

**THE IMPLEMENTATION OF STORY MAPPING STRATEGY AND
HANGMAN GAMES IN READING COMPREHENSION**

THESIS



Submitted by

Ezra Uliartha Sidabutar

NIM : 148820320010

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF LANGUAGE, SOCIAL AND SPORTS EDUCATION
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG**

2024

APPROVAL SHEET

APPROVAL SHEET

The Thesis with the title "The Implementation of Story Mapping Strategy and Hangman Games in Reading Comprehension" Approved by the advisors.

Advisor 1

Agus Setiawan, M.Pd.
NIDN. 1407029201



LEGITIMATION SHEET

LEGITIMATION SHEET

This thesis was approved by the dean of the Faculty of Education Language, Society, and Sport at Universitas Pendidikan Muhammadiyah Sorong

On April, 18th 2024



Andri Pramita

Andri Pramita, M.Pd
NIDN. 1411129001

Team of Examiners Thesis

1 Nursalim, M.Pd
NIDN. 1406088801

Nursalim

2 Nurteteng, M.Pd
NIDN. 1418039201




Nurteteng

3 Agus Setiawan, M.Pd
NIDN. 1407029201

Agus Setiawan

LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI

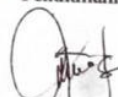
Nama : Ezra Uliartha Sidabutar
 NIM : 148820320010
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : *The Implementation of Story Mapping Strategy and Hangman Games in Reading Comprehension*
 Tgl Ujian Skripsi : 01 April 2024

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Nursalim, M.Pd.	Ketua Penguji		
2	Nurteteng, M.Pd.	Penguji 1	18-04-24	
3	Agus Setiawan, M.Pd.	Penguji 2		

Sorong, 18/04/2024

Ketua Program Studi

Pendidikan Bahasa Inggris,



Nurteteng, M.Pd.
 NIDN. 1418039201

<https://pbing.unimudasorong.ac.id>

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD



DECLARATION AUTHENTICITY

DECLARATION AUTHENTICITY

I hereby declare that in this thesis, there are no works that have been previously submitted to obtain a bachelor's degree at any university, and to the best of my knowledge, there are also no works or opinions written or published by others, except those that are explicitly cited in this text and listed in the bibliography.

Sorong, 24 April 2024

My statement,



Ezra Uliartha Sidabutar

148820320010

MOTTO & DEDICATION

MOTTO

"Never stop when you fail, keep giving thanks for what you have because others may not have what you have."

DEDICATION

The author realizes that they will not be able to complete the research and final report properly without guidance, advice, motivation, and assistance from various parties. On this occasion, the author would like to express the utmost gratitude to:

1. Myself. Thank you for being willing to endure and persevere until reaching this point. Thank you for your hard work and constant enthusiasm.
2. Mr. Robinton P. Sidabutar and Mrs. Endang Sriwati Manalu as my parents who have always supported and prayed for me in my education. Not to forget my brother, Jeremy Thulus Sidabutar who is very understanding and always encouraging.
3. To the Sibarani family, who also prayed for and provided support throughout the completion of the final report. May the Lord Jesus, who reigns in heaven, grant strength and health to the Sibarani family.

4. To my beloved, Nico Sibarani, who has been the best support system, always supporting, praying, and assisting during the completion of the final report.
5. To my friend Juria Ulfah Rumodar, who has been the best support system, being a friend through all kinds of weather, ready to accompany me throughout the completion of the final report. Once again, thank you, I love you.
6. Thank you to my classmates who have always supported and encouraged me.
7. Final thanks to my old friend, Muhammat Edi Trisusilo, whom I always bothered by asking for help in tidying up my final report. Once again, I express my deepest gratitude for his assistance.

ACKNOWLEDGEMENTS

Praise and thank to be God the almighty, Allah SWT, the compassion and the hospitable for the blessing and health while completing this thesis. Peace and salutation may he always grant to the noble prophet Jesus Christ who has struggled whole heartedly to guide his to the right path.

This thesis entitled: ‘‘The Implementation of Story Mapping Strategy and Hangman Games in Reading Comprehension’’ is submitted to fulfilled the partial requirements for the degree Bachelor of Education. The researcher would like to deliver the sincerest gratitude to Dr. Rustamadji, M.Si. as rector of University of Education Muhammadiyah Sorong and also to Roni Andri Pramita, M.Pd. as a dean of the Faculty of Language, Social, and Sports Education.

My deepest gratitude and appreciation are addressed to my first advisor, Agus Setiawan, M.Pd. "For the valuable guidance, advice, support, insightful comments, and extraordinary knowledge in completing this thesis, I am grateful to have been supervised by them. I am especially thankful to the head of the English Education program, who provided extensive assistance in the completion of my thesis. I would choose them to express my respect."

Sorong, April 1st 2024

The Researcher

Ezra Uliartha Sidabutar

ABSTRACT

Ezra Uliartha Sidabutar /148820320010. **“The Implementation Of Story Mapping Strategy And Hangman Games In Reading Comprehension”** thesis. Faculty of Language, Social, and Sports Education. University Pendidikan Muhammadiyah Sorong. Maret, 2024.

One of the important elements in learning English is the ability is reading comprehension. Every student must be able to understand the text they read in order to grasp its meaning and content. And one of the most prominent issues among students is related to reading comprehension. The objective of this research is to determine the impact on students' reading comprehension at SMP Negeri 15 Sorong Regency by implementing the story-mapping strategy and hangman game. This research employs a quantitative approach with 18 students from class VIII of SMP Negeri 15 Sorong Regency as the subjects. The assessment instrument used by the author consists of 20 multiple-choice questions on narrative texts. After Analyzed the result of paired sample T-test, the Alternative hypothesis which said that The Implementation of Story Mapping Strategy and Hangman Games is accepted and the Null hypothesis is rejected. In addition to result of P-Value (0.000) than smaller P-value (0.05).It means that the students' Reading Comprehension score between pre-test and post-test is significantly different. It can be concluded that Story Mapping and Hangman Games impacts the students' Reading Comprehension.

LIST OF CONTENTS

APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
DECLARATION AUTHENTICITY	v
MOTTO & DEDICATION	vi
ACKNOWLEDGEMENTS	viii
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	1
1.1. Background of The Research	1
1.2. Formulation of The Problem	7
1.3. Objective of The Research	7
1.4. Hypothesis Of The Research	7
1.5. Significance of The Research	8
1.6. Operational Definition	9
1.6.1. Story Mapping	9
1.6.2. Hangman Games	9
1.6.3. Reading Comprehension	10
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.1. Reading Comprehension	11
2.1.1. Definition of Reading Comprehension	11
2.1.1. Level of Reading Comprehension	13
2.1.1. Types of Genre in Reading Comprehension	15
2.2.1. Definition of Story Mapping	19
2.2.2. Types of Story Mapping	21
2.2.3. The Advantage of Story Mapping	21
2.2. Hangman Games	22
2.3.1. Definition of Hangman Games	22
2.3.2. Advantages Of Hangman Games	24

CHAPTER III RESEARCH METHODOLOGY	31
3.1. Research Design	31
3.2. Research Variables	32
3.3. Setting Of The Research.....	32
3.3.1. Location of This Research	32
3.3.2. Time of Research	33
3.4. Population and Sample Research	33
3.4.1. Population	33
3.4.2. Sample.....	34
3.5. Research Instrument	34
3.6. Technique of Collecting Data.....	35
3.6.1. Pre-Test	35
3.6.2. Post-Test.....	35
3.7. Technique of Data Analyst.....	35
3.7.1. Scoring the Student’s Reading Comprehension.....	35
3.7.2. Normality Test	36
3.7.3. Paired Sample T-test	37
CHAPTER IV FINDINGS AND DISCUSSION	38
4.1. Findings	38
4.1.1. The Students’ Reading Comprehension in Pretest and Posttest	38
4.1.2. Mean Score and Standard Deviation.....	39
4.1.3. Normality Test	39
4.1.4. T-Test Result.....	40
4.2. Discussion.....	41
CHAPTER V CONCLUSION AND SUGGESTION	46
5.1. Conclusion.....	46
5.2. Suggestion	47
REFERENCE.....	49

LIST OF TABLES

Table 3. 1 One Group Pretest-Posttest Design	31
Table 3. 2 Students Population of SMP N 15 Kabupaten Sorong	33
Table 3. 3 Students Sample.....	34
Table 3. 4 Test Scoring Rubric	36
Table 3. 5 Classifications Scoring of Reading Comprehension Rubric	36
Table 4. 1 The Students' Reading Comprehension Score of Pre-test and Post-test ..	38
Table 4. 2 Mean Score and Standard Deviation	39
Table 4. 3 Mean Score and Standard Deviation	39
Table 4. 4 Paired Sample Test	40

CHAPTER I

INTRODUCTION

1.1. Background of The Research

Reading comprehension, according to (Snow,2002), is the act of concurrently deriving and creating meaning from written language through engagement and involvement. Understanding entails interpreting the author's language and then utilizing prior information to create a rough comprehension of the writer's intent. So, according to the text above Reading comprehension is an activity in which the reader can understand the meaning and content of a text. Reading comprehension involves interpreting and creating meaning from written language through active engagement. It includes interpreting the author's language and using prior information to understand the writer's intent. Reading comprehension is crucial for understanding the content of a text, as it requires active participation in creating meaning. According (Suryani, 2018), comprehension is the source of understanding or perspective regarding reading comprehension, as it involves interaction and engagement with textual language. Indirect reading involves the reader actively participating in the text, leading to their interpretation.

Reading comprehension, according to (Reza Ahmadi et al., 2013), is a crucial component of the EFL/ESL learning process and should be prioritized at various educational levels. For example, it is evident that one of the main concerns and areas of concern for ESL/EFL students is reading

comprehension after they have finished their education elementary English courses is reading comprehension. Based on the statement above, (Reza Ahmadi et al., 2013) emphasize the importance of reading comprehension in EFL/ESL (English as a Second Language/English as a Foreign Language) learning, highlighting its significance for ESL/EFL students after completing their basic English courses. Therefore, reading comprehension becomes a primary priority in the education world, and it should be applied from an early age. In universities where English is taught as a second language, reading comprehension is one of the most important language skills (Sidik et al., 2021).

Reading comprehension will make it easier to distinguish between kids who struggle with literacy because they read words poorly and kids who struggle with literacy even though they read words well (Keenan et al., 2006). Thus, educators play a critical role in helping students develop motivation and a love of reading English-language materials (Rohmah & Imaniar, 2023). A method is needed to make students feel enthusiastic and joyful about reading English texts, both in terms of education and daily life. In addressing the various issues mentioned above, the story mapping and hangman game methods are highly suitable for these problems.

Word recognition and language comprehension are the two aspects of reading comprehension. Word recognition and language comprehension are correlated with vocabulary knowledge (Duke & Cartwright, 2021). The relationship between phonology, orthography, and word meanings is

facilitated by vocabulary knowledge (Ludewig et al., 2023). Based On the Statement Word recognition and language comprehension are two aspects of reading comprehension, correlated with vocabulary knowledge. Word recognition forms recognizing and understanding individual words, and language understanding understands the overall meaning of a sentence or text. Knowledge of vocabulary is considered an important factor in word recognition and language comprehension.

For every child, vocabulary plays a significant role in their academic success. Early vocabulary size for typically hearing children predicts language and literacy outcomes through the fifth grade. (Antia et al., 2021). Based on the statement, according to research, vocabulary growth significantly influences the academic achievement of each child. Children can enhance their language and literacy skills by up to five levels if they possess a substantial vocabulary. Additionally, common issues in reading comprehension include limited vocabulary, difficulty in word recognition, slow reading speed, lack of contextual reading skills, limited comprehension strategies, lack of understanding of word meaning, insufficient reading practice, and low student motivation to read.

