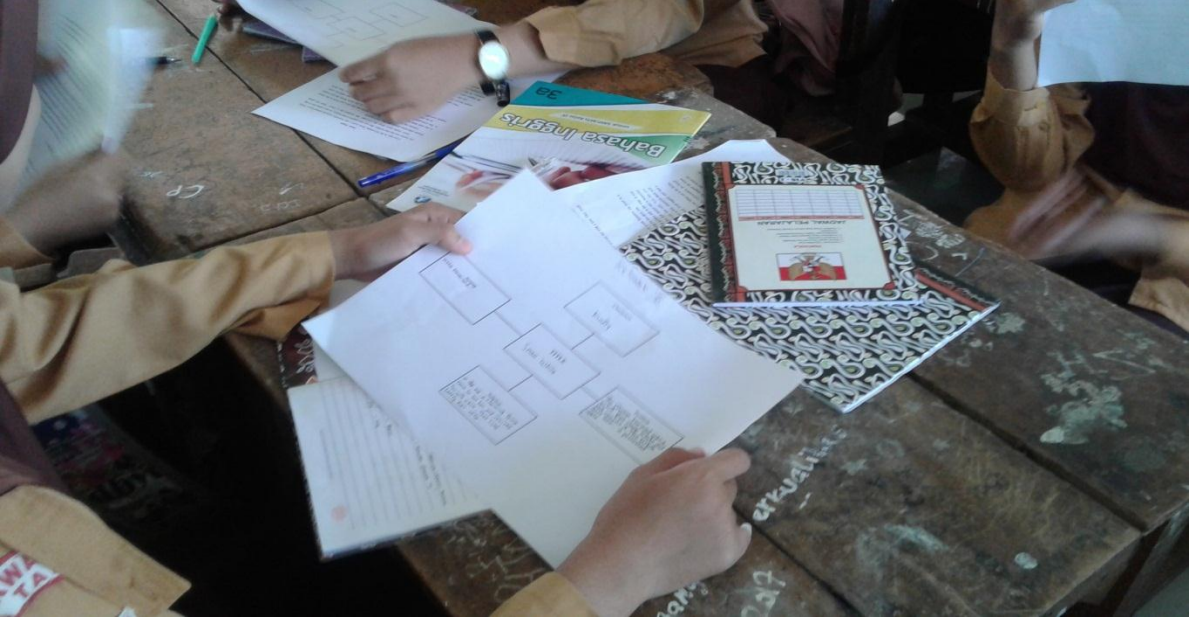
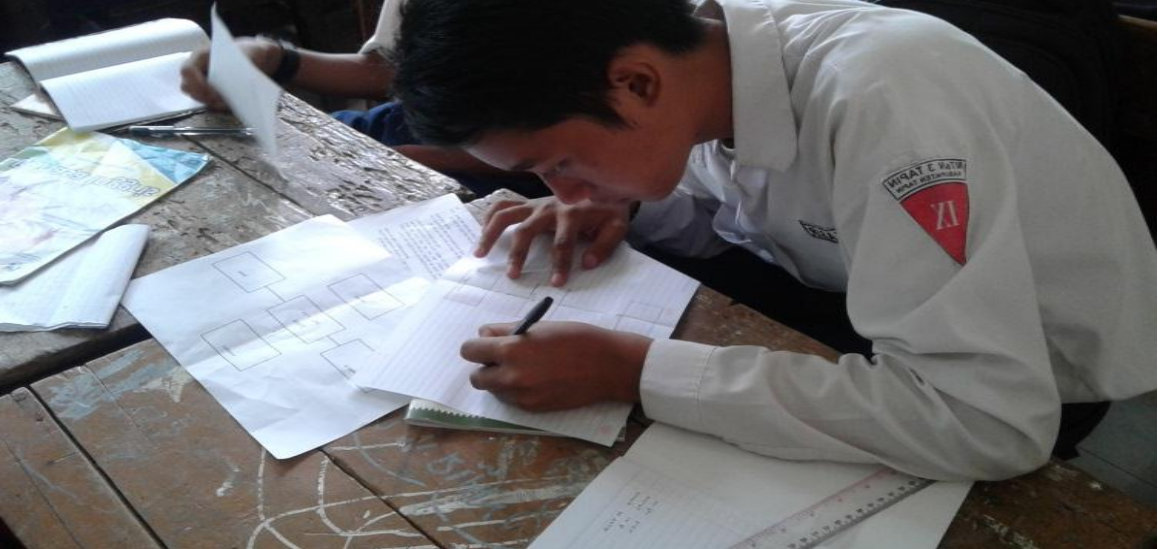
1. Nama Mahasiswa : Achmad Safii
2. N I M : 1301240872
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : The effectiveness of story mapping technique in teaching reading comprehension of Narrative text at the ninth grade students of MTsN 3 Tapin
5. Dosen Pembimbing :
I. Drs. H. Ahdi Makmur, M. Ag. Ph.D
II. Rahmida Murtana, S.S. M.A.
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<p>It is ok. Your thesis is ready to present in administration (thesis Exam) after having consulted to the second advisor</p> <p>13/12/17</p>		<p>- Revise Finding - Ready for exam</p> <p>Mul 13/12-17</p>

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

SOME PICTURES OF DOCUMENTATION







CURRICULUM VITAE

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