The same fundamental issue observed at SMP N 15 Sorong Regency, based on the researcher's observation, is the lack of reading comprehension caused by students' limited vocabulary. This is influenced by two factors: internal and external. Internal factors are those within individuals; for example, their tendency to be lazy in opening English dictionaries in books

and opting for shortcuts, such as translating a reading text using Google Translate without understanding the meanings of the words in the text. Another issue arising from internal factors is the students' extremely low knowledge of English vocabulary and their lack of motivation to learn English, even a lack of self-awareness to improve their English vocabulary, making it difficult for them to understand reading texts. Motivation for learning is crucial in the learning process; if students lack motivation, it can hinder their ability to fully engage in reading comprehension. There is another internal factor that affects reading comprehension, namely understanding individual words and language understanding. This is one of the factors that significantly influences their reading comprehension. If students have limitations in vocabulary or difficulties in understanding individual words, it can hinder their ability to grasp the message conveyed in the reading text. On the other hand, external factors are those originating from the external environment that can influence students, such as an uncomfortable school environment or a boring classroom environment that can affect students' difficulties in reading comprehension.

Based on an interview with an English Teacher at SMP Negeri 15 Sorong Regency on Thursday, January 15, 2024, the English teacher stated that there are several problems faced by students in learning reading comprehension. First, students' reading comprehension is still low; they have not achieved what the teacher desires in this subject. The limited vocabulary contributes to their low reading comprehension, and

consequently, they take shortcuts, such as using Google Translate, to facilitate the translation of reading texts.

The impact of limited vocabulary affects reading comprehension and is summarized in two points. Firstly, when students struggle to understand a text while reading, they tend to immediately resort to using google translate to facilitate the translation process. This results in students obtaining automatic meaning from Google without actually reading and comprehending every vocabulary in the text. Secondly, the teacher's monotonous teaching method can hinder students' reading comprehension. This gap can be addressed by providing engaging teaching methods to enhance reading comprehension and student engagement in the learning process.

One integrated method for teaching reading to improve reading comprehension and make students more active in class is story mapping. It is a learning model using narrative text. This type of narrative storytelling has the main objective of identifying the main idea of a given narrative, which helps readers understand the main idea of a narrative until they are able to understand the whole narrative. After reading each story, they create their own. According to (Syafii, 2021) created a different type of story map that has seven main sections for marking the plot of a narrative: setting/time, characters, problem, solution, outcome, reaction, and theme. The scientists employed baseline narratives with the map and required students to read aloud passages of the narrative until they had done so for the whole

narrative. Students were taught each story aspect separately prior to reading, at one time every student finished a story map after reading the entire tale. Students used to be when they were able to finish maps with ninety percent accuracy, they were not given instructions on components of the story before reading. As an alternative, pupils read each passage and encountered a story map on its own.

The solve the problem in vocabulary, the research try to combined with hangman games techniques. "Hangman is a great way for kids to practice their spelling and pronunciation, improve their vocabulary, and have fun at the same time," says Ward in (Evi, 2017). Based on the statement above playing hangman is a great way for kids to improve their spelling and pronunciation, expand their vocabulary, and have fun at the same time. Kids can have fun learning with this game in addition to using it as a tool for language practice. Childrens are challenged to guess words by correctly identifying the letters in hangman. As a result of this process, they actively participate in word puzzles, develop their spelling abilities, and learn new words. As they mention these letters, pronunciation is also practiced. In addition to being instructive, the game also adds a fun element. Children are more likely to be enthusiastic and engaged in learning activities when they are having fun, which ultimately improves the effectiveness of their language learning.

Based on the explanation above, the researcher combined the story mapping method and hangman game. These methods and techniques are

expected to help students to understand the content of the reading and gain a lot of new vocabulary. Based on the literature, the integration between story mapping and hangman's game techniques creates a fun and effective learning experience. Story mapping helps students understand the storyline comprehensively, while hangman games provides opportunities to practice spelling, pronunciation, and enrich vocabulary. These two methods work together to improve students' reading comprehension and language skills, while making learning a fun activity. Based on the description above, the researcher interested to conducting a research with the title "The Implementation of the Story Mapping Strategy and Hangman Game in Reading Comprehension."

1.2. Formulation of The Problem

Based on the research problem above, the researcher formulated the research question as follow:

Does the implementation of Story Mapping and Hangman Games learning methods impact on the reading comprehension of eighth grade students at SMP N 15 Sorong Regency?

1.3. Objective of The Research

The Objective of this research is aims to determine whether or not Story Mapping and Hangman Games method impact on the reading comprehension of students in tenth grade at SMP Negeri 15 Sorong Regency.

1.4. Hypothesis Of The Research

The hypothesis of the research of this research as follow :

1. Null Hypothesis (H₀): The combination of story mapping and hangman games doesn't impact the students' reading comprehension at SMP Negeri 15 Sorong Regency.
2. Alternative Hypothesis (H_a): The combination of story mapping and hangman games impact the students' reading comprehension at SMP Negeri 15 Sorong Regency.

1.5. Significance of The Research

The result of this research can give a contribution to lecturer, English students and other research, as follows:

1. Teacher

This research is expected to change the way teachers teach in the classroom by using a new classroom atmosphere. In addition, the research is also expected to improve their teaching practices and a teacher's skills in using methods to improve reading comprehension.

2. Students

"This research was expected to help students improve their reading comprehension. Researchers hoped that by combined story mapping techniques and hangman games, students would better understand reading texts, the meaning of words in reading, and increase the amount of new vocabulary acquired through reading."

3. Other Researcher

This research can be a reference for other researchers who want to conduct research related to this topic and can be used for further evaluation.

1.6. Operational Definition

For this research, the researcher limited the research by using three variables as follows:

1.6.1. Story Mapping

Researchers would instruct students using the story mapping method in an effort to enhance their reading comprehension. With this approach, students are divided into multiple teams, each with four to five members. Students who have read a narrative text can discuss it with their peers and decide on the story's main ideas as a group. Students can then write notes and summaries of what they have read, and they can present their group projects to the class after that.

1.6.2. Hangman Games

The Hangman game is a teaching technique that utilizes a gaming medium involving two or more players. The first player selects a word and represents it with dashes for each letter. Subsequently, the other players attempt to guess the letters in the word. Each incorrectly guessed letter results in adding a part to the hanging figure, typically a gallows. The player must guess the word before the hanging figure is completed. This

game is not only entertaining but also helps enhance spelling, pronunciation, and vocabulary skills.

"In this research, the story mapping technique was combined with the Hangman game. After forming groups, reading the text, and identifying the main ideas, students were also asked to create a Hangman game. Students could write down new vocabulary and its meanings that they acquired after reading the narrative text provided by the teacher."

1.6.3. Reading Comprehension

"Reading comprehension is the ability to understand and interpret the text being read. It involves understanding words, sentences, and the overall text to recognize the meaning and main message of the reading. Reading comprehension is crucial for acquiring information, learning, and making decisions based on the reading material. Researchers used narrative texts in this study. It was hoped that after this experiment, reading skills could improve and students' vocabulary could be enriched."

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Reading Comprehension

2.1.1. Definition of Reading Comprehension

Reading comprehension is the ability to understand and interpret the text being read. (Linse, 2005) defines reading as "a set of skills that involves making sense and deriving meaning from the printed word. Decoding (sounding out) printed words and understanding what we read are prerequisites for reading. The processes readers go through to locate and comprehend information in a reading text are collectively referred to as reading comprehension. "Reading comprehension refers to reading for meaning, understanding, and entertainment," according to Linse (2005: 71).

According to (Herlina, 2017), reading comprehension is the process of building meaning through the coordination of several intricate processes, such as fluency, word reading, and knowledge of both the world and words. (Zimmerman & Moylan, 2009) according to the capacity to comprehend what has been read is the essence of reading comprehension. Line having said that, a different definition states that comprehension of reading can also be interpreted. as a sequence of actions readers take to locate information and comprehend the information in a reading text (Susilo, 2015)

According to (Klingner et al., 2015), understanding of the text is the result of the reader's engagement with the information they have already read, including the use of strategy and prior knowledge. Additionally, this procedure includes factors pertaining to the book, such the reader's perspective on it and their comprehension of its genre. Thus, in addition to learning what is taught to them, students also learn how to react to and comprehend writings written by individualists. The ability to write and edit is one of the talents required to create a meaning.

One of the most important academic skills that any student should be able to do is reading comprehension. According to research, students' capacity to understand texts is considerably reduced when they suffer from deficiencies related to ADHD, such as poor working memory, inattention, and disorganization (Flory et al., 2006)

The goal of reading comprehension is to identify, assess, and comprehend the concepts presented in the text by the author. For a reader to understand the message or information being read, they must be able to comprehend the written word. Snow (2002:11) defines reading comprehension as the act of interacting and creating meaning from written language while also extracting it concurrently.

According to (Haskins et al., 2012), reading comprehension is a critical ability for pupils to succeed in school and is vital to their future

academic growth. Understanding words in the context of sentences and these sentences in order to learn new information are both components of reading comprehension. A mental construction of the meaning of the text is then created, and new information is gathered from the portions being read (Stafura & Perfetti, 2017).

Furthermore, to support this assertion, (Nadirah et al., 2020), citing Harris, contends that a range of skills may be applied to enhance reading comprehension. In this manner:

- 1) If the pupils understand a large number of words
- 2) If they are skilled at identifying words that come out of nowhere
- 3) If the pupils maintain proper posture and book-holding habits, etc.
- 4) Should the pupils exhibit appropriate eye movements
- 5) If the pupils can read silently and swiftly;
- 6) If the pupils can get better at reading aloud in terms of intonation, emotion, and phrasing. translation into Indonesian.

2.1.1. Level of Reading Comprehension

Research shows that grade level (bastug, 2012), text difficulty level, (Hedin & Conderman, 2010) and text type (sahin, 2013) all influence reading and comprehension.

There are contexts in which reading comprehension is commonly used.

The standards that experts use to evaluate it can have a big impact on the level of reading comprehension. However, to describe different levels of reading comprehension, the following framework is often used:

1. Literal Comprehension

At this level, readers are capable of understanding explicit facts in the text. They can recognize details, specifics, and key concepts without necessarily drawing conclusions or specific connections. Readers at this level focus on information directly presented in the text without delving into deeper interpretation.

2. Inferential Comprehension

Readers at this level go beyond the surface level of the text to infer and draw conclusions from the presented data. They can form connections between concepts, recognize cause-and-effect relationships, and predict potential future events. Readers at this level require the ability to read between the lines and seek implications or meanings that may not be explicitly stated in the text.

3. Critical Comprehension

This level involves the reader's ability to evaluate information, identify arguments, and formulate personal views. Readers at this level not only understand the text literally or make inferences but also can assess the continuity of arguments, identify biases, and pose critical questions about the material.

4. Analytical Comprehension

At this level, readers can break down and analysis complex elements in the text, such as argument structure, use of figurative language, or underlying themes. They can identify deeper patterns, investigate interrelationships, and unearth more profound meanings from the text.

5. Synthetic Comprehension

Readers at this level can combine information from various sources or sections of the text to form a comprehensive understanding. They can synthesize thoughts and ideas from different places to form a holistic view of a topic.

6. Reflective Comprehension

The highest level involves the ability to contemplate and reflect on the ideas or concepts read. Readers not only critically understand information but can also relate it to personal experiences, values, and their own worldview, forming a deep and personal understanding.

2.1.1. Types of Genre in Reading Comprehension

(Mafuroh & Ningrum, 2019), referenced in Nadirah et al. (2020), assemble many genres in a distinct format, including analytical exposition, anecdotes, reports, exposition, narrative, conversation, piece of news, process, justification, and summary. They then separate those kinds into humanities and technological categories. The technical

literature such as argument: metal work, report, and so on which related to technical work or workshop. The following are the descriptions of each genre:

a. Narrative

This text's purpose is to amuse, entertain, and engage in various ways or as a reconstruction with real or imagined experience, of the incident (Eka Dyah, 2017). This text has a goal that encompasses three main aspects, namely to entertain, amuse, and engage in various ways. The achievement of these goals can involve real or imaginative experiences, which are depicted or reconstructed in the text. This approach aims to immerse the reader into the world presented by the author, creating a more vibrant and meaningful reading experience.

b. Anecdotes

Anecdotes serve the social purpose of sharing a story about an odd or humorous experience (Gerot). Wignell and others (1995:202). Anecdotes texts have a crucial role in improving reading comprehension skills. Studying anecdotes aids students in developing their contextual understanding, inferential reasoning, grammatical comprehension, and ability to recognize non-normative structures. In addition to this, reading engaging anecdotes can also increase reader motivation, which in turn improves the reader's comprehension of the text.

c. Descriptive

A descriptive text is a type of communication or writing that aims to provide specific information to readers or audiences and help them visualize a particular subject, object, place, event, or concept. The main goal of descriptive writing is to evoke sensory experiences, such as how something feels, sounds, looks, smells, or tastes, through the use of clear language, strong sensory information, and vivid imagery. Descriptive texts are often employed in various contexts, including literature, travel writing, product descriptions, and various forms of storytelling, to offer readers or listeners a profound and immersive experience.

d. Analytical Exposition

This kind is employed to convince readers of the significance of a certain topic (Gerot and Wignell, 1995:197). In this instance, the writer use reasoning, analysis, and arguments to persuade the reader that the subject is pertinent or should be understood. The author then presents a compelling thesis statement and reasons in favor of the particular viewpoints or ideals that they believe the reader should embrace.

e. Hortatory Exposition

A number of text categories are defined by Gerot and Wignell (1995:209), including hortatory exposition, debate content, explanation text, news item content, process text, recount text, and

report. Hortatory exposition persuades readers that something should or shouldn't be the case; discussion content offers talks that are risky, explanation text describes procedures, news item content informs readers about significant event, procedure text assists in carrying out tasks, recount text recounts events, and report is a general and detailed description.

Based on the description above, the researcher aims for students to achieve level 1, namely Literal Comprehension, after this research. In addressing the low quality of reading comprehension and vocabulary skills among students, the researcher also prioritizes balancing with the students' abilities. Regarding the deficiency in reading comprehension and vocabulary skills among students, the researcher also emphasizes alignment with the students' capabilities. In this research, the chosen genre is Narrative text, as it is more familiar and easily understood by students. It is anticipated that through Narrative texts, students can acquire ample information, comprehend the meaning and content therein, and augment their vocabulary with words that are still easily adaptable to their abilities, as the language used is not overly complex.

2.2.1. Definition of Story Mapping

However, story mapping is a specific method of creating reality, just like any other type of information exchange (Van Blerk et al., 2023), and the core research teams are often the ones that have compiled the textual content for many of these additional impacts. According to (Boulineau et al., 2004) , story maps are visual-spatial displays that can be used in the classroom to direct students' attention to crucial elements of narratives that follow a particular structure.

Story mapping may be utilized as a visual graphic organizer, according to (Rahmawati & Latifah, 2019). Following the reading of a narrative, one approach is story mapping. It entails classifying the key events and determining the essential components of consecutive listing. The structure and flow of a tale are illustrated through the use of graphics in story mapping. According to Farris (2004), this method aims to demonstrate the relationship between a story's premise and essential phrases. Students who utilize story mapping may find it easier to understand narrative texts since they have a graphic or schema to label the story's chronological events and other textual components such characters, place, and storyline.

According to (Lubis, 2020), who agrees with Khalaf, a story map is any graphical depiction of the narrative's structure. It's a plot map that arranges the events in the story so you can see them chronologically. There are several formats for story maps, including as lines. Story

mapping, a visual organizer, should be used before reading to help students anticipate and establish goals for their reading, according to (Ghazal et al., 2003). Reading, on the other hand, is a cognitive tool that concentrates attention and improves the capacity to track new information, evaluate it against past projections, and improve communication.

Next, based on Wulandari (2015:212). The following steps are included in the general techniques used to prepare a basic story mapping:

- a. Students read the narrative material that the instructor provides.
- b. Students can differentiate between fable and legend texts.
- c. Students apply the particular knowledge found in narrative texts, such as the setting, moral, and storyline.
- d. Using story mapping, students gather the text's specific information.
- e. Examined the data and information gathered from the story mapping.
- f. Students delivered their analysis findings and conclusions regarding the particular data they had mapped out in their story maps.

2.2.2. Types of Story Mapping

According to Khalaf (2010:182), story mapping is a visual graphic organizer that depicts six aspects of a narrative text, including the environment, characters, the order of important events, and the actions of the story's characters, students are able to make connections between story events and recognize a story's structure.

2.2.3. The Advantage of Story Mapping

Story mapping, according to Sholichah (2017: 43), has several benefits. First, it can assist students in effectively organizing knowledge from reading sources. Students can recall specific details from the reading content when they are taught to search for keywords in each paragraph and record information that can be found there. Second, it's a good idea to use story mapping to reduce student boredom. Third, a good application of the story mapping technique is to enhance students' reading comprehension.

The following are a few benefits and drawbacks of story mapping as a teaching strategy for narrative texts. In their article, Zygouris and Glass (2004: 2) listed the following benefits of story mapping:

- a. As a tool, students can employ story mapping. A comprehensive story map can be used by the teacher to introduce a book. Students can forecast what they believe will happen in the story by eliminating certain occurrences.

- b. For their oral book reports, students can utilize the notes from their story mapping.
- c. Story mapping is a tool that students can use to prepare media presentations.
- d. When creating their own stories, students might utilize narrative mapping as a prewriting technique.
- e. Teachers can assist children in revising their story reading by using story mapping during reading conferences.

2.2. Hangman Games

2.3.1. Definition of Hangman Games

Novriana et al. claim that the Hangman game is a type of guessing game. The Hangman game is a game in which players are given a secret word and a predetermined number of guesses, according to (Ramadhani, 2023), the Hangman game is a spelling and vocabulary-focused game. It is evident that the Hangman game is perfect for vocabulary instruction since it gives pupils a situation in which can acquire vocabulary in an enjoyable manner. According to (Tanjung, Rahmansyah, & Siregar, 2019), hangman is an enjoyable game that students may play in the classroom to improve their vocabulary since they can play it on the desk, the chalkboard, or even the smart display.

One way to teach vocabulary is through the Hangman game (Novriana et al, 2013:113). Students are challenged to guess words based on the theme of the Hangman game. As a result, it may increase

pupils' motivation to learn English. Students can work on their pronunciation and spelling skills by playing the game. Most significantly, they pick up new vocabulary. Greenall states in Novriana et al. (2013:112) that pupils enjoy playing word games like hangman.

Rauschenberg in Manan (2016: 142) states that there are several phases to playing the hangman game, which are as follows:

1. Make several rows that show how many letters each vocabulary word has.
2. Ask the pupils to guess the letter.
3. Type the letter in the relevant row if it is part of the term.
4. Draw the hanging guy (head, body, three arms, four arms, five legs, and six legs) if the letter is not present in the word.
5. They win if they can predict the term before the hanging guy is drawn.

Furthermore, Wright describes the hangman game method in Evi (2017: 02) as follows, which is intended to help with spelling practice:

1. Choose a term that the students should be familiar with, and then illustrate each letter with a dash.
2. Ask the students to identify any letters they believe to be part of the term.

3. Write the letter above the relevant dash if the student makes a right estimate. Sketch a portion of the "hanging man" for every wrong guess.

2.3.2. Advantages Of Hangman Games

When used as a classroom activity, the hangman game has various benefits. As to Prasetiawati (2013: 33–34), the Hangman Game possesses multiple advantages. Hangman Game first promotes English language learning among students. When learning is enjoyable for the pupils, they will cultivate an optimistic outlook on the learning process. Second, pupils' boredom is reduced by playing the hilarious Hangman game. Thirdly, it can improve their language proficiency and improve their pronunciation, spelling, and focus when learning English. Fourth, rather than encouraging rivalry among the pupils, the game teaches them how to work together. The Hangman Game is the final tool that improves English language proficiency. It is a great technique for the pupils to improve their vocabulary, spell more accurately, and to keep them focused on the learning activities.

2.3.Previous Study

In conducting this research, the researcher found previous studies about story mapping and hangman games to teaching reading comprehension. Here are previous studies that have a relation with this research :

The first research is the research is conducted by Husnaini dan (Hatimah, 2021)by the title ” Teaching Reading Comprehension through Story Mapping Technique at Senior High School in North Luwu ”. The purpose of this study was to evaluate how well the story mapping approach works in senior high schools in Luwu Utara to enhance students' reading comprehension of narrative texts. Employing a pre-experimental design, ten students from SMAN 3 Luwu Utara participated. Purposive sampling was employed in the study, and the instrument was a reading assessment of narrative texts. SPSS 20 was used to analyze the data.

The pre-test mean score was 47.80, whereas the post-test mean score was 81.40, indicating a substantial difference between the two tests. Nine degrees of freedom were present, and the significance threshold was set at 5% (0,05). The findings showed that Senior High School pupils' reading comprehension of narrative texts was enhanced by the story mapping approach.

The second research is the research is conducted by Muhammad Lukman Syafi (2021) By the title “ The Implementation Of The Story Mapping Strategy To Enhance Students’ Reading Comprehension “, The author's experiences having trouble teaching reading comprehension at the Management Study Program served as the basis for this study. The

information suggested that the students' comprehension of English texts was lacking. The story mapping strategy was one of the techniques the investigator used in the teaching reading to address the problem. Classroom Action Research is the research design used in this study. There were fourteen students that served as the subjects. Planning, carrying out, observing, and reflecting are the steps of the action research process that were followed to complete the study in two cycles. Every cycle was carried out over the course of two strategic application sessions and one test meeting.

The following tools were used to gather study data: a reading comprehension test, field notes, a questionnaire, and an observation checklist. The study's conclusions demonstrated that the story mapping strategy might improve the students' understanding of what they read. This study is classified as efficacious. When at least 70% of the students are able to surpass the findings of the initial investigation by at least 10 points. The results of the first and second cycles completed by the investigator showed an improvement in the learners' scores. Out of the 14 learners in the first cycle, 8 (or 57%) made advancement of at least 10 points. Students that met the desired score of ≥ 10 points increased to 11 students (78%), in the second round. The results showed that the learners' reading comprehension was successfully improved using the story mapping strategy. Furthermore, the class was beneficial in improving the learning environment.

The third is conducted by (Tanjung, Rahmansyah, Siregar, et al., 2019) by the title "The Effect Of Hangman Game On Students' Vocabulary Mastery".

The following are the goals of this study: 1) to determine how much the hangman game is used to improve students' vocabulary at SMP Negeri 1 Padang Bolak's eighth grade. 2) The vocabulary of eighth grade students at SMP Negeri 1 Padang Bolak both before and after playing the hangman game. 3) If the hangman game has any appreciable impact on eighth-grade pupils at SMP Negeri 1 Padang Bolak's language proficiency.

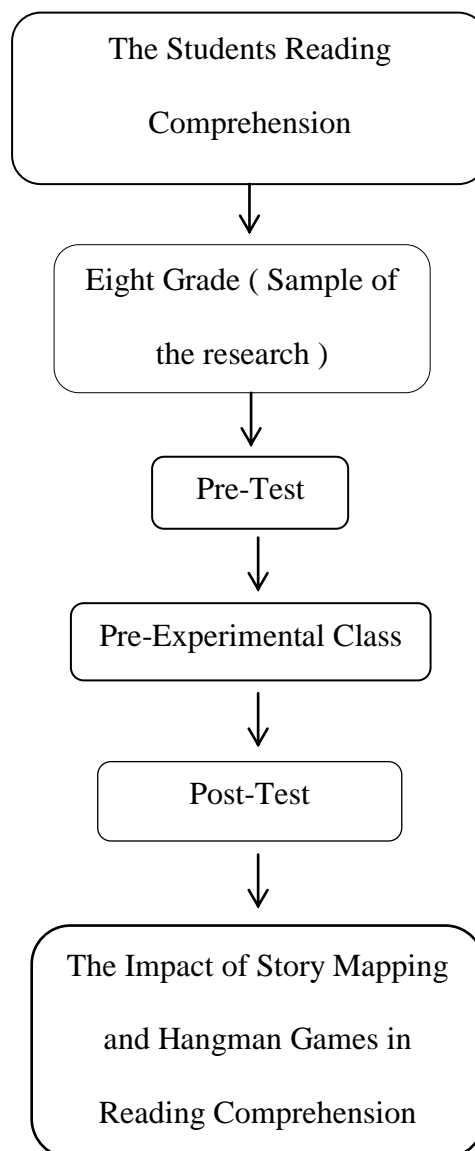
The whole eighth grade is the research population. The total number of students at SMP Negeri 1 Padang Bolak is 103. Purposive sampling was used to choose a sample of 25 pupils. The experimental technique makes use of the research method. Next, the information is gathered with the instrument. A multiple-choice instrument is being employed. The research's premise is that students' vocabulary mastery in the eighth grade of SMP Negeri 1 Padang Bolak is significantly impacted by the hangman game. The computation of The test formula is greater than the table's score. The hypothesis is supported as the test's score is 18.4 and the table's score is 2,06 at the 5% significant level with (df) 27. This indicates that the hangman game has a major impact on eighth-grade pupils at SMP Negeri 1 Padang Bolak's vocabulary knowledge.

The similarities and differences between previous studies related to this research are that this research addresses some similar issues, namely low reading comprehension skills and limited vocabulary. Similar to prior research, this study employs strategies such as the story mapping method to teach reading comprehension. However, there are also differences; this

research combines the story mapping method with hangman games as a step to address reading comprehension issues related to low vocabulary skills, which were not undertaken by previous studies. The researcher also integrates the hangman games technique into the teaching steps using the story mapping method. This research not only focuses on reading comprehension but also aims to enhance vocabulary simultaneously.

2.4. Conceptual Framework

In this research, the researcher how to know the implementation of Story Mapping and Hangman Games to Improve Reading Comprehension. The conceptual framework underlying this research is given in the following figure :



This research focuses on teaching reading comprehension to eight-grade students at SMP Negeri 15 Sorong Regency because students are having difficulty understanding the meaning of a reading. Lack of vocabulary is also a fundamental issue in this study, causing students to struggle in comprehending English lessons. Therefore, the researcher intends to combine the Story Mapping and Hangman Games methods. The researcher used Pre-test and Post-test as data collection techniques. The researcher conducted teaching using the Story Mapping and Hangman Games methods to determine whether this technique has an impact or not. If this technique proves to be impactful, it could be a beneficial method for teachers and students in learning reading comprehension.

CHAPTER III
RESEARCH METHODOLOGY

3.1. Research Design

There are many types of research designs that can be used, and this research employs a quantitative methodology. The researcher will utilize a pre-experimental design, which is a research method conducted before the actual experiment to determine how the researcher's intervention affects the experiment. Pre-experiments are the simplest form of research design. In a pre-experiment, either a single group or multiple groups are observed after some treatments assumed to cause changes. There are two forms of pre-experimental design, namely pre-test and post-test.

"The researcher administered a pre-test to the students to assess their reading comprehension. Subsequently, the students underwent treatment using 'Story Mapping and Hangman Games.' Finally, the students took a post-test. The researcher used the post-test to determine the effect of the 'Story Mapping and Hangman Games' technique on the students' reading comprehension."

Table 3. 1 One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O	X	O

3.2. Research Variables

There are two variables in this research, which are independent variables and dependent variables. Both variables are identified in this study as follows:

- a. Independent variable is one that is caused by or affects antecedent variables. The treatment variable must be one of the independent variables. The experimental manipulation or treatment is administered to one or more groups. The independent variable in this research is the Story Mapping Method and Hangman Games.
- b. Dependent variable is a response or criterion variable that is thought to be caused or influenced by independent treatment conditions and any other independent variables. The dependent variable in this research is student reading comprehension.

3.3. Setting Of The Research

3.3.1. Location of This Research

Researchers was conducted their research in the Eighth Grade of SMP Negeri 15 Sorong Regency, Jl. Jendral Soedirman Rt.1 Rw.1, Magatarum, District Malabotom.

3.3.2. Time of Research

"The research was conducted over 6 meetings, including 1 meeting for the pre-test, 4 meetings for the experiment, and 1 meeting for the post-test. It was conducted from February 26, 2024, to March 1, 2024."

3.4. Population and Sample Research

3.4.1. Population

The researcher needs to decide the population to collect the data in this research. Creswell (2008) explains population is "a group of individuals who have the same characteristic". Considering the statement, the population in this research were eighth grade student at SMP N 15 Kabupaten Sorong. There are seventh grade, eighth grade and ninth grade in the following table :

Table 3. 2 Students Population of SMP N 15 Kabupaten Sorong

Student of SMP N 15 Kabupaten Sorong	Amount of Student
VII (Seventh Grade)	25
VIII (Eighth Grade)	22
IX (Nineth Grade)	27
Total	74

3.4.2. Sample

Based on the population above, the sample of this research consisted of a class at the same level as them, namely grade eight. In this research, the researcher only selected 18 students, namely 12 female and 6 male, to follow the teaching of Story Mapping Method and Hangman Games technique in an effort to see students' reading comprehension.

Table 3. 3 Students Sample

Levels Class	Gender		Amount of Students
	Male	Female	
Eighth Grade			
Total	6	12	18

3.5. Research Instrument

Instruments are needed to collect data research instruments play an important role in a research. Research instruments, according to Sugiyono (2017), are employed as tools for gathering data. Frequently utilized in research investigations include a list of questions asked and supplied to every responder who, while being observed, becomes a part of the research sample. The researcher utilized a test (Pre-test and Post-test), comprising 20 multiple-choice question items. To achieve the 20 questions, the researcher selected 5 narrative texts, with each text being given 4 multiple-choice questions. The topics in the narrative texts include folktales.

3.6. Technique of Collecting Data

In this research the researcher collecting the data which consist of :

3.6.1. Pre-Test

Pre-test is aim at measuring the students' reading comprehension and their achievement before they enter in the Pre-experimental class. In pre-test, the researcher gave 20 question about the text that had been read. This test is given in the first meeting.

3.6.2. Post-Test

Post-test is aim to measure the impact of Story Mapping Method and Hangman Games to improve Reading Comprehension. In post-test, the researcher gave 20 questions about the text that had been read. This test is given in the last meeting.

3.7. Technique of Data Analyst

"The data of this research was analyzed using the following procedure.":

3.7.1. Scoring the Student's Reading Comprehension

In testing the students' reading comprehension the researcher used a test which consists of 20 items Multiple choice questions. The scoring was follow the table below:

Table 3. 4 Test Scoring Rubric

Test item	Scoring rule		Amount
	True	False	
Multiple-choice	20	0	20

Guideline assessment: Maximun score = 20

Student's score: $\frac{\text{Total Score}}{\text{Maximun Score}} \times 100$

Maximun Score

Table 3. 5 Classifications Scoring of Reading Comprehension Rubric

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

according to brown cited in Intan Alfi (2015)

3.7.2. Normality Test

This normality test aims to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). Decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is

if the significance value > 0.05 can be concluded that the data is derived from the normal distribution population and if the significance of the < 0.05 can be concluded that the data comes from a population that is not normal distribution.

3.7.3. Paired Sample T-test

Test Paired Sample T-test is a test used for two samples of paired data. In this test use the same sample, but given different treatment. Usually, the researcher wants to compare data before it is given a pre-test and after treatment (post-test). The researcher was used SPSS version 20 to analysis the data. Decision-making of paired sample t-test method are:

- 1) If the P-Value is significance value < 0.05 , then H_0 is rejected and H_a is accepted. It means that story mapping strategy and hangman games impact the students' reading comprehension at Eighth Grade SMP Negeri 15 Sorong Regency.
- 2) If the P-value is significance value > 0.05 , then H_0 is accepted and H_a rejected. It means that story mapping strategy and hangman games does not impact the students' reading comprehension at Eight Grade SMP Negeri 15 Sorong Regency.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter particularly presents the findings and the elaboration through discussion of those data based on the conducted research. The findings of the research consist of the data that had been collected through reading text test.

4.1. Findings

This analysis describes detail explanation of the rate percentage of pre-test and post-test, mean score and standard deviation, and inferential analysis in pretest and posttest.

4.1.1. The Students' Reading Comprehension in Pretest and Posttest

Table 4. 1 The Students' Reading Comprehension Score of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0	1	6
2	Good	70-89	0	0	11	61
3	Fair	50-69	0	0	6	33
4	Poor	30-49	7	39	0	0
5	Very Poor	10-29	11	61	0	0
Total			18	100	18	100

Table 4.1 shows the rate percentage student reading comprehension levels in pretest and posttest. In pretest there are 11 (61%) students get very poor scored, and there is 7 (39%) students get poor scored. In the post-test, there were 6 (33%)

student who scored fair, 6 (33%) who scored good and 1 (6%) who scored very good. It can be stated, after given treatment by the researcher occurs increased of the students' score than previously.

4.1.2. Mean Score and Standard Deviation

Table 4. 2 Mean Score and Standard Deviation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	27.22	18	10.178	2.399
	POST-TEST	73.05	18	10.166	2.396

The table 4.2 show that the mean score of students in pre-test is 27.22 with standard deviation is 10.178. While, in post-test is 73.05 with standard deviation 10.166. It indicated that the mean score of the students in post-test is higher than pretest.

4.1.3. Normality Test

Table 4. 3 Mean Score and Standard Deviation

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.198	18	.062	.916	18	.108
POST-TEST	.159	18	.200*	.951	18	.442
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is

Shapiro-Wilk because the total of the sample is less than 50. In pre-test the significant score is 0.108 and in post-test the significant score is 0.442 So, in both in pre-test and post-test the data is distributed normally because the significant score is higher 0.05.

4.1.4. T-Test Result

Table 4. 4 Paired Sample Test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-45.833	13.201	3.111	-52.398	-39.269	-14.730	17	.000

The data analysis above used to know whether there is significant different score between pre-test and post-test or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pre-test and post-test because the P-Value (0.000) is smaller than the alpha (0.05). From the data above, we can see that the T is -14.730, df 17. It mean that the alternative hypothesis (Ha) states that using the Story Mapping and Hangman Games methods in teaching reading comprehension has an impact and is acceptable, while null hypothesis (H0) is rejected as seen from the result of the pre-test and post-test scores. In other

words, it can be stated that after treatment, there is a significant difference between pre-test and post-test.

4.2. Discussion

The discussion further elaborates on the arguments and interpretations of the research findings on the pre-experimental class's reading comprehension pretest and post-test results. Based on the findings above, the impact of the Story Mapping and Hangman Games methods can be substantiated by analyzing the post-test results. The research results indicate that the average post-test scores of students increased after the treatment was administered. This is evident from the students' average pre-test score, which was initially 27.22 (fair classification), to 73.05 (classified as good) in the post-test.

Additionally, it is evident that the average student score was below the school's cutoff score, and the school's cutoff score was 60. After the treatment, the average student score increased to 73. Upon analysis using a paired sample t-test, the alternative hypothesis states that Story Mapping and Hangman Games accurately methods have an impact on students' reading comprehension in Eighth Grade SMP Negeri 15 Sorong Regency.

Based on the sample data above, in this study, the researcher used 22 students with the same class, namely eighth grade students, with a gender classification of 7 females and 15 male. However, the results showed that the researchers only used 18 students with a gender classification of 12 females and 6 male because four student was never present during the researcher treatment in the learning process because there was no more information. There are several factors

influence the impact of the Story Mapping and Hangman Games methods in the classroom, including:

First, the classroom environment is transformed through the Story Mapping approach combined with Hangman games, which enhances students' motivation to learn and brings them joy and enthusiasm throughout class activities. "We also enjoy the fact that the class is in groups," provide evidence of this. Students who adopt this strategy study in groups and engage in peer discussion, which can increase student participation in the classroom. This is consistent with the claim made by A. Hasyim et al. (2020) that group learning encourages pupils to study more actively and enjoyably.

Second, the implementation of story mapping and the hangman method in improving students' reading comprehension. This is evident after researchers administered treatments to the students. Story mapping aids students in understanding stories by visually organizing information. It enhances reading comprehension, fosters critical thinking skills, and facilitates the writing process. Through the use of story mapping, students find learning more enjoyable, and they can express their creativity by drawing according to their preferences in creating these story maps.

Third, the utilization of the story mapping method and hangman games results in the acquisition of numerous new vocabulary words. This aligns with the statement "Hangman is a great way for kids to practice their spelling and pronunciation, improve their vocabulary, and have fun at the same time," as stated

by Ward in, (Evi (2017). Hangman is crucial in enriching students' vocabulary as it allows them to practice spelling words correctly and refine their pronunciation. Additionally, the game introduces new words to students as they attempt to guess unfamiliar terms. This makes vocabulary learning more interactive and enjoyable, consequently enhancing students' overall vocabulary skills.

Fourth, researchers utilized narrative texts with themes of fairy tales and fables. Researchers chose narrative texts because they are more familiar and easily understood by students. This is balanced because students' reading comprehension abilities are still weak. It is balanced because students can easily comprehend the text.

Fifth, at the conclusion of combined the Story Mapping and Hangman Games methods, students dared to present their group work results in front of the class. This also impacts their confidence in speaking in front of the class, as it trains their self-confidence by having to explain what they have worked on with their groupmates.

Some advantages and disadvantages that the researchers obtained after implementation story mapping and hangman games in this study. The advantages of these methods are that they can improve students' reading comprehension, make students more active in class, and this method can make students enjoy learning in groups. Additionally, students can acquire a lot of new vocabulary from the texts they read. The disadvantages found are that sometimes some

students in the group are less active and rely on other friends to do their tasks. This makes students less effective in learning.

Based on several discussions of the results above, similarities and differences can be observed with previous studies. Similarities with previous researches include the effectiveness of this method in improving students' reading comprehension abilities and making them more active in class. Similarities with previous studies, according to Husnaini and (Hatimah, 2021), "The findings showed that Senior High School pupils' reading comprehension of narrative texts was enhanced by the story mapping approach." Another similarity, according to Syafi (2021), "The results showed that the learners' reading comprehension was successfully improved using the story mapping strategy."

The difference in the results of the study that combined story mapping with hangman games compared to other researchers lies in the unique approach taken in this study. Unlike previous research, this study used a combination of story mapping and hangman games, providing a multifaceted approach to enhancing students' reading comprehension and vocabulary acquisition. While some studies may have focused solely on one method, this research integrated two complementary techniques to create a more engaging and effective learning experience for students. Additionally, the use of hangman games added an interactive element to vocabulary learning, further increasing students' enjoyment and motivation to participate in the learning process. Overall, the combination of story mapping and hangman games in this study resulted in a distinctive approach that may yield different outcomes compared to studies that used single methods.

This method also provided new findings related to the relationship between students and teachers, and teachers and students. By using this method, teachers who were previously not close to their students became closer and more engaged with them, while students who were previously less engaged and hesitant to ask their teachers questions became more friendly and close to their teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion relating to this research.

5.1. Conclusion

Based on the findings and discussion above, it can be described The Implementation of Story Mapping Strategy and Hangman Games in Reading Comprehension in Eighth Grade at SMP N 15 Kabupaten Sorong, with the following:

1. First, the paired sample T-test results were classified to be quite impactful. Thus, an alternative hypothesis (H_a) stating that the Story Mapping and Hangman Games methods have an impact in teaching reading comprehension is accepted.
2. Second, the implementation story mapping and hangman games methods has a positive impact on the learning process. Namely, students feel happy in learning, students can improve reading comprehension and also acquire a lot of vocabulary.
3. Third, the implementation story mapping and hangman games methods provided a new atmosphere for teaching and learning English. It can make students more active in class.
4. Fourth, used the story mapping and hangman games method in learning and teaching reading comprehension increased students scores in the text Narrative.

5. Fifth, the use of Story Mapping technique excites students to search for the main idea of each paragraph in the narrative text they read, and they are very happy because they can illustrate it according to their imagination.
6. Sixth, because the last step of the Story Mapping method is presenting the results of their work in front of the class, this also trains students to be more confident and speak in front of the class.

5.2.Suggestion

Based on the results of the research and the advantages of using the Story Mapping and Hangman Games methods in reading comprehension for students of SMP Negeri 15 Sorong Regency, especially Eighth Grade, researchers would like to provide some suggestions:

1. For The Teacher

The Teacher English at SMP Negeri 15 Sorong Regency, especially in eighth grade, teachers can use a variety of teaching methods such as story mapping, hangman games, and other interactive activities to keep students engaged. Choose concrete, easy-to-understand, and level-appropriate teaching media. Focus on text comprehension and vocabulary, and provide regular practice to assess students' understanding. Integrate real-life contexts into the lessons and utilize technology such as English language apps and online resources. Engage students in group work to practice speaking and listening

skills. Provide supplementary learning materials and conduct regular evaluations to improve teaching effectiveness.

2. For The Student

The students have to practice learning English, especially in reading texts and looking up the meaning of each word that is not yet known. Because when they practice less, they will have little vocabulary. Using the Story Mapping method and Hangman Games, students are expected to be more motivated and get good grades in English lessons.

3. For The Researcher

The quantitative research on the combination of story mapping and hangman games, it is recommended to expand the research sample for more generalizable results. Use experimental or quasi-experimental research designs to objectively test the effectiveness of this method. Collect data using valid and reliable measurement instruments to assess students' reading comprehension and vocabulary acquisition. Additionally, conduct appropriate statistical analysis to identify significant differences between the experimental and control groups. Finally, consider the impact of moderating and mediating variables to gain a more comprehensive understanding of the effects of this method.

REFERENCE

- Antia, S. D., Catalano, J. A., Rivera, M. C., & Creamer, C. (2021). Explicit And Contextual Vocabulary Intervention: Effects On Word And Definition Learning. *Journal Of Deaf Studies And Deaf Education*, 26(3), 381–394. <https://doi.org/10.1093/deafed/enab002>
- Boulineau, T., Fore Iii, C., Hagan-Burke, S., & Burke, M. D. (2004). Use Of Story-Mapping To Increase The Story-Grammar Text Comprehension Of Elementary Students With Learning Disabilities. *Learning Disability Quarterly*, 27(2), 105–121.
- Duke, N. K., & Cartwright, K. B. (2021). The Science Of Reading Progresses: Communicating Advances Beyond The Simple View Of Reading. *Reading Research Quarterly*, 56(S1), S25–S44. <https://doi.org/10.1002/rq.411>
- Eka Dyah, P. (2017). *Analysis Of Students'ability To Write Procedure Texts At The Informatics Engineering Students Of State Polytechnic Of Cilacap*.
- Evi. (2017). The Implementation Of Teaching Speaking For Children Of English Massive (Emas) Program At Spot Tambah Pinter, Ngronggo-Kediri. *The Implementation Of Teaching Speaking For Children Of English Massive (Emas) Program At Spot Tambah Pinter, Ngronggo-Kediri*.
- Flory, K., Milich, R., Lorch, E. P., Hayden, A. N., Strange, C., & Welsh, R. (2006). Online Story Comprehension Among Children With Adhd: Which Core Deficits Are Involved? *Journal Of Abnormal Child Psychology*, 34, 850–862.
- Ghazal, K. T., Ahmed, H. A., & Nuaman, M. M. (2003). " *The Effect Of Using The Story-Mapping Technique On Reading Comprehension*.
- Haskins, R., Murnane, R., Sawhill, I., & Snow, C. (2012). Can Academic Standards Boost Literacy And Close The Achievement Gap. *Future Of Children*, 1–5.
- Hatimah, H. (2021). *Improving Students' Reading Comprehension On Narrative Text By Using Story Mapping Technique At Senior High Schools In Luwu Utara*.
- Hedin, L. R., & Conderman, G. (2010). Teaching Students To Comprehend Informational Text Through Rereading. *The Reading Teacher*, 63(7), 556–565.

- Herlina, N. (2017). The Use Of Reciprocal Strategy In Teaching Reading Comprehension. *Proceedings Of Iselt Fbs Universitas Negeri Padang*, 5, 105–112.
- Keenan, J. M., Betjemann, R. S., Wadsworth, S. J., Defries, J. C., & Olson, R. K. (2006). Genetic And Environmental Influences On Reading And Listening Comprehension. *Journal Of Research In Reading*, 29(1), 75–91. <https://doi.org/10.1111/j.1467-9817.2006.00293.x>
- Klingner, J., Boardman, A., & Annamma, S. (2015). Promoting High Expectations With Collaborative Strategic Reading. *High-Expectation Curricula: Helping All Students Succeed With Powerful Learning*, 73.
- Linse. (2005). *348-741-1-Pb Important Literature Review*.
- Lubis, R. I. (2020). The Effect Of Story Mapping Strategy On Students' achievement In Writing Narrative Text. *Jurnal Liner (Language Intelligence And Educational Research)*, 3(2), 102–112.
- Ludewig, U., Hübner, N., & Schroeder, S. (2023). Vocabulary, Text Coverage, Word Frequency And The Lexical Threshold In Elementary School Reading Comprehension. *Reading And Writing*, 36(9), 2409–2431. <https://doi.org/10.1007/s11145-022-10385-0>
- Mafuroh, N. A. A., & Ningrum, Y. S. (2019). The Coherence Analysis Of Students' Analytical Exposition Texts. *Elt Forum: Journal Of English Language Teaching*, 8(1), 86–100.
- Nadirah, N., Asrifan, A., Vargheese, K. J., & Haedar, H. (2020). Interactive Multimedia In Efl Classroom: A Study Of Teaching Reading Comprehension At Junior High School In Indonesia. *Journal Of Advanced English Studies*, 3(2), 131–145.
- Rahmawati, I. N., & Latifah, N. (2019). Teaching And Learning Narrative Text Writing Through Story Mapping. *English Education: Jurnal Tadris Bahasa Inggris*, 12(1), 78–96.
- Ramadhani, P. R. (2023). The Effect Of Hangman Game Towards Students' vocabulary Mastery At The Seventh Grade Students Of Mts Hifzil Qur'an Medan In The Academic Year Of 2020/2021. *Bright Vision Journal Of Language And Education*, 2(2), 262–277.

- Reza Ahmadi, M., Nizam Ismail, H., & Kamarul Kabilan Abdullah, M. (2013). The Importance Of Metacognitive Reading Strategy Awareness In Reading Comprehension. *English Language Teaching*, 6(10), 235–244. <https://doi.org/10.5539/elt.v6n10p235>
- Rohmah, R. M., & Imaniar, F. (2023). Investigating External Causes For Lack Of Reading Motivation Among Private High School Students. *Journal Of Multidisciplinary Science: Mikailalsys*, 1(3), 341–348. <https://doi.org/10.58578/Mikailalsys.V1i3.2266>
- Sidik, H., Masek, A., & Yuri Camenda, D. (2021). The Effects Of Problem-Based Learning In Students Reading Comprehension For Mastering The Content And Vocabulary Acquisition Asean Journal Of Science And Engineering Education. *Asean Journal Of Science And Engineering Education*, 1(2), 87–92. <https://doi.org/10.17509/Xxxx.Vxix>
- Snow, C. (2002). *Reading For Understanding: Toward An R&D Program In Reading Comprehension*. Rand Corporation.
- Stafura, J. Z., & Perfetti, C. A. (2017). Integrating Word Processing With Text Comprehension. *Theories Of Reading Development*, 9–31.
- Suryani, N. (2018). *Teknodika Analisis Kemampuan Membaca Siswa Pada Pembelajaran Reading Comprehension* (Vol. 16, Issue 02). <http://jurnal.fkip.uns.ac.id/teknodika>
- Susilo, S. V. (2015). Cooperative Learning Make A Match Dalam Pembelajaran Reading Comprehension Di Kelas Iv Sekolah Dasar. *Jurnal Cakrawala Pendas*, 1(1).
- Syafii, M. L. (2021). The Implementation Of The Story Mapping Strategy To Enhance Students' Reading Comprehension. *Celtic: A Journal Of Culture*, 8(1). <https://doi.org/10.22219/Celtic.V8i1.16161>
- Tanjung, S., Rahmansyah, H., & Siregar, S. R. (2019). The Effect Of Hangman Game On Students' vocabulary Mastery. *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, 2(3), 77–89.
- Tanjung, S., Rahmansyah, H., Siregar, S. R., & Selatan, I. P. (2019). *The Effect Of Hangman Game On Students' Vocabulary Mastery (A Study At The Eighth Grade Of Smp Negeri 1 Padang Bolak 2019/2020 Academic Year)*. 2(3), 2019.

Van Blerk, L., Hunter, J., Shand, W., & Prazeres, L. (2023). Creating Stories For Impact: Co- Producing Knowledge With Young People Through Story Mapping. *Area*, 55(1), 99–107.

Zimmerman, B. J., & Moylan, A. R. (2009). Self-Regulation: Where Metacognition And Motivation Intersect. In *Handbook Of Metacognition In Education* (Pp. 299–315). Routledge.

APPENDIX

Appendix 1. Surat Izin Penelitian.

a. Surat izin penelitian

 **FABIO-UNIMUDA SORONG**
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Masjid Pantai, Alvin, Kabupaten Sorong, Papua Barat Daya

Nomor : 082/L3.AU/SPm/FABIO/B/2024 Sorong, 20 Februari 2024
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala Sekolah SMP Negeri 15 Kabupaten Sorong
Di_ _____
Tempat _____

Assalamu 'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Ezra Uliartha Sidabutar
NIM : 148820320010
Semester : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Implementation of Story Mapping Strategy and Hangman Games in Reading Comprehension."

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 26 Februari – 26 Maret 2024.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan.

www.fabio.unimudasorong.ac.id PROGRAM STUDI:
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan,
PGSD, Pendidikan Jasmani, dan PG PAUD



Appendix 2. Result Pretest and Posttest Students Answer

Pre-test

A. Lorista Devota Seranik

Pre Test Of Narrative Teks At SMP Negeri 15 Kabupaten Sorong

School : SMP Negeri 15 Kabupaten Sorong
Education Units : Junior High School
Number and From of questions : 20 Multiple Choice
Time Allocation : 2 Hour (2×45)

Name	Lorista devota Seranik
Class	— VIII
Subject	(Bahasa Inggris)
Day/Date	(Senin 26 Februari 2024)

The following test is for question 1 to 4 :

Once upon a time, there was a hunter who lived in a village. He loved to tell the villagers about his daring hunting adventures, and they admired him a lot. He often bragged about fighting a lion with his bare hands and claimed that even tiny animals were scared just by seeing him.

One day, as the hunter was walking through a forest, he encountered a woodcutter from the same village. The boastful hunter approached the woodcutter and greeted him, saying, "How are you? It's a fine day, isn't it?"

The woodcutter replied, "Yes, yes, indeed!"

The hunter then asked, "Have you seen any lion footprints nearby? It's been months since I defeated one."

10

Knowing that the hunter liked to boast, the woodcutter decided to play along and said, "Yes, there's a lion in a nearby den. Can I take you there?"

The scared hunter quickly responded, "No... No... I only wanted to see its footprints." In the end, the boastful hunter ran away from the spot.

1. Where did the hunter meet a woodcutter in the story?
 - a. In the village market
 - b. In the mountains
 - c. In the forest
 - d. In the hunter's house
2. What did the hunter love to do in the village?
 - a. Tell stories about his farming
 - b. Share his daring hunting adventures
 - c. Teach others how to fish
 - d. Boast about his cooking skills
3. Why did the hunter run away from the spot in the end??
 - a. He was scared of the woodcutter
 - b. He realized the lion might be real
 - c. He didn't want to fight the lion
 - d. He only wanted to see footprints
4. What was the woodcutter's plan in telling the hunter about the lion?
 - a. To scare the hunter
 - b. To impress the hunter
 - c. To make the hunter fight the lion
 - d. To play along with the hunter's boasting

The following text is for question 5 to 8 :

One day, two men passing by a fish pond said, "Come on, let's hurry home and get our nets. These fish are too good to pass up." The three fish were very frightened. The first fish thought for a moment, then swam out of the pond through the outlet into the river.

When the two men returned with their nets, only two fish were visible. They found the pond's outlet and built a dam across it.

The second fish now began to think. It rose to the water's surface and floated upside down. One of the men scooped it up with his net, but the fish appeared lifeless, so he threw it back into the water.

5. What did the two men passing by the fish pond decide to do when they saw the fish?
- a. They wanted to catch butterflies.
 - b. They decided to go home and get their nets.
 - c. They planned to swim in the pond. X
 - d. They intended to build a dam in the river.
6. Why were the three fish very frightened?
- a. They saw a shark in the pond. X
 - b. The men were planning to fish them.
 - c. There was a storm in the river.
 - d. They heard loud noises from the nearby forest.

7. What did the first fish do when it was frightened?
- a. It swam out of the pond through the outlet into the river.
 - b. It hid behind a rock in the pond.
 - c. It attacked one of the men with its fins. ✗
 - d. It called for help from other fish in the pond.
8. Why did the man throw the second fish back into the water?
- a. The fish bit him.
 - b. The fish appeared lifeless. ✓
 - c. The man felt sorry for the fish.
 - d. The man wanted to keep it as a pet.

The following text is for question 9 to 12 :

One day, a group of boys was playing by the edge of a pond where a family of frogs lived. The boys entertained themselves by throwing stones into the pond, making the stones skip on top of the water.

The stones flew rapidly, and the boys were having a great time. However, the poor frogs in the pond were trembling with fear.

Finally, one of the frogs, the oldest and bravest, lifted its head out of the water and said, "Oh, please, dear children, stop your cruel play! Although it may be fun for you, it means death to us!"

9. What were the boys doing at the edge of the pond?
- a. Fishing ✗
 - b. Skipping stones

Building a dam

d. Catching frogs

10. Why were the boys throwing stones into the pond?

a. To build a bridge

b. To create ripples

To make the stones sink X

d. To make the stones skip on top of the water

11. How did the stones affect the frogs in the pond?

The frogs enjoyed the game.

b. The frogs were unaffected. X

c. The frogs were frightened and trembling.

d. The frogs joined the boys in play.

12. Why did the oldest frog ask the children to stop their play?

a. Because the frogs wanted to join in the fun

b. Because the stones were creating beautiful patterns

Because the boys were making too much noise X

d. Because the stones meant danger and death to the frogs

The following text is for question 13 to 16 :

Once upon a time, there were three neighbors in a beautiful village. All three of them were hardworking farmers.

At a certain point, the three neighbors encountered problems with their crops. The crops in all three fields were wilting and infested with pests. Every day, they tried

different ideas to improve their crops. The first one attempted to use a scarecrow, the second used pesticides, and the third built a fence around his field, but none of these solutions worked.

One day, the village head came by and gathered all three farmers. He gave each of them a stick and asked them to break it. The farmers easily broke the single sticks. Then, the village head gave them a bundle of three sticks and asked them to break it. This time, the farmers struggled to break the bundle. The village head said, "Together you are stronger than when you work alone." Inspired by this lesson, the farmers combined their efforts, and together they successfully got rid of the pests in their fields.

13. What problem did the three neighbors face with their crops?

- a. They were too tall.
- b. They were wilting and infested with pests.
- c. They were too colorful. ✗
- d. They grew too quickly.

14. What did the first farmer try to use to solve the problem with his crops?

- a. Pesticides
- b. Scarecrow ✗
- c. Fertilizer
- d. Watering system

17. What did the lion say to the gnat buzzing around his head?

- a. "You're a powerful insect!"
- b. "Go away, vile insect!"
- c. "Let's be friends, little gnat!"
- d. "I'm not afraid of you, gnat!"

X

18. How did the gnat respond when the lion called him a king?

- a. He apologized.
- b. He flew away.
- c. He stung the lion on the nose.
- d. He bowed down to the lion.

X

19. What happened when the lion tried to strike back at the gnat?

- a. The lion caught the gnat easily.
- b. The lion tore himself with his own claws.
- c. The gnat surrendered.
- d. The lion and gnat became friends.

X

20. What did the lion do eventually?

- a. He continued to fight the gnat.
- b. He surrendered to the gnat.
- c. He tore the spider's web.
- d. He gave up the fight.

X

17. What did the lion say to the gnat buzzing around his head?

- a. "You're a powerful insect!"
- b. "Go away, vile insect!"
- c. "Let's be friends, little gnat!"
- d. "I'm not afraid of you, gnat!"

X

18. How did the gnat respond when the lion called him a king?

- a. He apologized.
- b. He flew away.
- c. He stung the lion on the nose.
- d. He bowed down to the lion.

X

19. What happened when the lion tried to strike back at the gnat?

- a. The lion caught the gnat easily.
- b. The lion tore himself with his own claws.
- c. The gnat surrendered.
- d. The lion and gnat became friends.

X

20. What did the lion do eventually?

- a. He continued to fight the gnat.
- b. He surrendered to the gnat.
- c. He tore the spider's web.
- d. He gave up the fight.

X

B. Ria Jakakuin

Pre Test Of Narrative Teks At SMP Negeri 15 Kabupaten Sorong

School : SMP Negeri 15 Kabupaten Sorong
Education Units : Junior High School
Number and From of questions : 20 Multiple Choice
Time Allocation : 2 Hour (2×45)

Name	RiA, Jakakuin
Class	VIII, 81
Subject	Bahasa Inggris
Day/Date	seni 26 Februari 2024

The following test is for question 1 to 4 :

Once upon a time, there was a hunter who lived in a village. He loved to tell the villagers about his daring hunting adventures, and they admired him a lot. He often bragged about fighting a lion with his bare hands and claimed that even tiny animals were scared just by seeing him.

One day, as the hunter was walking through a forest, he encountered a woodcutter from the same village. The boastful hunter approached the woodcutter and greeted him, saying, "How are you? It's a fine day, isn't it?"

The woodcutter replied, "Yes, yes, indeed!"

The hunter then asked, "Have you seen any lion footprints nearby? It's been months since I defeated one."

20

Knowing that the hunter liked to boast, the woodcutter decided to play along and said, "Yes, there's a lion in a nearby den. Can I take you there?"

The scared hunter quickly responded, "No... No... I only wanted to see its footprints." In the end, the boastful hunter ran away from the spot.

1. Where did the hunter meet a woodcutter in the story?
 - a. In the village market
 - b. In the mountains
 - c. In the forest ✓
 - d. In the hunter's house
2. What did the hunter love to do in the village?
 - a. Tell stories about his farming
 - b. Share his daring hunting adventures
 - c. Teach others how to fish ✗
 - d. Boast about his cooking skills
3. Why did the hunter run away from the spot in the end??
 - a. He was scared of the woodcutter
 - b. He realized the lion might be real ✗
 - c. He didn't want to fight the lion
 - d. He only wanted to see footprints
4. What was the woodcutter's plan in telling the hunter about the lion?
 - a. To scare the hunter
 - b. To impress the hunter ✗
 - c. To make the hunter fight the lion
 - d. To play along with the hunter's boasting

The following text is for question 5 to 8 :

One day, two men passing by a fish pond said, "Come on, let's hurry home and get our nets. These fish are too good to pass up." The three fish were very frightened. The first fish thought for a moment, then swam out of the pond through the outlet into the river.

When the two men returned with their nets, only two fish were visible. They found the pond's outlet and built a dam across it.

The second fish now began to think. It rose to the water's surface and floated upside down. One of the men scooped it up with his net, but the fish appeared lifeless, so he threw it back into the water.

5. What did the two men passing by the fish pond decide to do when they saw the fish?
- a. They wanted to catch butterflies.
 - b. They decided to go home and get their nets.
 - c. They planned to swim in the pond.
 - d. They intended to build a dam in the river.
6. Why were the three fish very frightened?
- a. They saw a shark in the pond.
 - b. The men were planning to fish them.
 - c. There was a storm in the river.
 - d. They heard loud noises from the nearby forest.

7. What did the first fish do when it was frightened?
- a. It swam out of the pond through the outlet into the river.
 - b. It hid behind a rock in the pond.
 - c. It attacked one of the men with its fins. X
 - d. It called for help from other fish in the pond.
8. Why did the man throw the second fish back into the water?
- a. The fish bit him.
 - b. The fish appeared lifeless. X
 - c. The man felt sorry for the fish.
 - d. The man wanted to keep it as a pet.

The following test is for question 9 to 12 :

One day, a group of boys was playing by the edge of a pond where a family of frogs lived. The boys entertained themselves by throwing stones into the pond, making the stones skip on top of the water.

The stones flew rapidly, and the boys were having a great time. However, the poor frogs in the pond were trembling with fear.

Finally, one of the frogs, the oldest and bravest, lifted its head out of the water and said, "Oh, please, dear children, stop your cruel play! Although it may be fun for you, it means death to us!"

9. What were the boys doing at the edge of the pond?
- a. Fishing
 - b. Skipping stones X

Building a dam

d. Catching frogs

10. Why were the boys throwing stones into the pond?

To build a bridge

b. To create ripples

c. To make the stones sink

d. To make the stones skip on top of the water

11. How did the stones affect the frogs in the pond?

a. The frogs enjoyed the game.

b. The frogs were unaffected.

c. The frogs were frightened and trembling.

~~a.~~ The frogs joined the boys in play.

12. Why did the oldest frog ask the children to stop their play?

a. Because the frogs wanted to join in the fun

b. Because the stones were creating beautiful patterns

c. Because the boys were making too much noise

d. Because the stones meant danger and death to the frogs

The following test is for question 13 to 16 :

Once upon a time, there were three neighbors in a beautiful village. All three of them were hardworking farmers.

At a certain point, the three neighbors encountered problems with their crops. The crops in all three fields were wilting and infested with pests. Every day, they tried

different ideas to improve their crops. The first one attempted to use a scarecrow, the second used pesticides, and the third built a fence around his field, but none of these solutions worked.

One day, the village head came by and gathered all three farmers. He gave each of them a stick and asked them to break it. The farmers easily broke the single sticks. Then, the village head gave them a bundle of three sticks and asked them to break it. This time, the farmers struggled to break the bundle. The village head said, "Together you are stronger than when you work alone." Inspired by this lesson, the farmers combined their efforts, and together they successfully got rid of the pests in their fields.

13. What problem did the three neighbors face with their crops?

- a. They were too tall.
- b. They were wilting and infested with pests.
- c. They were too colorful.
- d. They grew too quickly.

14. What did the first farmer try to use to solve the problem with his crops?

- a. Pesticides
- b. Scarecrow
- c. Fertilizer
- d. Watering system

15. How did the second farmer attempt to address the issue with his crops?

- a. Built a fence
- b. Used scarecrow
- c. Used pesticides ✓
- d. Prayed for better crops

16. What did the third farmer do to protect his crops?

- a. Used scarecrow
- b. Used pesticides ✗
- c. Built a fence
- d. Prayed for better crops

The following text is for question 17 to 20 :

"Go away, annoying insect!" the lion said angrily to a gnat buzzing around his head, but the gnat was not bothered at all. "Do you think," he said spitefully to the lion, "that I am afraid of you just because they call you king?"

In the next moment, the gnat attacked the lion and stung him sharply on the nose. Filled with rage, the lion tried to strike back at the gnat, but ended up tearing himself with his own claws. The gnat continued to sting the lion repeatedly, causing him to roar loudly. Eventually, exhausted from anger and covered in wounds from his own teeth and claws, the lion gave up the fight.

The triumphant gnat buzzed away to boast about his victory, only to fly straight into a spider's web. There, the one who had defeated the king of beasts met a miserable end, becoming the prey of a tiny spider.

17. What did the lion say to the gnat buzzing around his head?

- a. "You're a powerful insect!"
- b. "Go away, vile insect!"
- c. "Let's be friends, little gnat!" ✗
- d. "I'm not afraid of you, gnat!"

18. How did the gnat respond when the lion called him a king?

- a. He apologized.
- b. He flew away.
- c. He stung the lion on the nose. ✓
- d. He bowed down to the lion.

19. What happened when the lion tried to strike back at the gnat?

- a. The lion caught the gnat easily.
- b. The lion tore himself with his own claws.
- c. The gnat surrendered. ✓
- d. The lion and gnat became friends.

20. What did the lion do eventually?

- a. He continued to fight the gnat.
- b. He surrendered to the gnat. ✗
- c. He tore the spider's web.
- d. He gave up the fight.

C. Bertha You

Pre Test Of Narrative Teks At SMP Negeri 15 Kabupaten Sorong

School : SMP Negeri 15 Kabupaten Sorong
Education Units : Junior High School
Number and From of questions : 20 Multiple Choice
Time Allocation : 2 Hour (2x45)

Name	Bertha You
Class	Kelas VIII
Subject	Bahasa Inggris
Day/Date	Senin, tanggal 26-2-2024

The following test is for question 1 to 4 :

Once upon a time, there was a hunter who lived in a village. He loved to tell the villagers about his daring hunting adventures, and they admired him a lot. He often bragged about fighting a lion with his bare hands and claimed that even tiny animals were scared just by seeing him.

One day, as the hunter was walking through a forest, he encountered a woodcutter from the same village. The boastful hunter approached the woodcutter and greeted him, saying, "How are you? It's a fine day, isn't it?"

The woodcutter replied, "Yes, yes, indeed!"

The hunter then asked, "Have you seen any lion footprints nearby? It's been months since I defeated one."

45

Knowing that the hunter liked to boast, the woodcutter decided to play along and said, "Yes, there's a lion in a nearby den. Can I take you there?"

The scared hunter quickly responded, "No... No... I only wanted to see its footprints." In the end, the boastful hunter ran away from the spot.

1. Where did the hunter meet a woodcutter in the story?

a. In the village market

b. In the mountains

c. In the forest

d. In the hunter's house

2. What did the hunter love to do in the village?

a. Tell stories about his farming

b. Share his daring hunting adventures

c. Teach others how to fish

d. Boast about his cooking skills

3. Why did the hunter run away from the spot in the end??

a. He was scared of the woodcutter

b. He realized the lion might be real

c. He didn't want to fight the lion

d. He only wanted to see footprints

4. What was the woodcutter's plan in telling the hunter about the lion?

a. To scare the hunter

b. To impress the hunter

c. To make the hunter fight the lion

d. To play along with the hunter's boasting

The following text is for question 5 to 8 :

One day, two men passing by a fish pond said, "Come on, let's hurry home and get our nets. These fish are too good to pass up." The three fish were very frightened. The first fish thought for a moment, then swam out of the pond through the outlet into the river.

When the two men returned with their nets, only two fish were visible. They found the pond's outlet and built a dam across it.

The second fish now began to think. It rose to the water's surface and floated upside down. One of the men scooped it up with his net, but the fish appeared lifeless, so he threw it back into the water.

5. What did the two men passing by the fish pond decide to do when they saw the fish?
- a. They wanted to catch butterflies.
 - b. They decided to go home and get their nets. ✓
 - c. They planned to swim in the pond.
 - d. They intended to build a dam in the river.
6. Why were the three fish very frightened?
- a. They saw a shark in the pond. ✓
 - b. The men were planning to fish them.
 - c. There was a storm in the river.
 - d. They heard loud noises from the nearby forest.

7. What did the first fish do when it was frightened?

- a. It swam out of the pond through the outlet into the river.
- b. It hid behind a rock in the pond.
- c. It attacked one of the men with its fins. ✓
- d. It called for help from other fish in the pond.

8. Why did the man throw the second fish back into the water?

- a. The fish bit him.
- b. The fish appeared lifeless.
- c. The man felt sorry for the fish. ✗
- d. The man wanted to keep it as a pet.

The following text is for question 9 to 12 :

One day, a group of boys was playing by the edge of a pond where a family of frogs lived. The boys entertained themselves by throwing stones into the pond, making the stones skip on top of the water.

The stones flew rapidly, and the boys were having a great time. However, the poor frogs in the pond were trembling with fear.

Finally, one of the frogs, the oldest and bravest, lifted its head out of the water and said, "Oh, please, dear children, stop your cruel play! Although it may be fun for you, it means death to us!"

9. What were the boys doing at the edge of the pond?

- a. Fishing
- b. Skipping stones ✓

- c. Building a dam
 - d. Catching frogs
10. Why were the boys throwing stones into the pond?
- a. To build a bridge
 - b. To create ripples
 - c. To make the stones sink
 - d. To make the stones skip on top of the water
11. How did the stones affect the frogs in the pond?
- a. The frogs enjoyed the game.
 - b. The frogs were unaffected.
 - c. The frogs were frightened and trembling.
 - d. The frogs joined the boys in play.
12. Why did the oldest frog ask the children to stop their play?
- a. Because the frogs wanted to join in the fun
 - b. Because the stones were creating beautiful patterns
 - c. Because the boys were making too much noise
 - d. Because the stones meant danger and death to the frogs

The following test is for question 13 to 16 :

Once upon a time, there were three neighbors in a beautiful village. All three of them were hardworking farmers.

At a certain point, the three neighbors encountered problems with their crops. The crops in all three fields were wilting and infested with pests. Every day, they tried

different ideas to improve their crops. The first one attempted to use a scarecrow, the second used pesticides, and the third built a fence around his field, but none of these solutions worked.

One day, the village head came by and gathered all three farmers. He gave each of them a stick and asked them to break it. The farmers easily broke the single sticks. Then, the village head gave them a bundle of three sticks and asked them to break it. This time, the farmers struggled to break the bundle. The village head said, "Together you are stronger than when you work alone." Inspired by this lesson, the farmers combined their efforts, and together they successfully got rid of the pests in their fields.

13. What problem did the three neighbors face with their crops?

- a. They were too tall.
- b. They were wilting and infested with pests.
- c. They were too colorful.
- d. They grew too quickly.

14. What did the first farmer try to use to solve the problem with his crops?

- a. Pesticides
- b. Scarecrow
- c. Fertilizer
- d. Watering system

15. How did the second farmer attempt to address the issue with his crops?

- Built a fence
- b. Used scarecrow
- c. Used pesticides
- d. Prayed for better crops

16. What did the third farmer do to protect his crops?

- a. Used scarecrow
- Used pesticides
- c. Built a fence
- d. Prayed for better crops

The following text is for question 17 to 20 :

"Go away, annoying insect!" the lion said angrily to a gnat buzzing around his head, but the gnat was not bothered at all. "Do you think," he said spitefully to the lion, "that I am afraid of you just because they call you king?"

In the next moment, the gnat attacked the lion and stung him sharply on the nose. Filled with rage, the lion tried to strike back at the gnat, but ended up tearing himself with his own claws. The gnat continued to sting the lion repeatedly, causing him to roar loudly. Eventually, exhausted from anger and covered in wounds from his own teeth and claws, the lion gave up the fight.

The triumphant gnat buzzed away to boast about his victory, only to fly straight into a spider's web. There, the one who had defeated the king of beasts met a miserable end, becoming the prey of a tiny spider.

17. What did the lion say to the gnat buzzing around his head?

a. "You're a powerful insect!"

~~✗~~ "Go away, vile insect!"

c. "Let's be friends, little gnat!" ✓

d. "I'm not afraid of you, gnat!"

18. How did the gnat respond when the lion called him a king?

a. He apologized.

b. He flew away. ✗ ✓

~~✗~~ He stung the lion on the nose.

d. He bowed down to the lion.

19. What happened when the lion tried to strike back at the gnat?

a. The lion caught the gnat easily.

b. The lion tore himself with his own claws.

c. The gnat surrendered. ✗

~~✗~~ The lion and gnat became friends.

20. What did the lion do eventually?

a. He continued to fight the gnat.

b. He surrendered to the gnat. ✗

~~✗~~ He tore the spider's web.

d. He gave up the fight.

POST-TEST

A. Ria Jakakuin

Post Test Of Narrative Teks At SMP Negeri 15 Kabupaten Sorong

School : SMP Negeri 15 Kabupaten Sorong
Education Units : Junior High School
Number and From of questions : 20 Multiple Choice
Time Allocation : 2 Hour (2x45)

Name	Ria Jakakuin
Class	VIII B
Subject	BAHASAH INGGRIS
Day/Date	SABTU - 02 - 07 - 2020

The following test is for question 1 to 4 :

In the deep forest, many wild and friendly animals live happily. There are rabbits, birds, cats, ants, butterflies, and more. One day, a super strong storm hit the forest. The wind was so strong, hitting trees and leaves. Crack! The sound of branches swirling around. Sadly, many animals couldn't find a safe place, except for the smart ants that hid in the ground. The storm finally stopped as morning came, and the warm sun appeared again.

Out of the ground popped an ant, safe from the storm because it could go into its underground home. As it walked around, it saw a cocoon lying on a broken branch. The

50

ant thought, "Hmm, being a cocoon seems tough, stuck and unable to go anywhere."
"Being a cocoon is not cool!" The ant kept saying this to every animal it met.

A few days later, the ant walked along a muddy path. Oops! It didn't notice that the mud could suck it in deeper. "Uh-oh, it's hard to walk in this sticky mud," said the ant. The longer it walked, the more ants got stuck in the mud. "Help, please!" cried the ant. "Well, looks like you're in trouble, huh?" said a surprising voice. The ant looked around and saw a beautiful butterfly flying nearby.

"Hey ant, remember me? I'm the cocoon you teased. Now I'm a butterfly and can fly anywhere with my wings. See! You can't walk in this mud, can you?" teased the butterfly. "Well, I get it now. I'm sorry for teasing you. Will you help me?" asked the ant.

Finally, the butterfly helped the ant stuck in the mud. Before long, the ant was free. Grateful, the ant thanked the butterfly. "No problem! It's our job to help those in trouble, right? And now that you've learned not to tease others, we can be friends," said the butterfly. Since then, the ant and the butterfly became good buddies.

1. What happened in the forest one day?
 - a. A rainbow appeared
 - b. A strong storm hit
 - c. The sun disappeared ✗
 - ✗ The animals had a party
2. Why were the ants safe during the storm?
 - a. They had wings
 - ✗ They hid in the ground ✓

- c. They climbed trees
 - d. They built a shelter
3. What did the ant think about being a cocoon?
- a. It's cool and fun
 - b. It's tough and stuck ✓
 - c. It can fly anywhere
 - d. It's strong and powerful
4. Who helped the ant when it was stuck in the mud?
- a. A rabbit ✗
 - b. A butterfly
 - c. Another ant ✗
 - d. A bird

The following text is for question 5 to 8 :

While waiting for Lutung to arrive, the mice covered the turtle's body with themselves. They danced around, singing: "Let's join the joyful celebration... with the witty Lutung... who successfully fooled the King of the Jungle... who thought there was a turtle, but it's only us who are here..."

Lutung, who came with a tiger, was very surprised. Where is the turtle? Hearing the mice's song, the tiger became angry, feeling deceived. "Where is this turtle you're talking about?" he growled. Then, the tiger pounced on Lutung, carried him away into the forest.

5. What were the mice doing while waiting for Lutung?
- a. Sleeping
 - b. Dancing and singing ✓
 - c. Eating
 - d. Hiding

6. Who did Lutung come with to the gathering?
- a. Rabbit
 - b. Tiger
 - c. Elephant
 - d. Bird
7. What were the mice singing about in their song?
- a. Sad events in the jungle
 - b. Celebrating with Lutung
 - c. Complaining about the turtle
 - d. Warning about the tiger
8. What was Lutung's reaction to the tiger's attack?
- a. Surprised
 - b. Happy
 - c. Angry
 - d. Sad

The following text is for question 9 to 12 :

"The Rabbit, the Conqueror"

In a forest lived a fierce lion. One day, the fierce lion made a rule that it would not hunt the forest animals anymore. Instead, there had to be animals around it willingly offering themselves as prey.

On the first day after the rule was implemented, a clever rabbit appeared. Gasping for breath, the rabbit apologized to the fierce lion. "Forgive me, Your Majesty, I came late. Another lion helped me," said the rabbit.

Then, the fierce lion nodded and immediately responded, "Where is the lion that chased you? I will eliminate him right away."

"Yes, Your Majesty, he is inside that well."

Finally, the animals felt relieved. Thanks to the cleverness of the rabbit, the fierce lion entered the well, and there were no more predators in the forest.

9. Who lived in the forest?
- a. Clever rabbit
 - b. Fierce lion
 - c. Helpful lion
 - d. Apologetic animals

10. Why did the clever rabbit apologize to the fierce lion?
- a. For being late
 - b. For not helping
 - c. For bringing another lion
 - d. For not following the rule

11. What did the rabbit say about the other lion?
- a. It was inside the well.
 - b. It was hiding in the trees.
 - c. It ran away.
 - d. It was not real.

12. How did the fierce lion react when it heard about the other lion?
- a. It was happy.
 - b. It was angry.
 - c. It was sad.
 - d. It didn't care.

The following text is for question 13 to 16 :

After that, the Monkey King jumped across the river, swimming with great effort. He looked for a dangling root reaching to a wooden tree on the other side. The end of the root was carried back across. The intention was to create a bridge for his people. Unfortunately, the root didn't reach. Just a bit more. Without hesitation, he tied one of his legs, then hung onto the tree trunk.

13. What did the Monkey King do after jumping across the river?

- a. Climbed a tree
- b. Swam with great effort
- c. Looked for a root ✓
- d. Created a bridge

14. What was the Monkey King's intention in looking for the dangling root?

- a. To catch fish
- b. To swing from it
- c. To create a bridge for his people ✓
- d. To climb a tree

15. What happened to the root when the Monkey King tried to create a bridge?

- a. It reached the other side.
- b. It broke. ✓
- c. It disappeared.
- d. It didn't reach.

16. How did the Monkey King attempt to bridge the gap when the root didn't reach?

- a. He built a raft.
- b. He tied one of his legs.
- c. He called for help. ✗
- d. He gave up.

The Following test is for question 17-20

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put my full speed," he said.

"I challenge any one here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge Hare."

"Are you joking?" asked the Hare; "I could dance round you all the way during the race."

"Keep your boasting words until you've won," answered the Tortoise. "Shall we race now?"

So a course was fixed and a start was made not long after that. The Hare darted almost out of sight at once, but soon stopped and then, to show his contempt for the Tortoise, he lay down to have a nap. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post and he could not run up in time to win the race.

Then the Tortoise said: "Slow but steady progress wins the race."

17. What is the title of the story above?

- a. The Hare and The Turtle
- b. The Rabbit and The Snail
- c. The Hare and The Tortoise
- d. The Rabbit and The Tortoise

18. What was the Hare boasting about before the race?

- a. His strength
- b. His speed
- c. His intelligence
- d. His agility

19. What does the Hare do during the race that leads to his downfall?

- a. He stops to eat
- b. He stops to rest and takes a nap
- c. He takes a wrong turn
- d. He starts boasting again



20. What lesson can be learned from this story?

- a. Hare is always win
- b. Speed is more important than consistency
- c. Races are unfair
- d. Slow but steady progress can win the race.



B. Lorista Devota Seramik

Post Test Of Narrative Teks At SMP Negeri 15 Kabupaten Sorong

School : SMP Negeri 15 Kabupaten Sorong
Education Units : Junior High School
Number and From of questions : 20 Multiple Choice
Time Allocation : 2 Hour (2x45)

Name	Lorista Devota Seramik
Class	VIII
Subject	Bahasa Inggris
Day/Date	Sabtu 2 Maret 2024

The following text is for question 1 to 4 :

In the deep forest, many wild and friendly animals live happily. There are rabbits, birds, cats, ants, butterflies, and more. One day, a super strong storm hit the forest. The wind was so strong, hitting trees and leaves. Crack! The sound of branches swirling around. Sadly, many animals couldn't find a safe place, except for the smart ants that hid in the ground. The storm finally stopped as morning came, and the warm sun appeared again.

Out of the ground popped an ant, safe from the storm because it could go into its underground home. As it walked around, it saw a cocoon lying on a broken branch. The

65

ant thought, "Hmm, being a cocoon seems tough, stuck and unable to go anywhere."
"Being a cocoon is not cool!" The ant kept saying this to every animal it met.

A few days later, the ant walked along a muddy path. Oops! It didn't notice that the mud could suck it in deeper. "Uh-oh, it's hard to walk in this sticky mud," said the ant. The longer it walked, the more ants got stuck in the mud. "Help, please!" cried the ant. "Well, looks like you're in trouble, huh?" said a surprising voice. The ant looked around and saw a beautiful butterfly flying nearby.

"Hey ant, remember me? I'm the cocoon you teased. Now I'm a butterfly and can fly anywhere with my wings. See! You can't walk in this mud, can you?" teased the butterfly. "Well, I get it now. I'm sorry for teasing you. Will you help me?" asked the ant.

Finally, the butterfly helped the ant stuck in the mud. Before long, the ant was free. Grateful, the ant thanked the butterfly. "No problem! It's our job to help those in trouble, right? And now that you've learned not to tease others, we can be friends," said the butterfly. Since then, the ant and the butterfly became good buddies.

1. What happened in the forest one day?

- a. A rainbow appeared
- b. A strong storm hit
- c. The sun disappeared
- d. The animals had a party

2. Why were the ants safe during the storm?

- a. They had wings
- b. They hid in the ground

- c. They climbed trees
- d. They built a shelter

3. What did the ant think about being a cocoon?

- ~~a.~~ It's cool and fun
- b. It's tough and stuck
- c. It can fly anywhere
- d. It's strong and powerful

4. Who helped the ant when it was stuck in the mud?

- a. A rabbit
- b. A butterfly
- ~~c.~~ Another ant
- d. A bird

The following text is for question 5 to 8 :

While waiting for Lutung to arrive, the mice covered the turtle's body with themselves. They danced around, singing: "Let's join the joyful celebration... with the witty Lutung... who successfully fooled the King of the Jungle... who thought there was a turtle, but it's only us who are here..."

Lutung, who came with a tiger, was very surprised. Where is the turtle? Hearing the mice's song, the tiger became angry, feeling deceived. "Where is this turtle you're talking about?" he growled. Then, the tiger pounced on Lutung, carried him away into the forest.

5. What were the mice doing while waiting for Lutung?

- a. Sleeping
- ~~b.~~ Dancing and singing
- c. Eating
- ~~d.~~ Hiding

6. Who did Lutung come with to the gathering?

- a. Rabbit
- b. Tiger
- c. Elephant
- d. Bird

X

7. What were the mice singing about in their song?

- a. Sad events in the jungle
- b. Celebrating with Lutung
- c. Complaining about the turtle
- d. Warning about the tiger

✓

8. What was Lutung's reaction to the tiger's attack?

- a. Surprised
- b. Happy
- c. Angry
- d. Sad

X

The following text is for question 9 to 12 :

"The Rabbit, the Conqueror"

In a forest lived a fierce lion. One day, the fierce lion made a rule that it would not hunt the forest animals anymore. Instead, there had to be animals around it willingly offering themselves as prey.

On the first day after the rule was implemented, a clever rabbit appeared. Gasping for breath, the rabbit apologized to the fierce lion. "Forgive me, Your Majesty, I came late. Another lion helped me," said the rabbit.

Then, the fierce lion nodded and immediately responded, "Where is the lion that chased you? I will eliminate him right away."

"Yes, Your Majesty, he is inside that well."

Finally, the animals felt relieved. Thanks to the cleverness of the rabbit, the fierce lion entered the well, and there were no more predators in the forest.

9. Who lived in the forest?

- a. Clever rabbit
- b. Fierce lion
- c. Helpful lion
- d. Apologetic animals

10. Why did the clever rabbit apologize to the fierce lion?

- a. For being late
- b. For not helping
- c. For bringing another lion
- d. For not following the rule

11. What did the rabbit say about the other lion?

- a. It was inside the well.
- b. It was hiding in the trees.
- c. It ran away.
- d. It was not real.

12. How did the fierce lion react when it heard about the other lion?

- a. It was happy.
- b. It was angry.
- c. It was sad.
- d. It didn't care.

The following test is for question 13 to 16 :

After that, the Monkey King jumped across the river, swimming with great effort. He looked for a dangling root reaching to a wooden tree on the other side. The end of the root was carried back across. The intention was to create a bridge for his people. Unfortunately, the root didn't reach. Just a bit more. Without hesitation, he tied one of his legs, then hung onto the tree trunk.

13. What did the Monkey King do after jumping across the river?

- a. Climbed a tree
- b. Swam with great effort
- c. Looked for a root ✓
- d. Created a bridge

14. What was the Monkey King's intention in looking for the dangling root?

- a. To catch fish
- b. To swing from it ✓
- c. To create a bridge for his people
- d. To climb a tree

15. What happened to the root when the Monkey King tried to create a bridge?

- a. It reached the other side.
- b. It broke. ✓
- c. It disappeared.
- d. It didn't reach.

16. How did the Monkey King attempt to bridge the gap when the root didn't reach?

- a. He built a raft.
- b. He tied one of his legs. ✓
- c. He called for help.
- d. He gave up.

The Following test is for question 17-20

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put my full speed," he said.

"I challenge any one here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge Hare."

"Are you joking?" asked the Hare; "I could dance round you all the way during the race."

"Keep your boasting words until you've won," answered the Tortoise. "Shall we race now?"

So a course was fixed and a start was made not long after that. The Hare darted almost out of sight at once, but soon stopped and then, to show his contempt for the Tortoise, he lay down to have a nap. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post and he could not run up in time to win the race.

Then the Tortoise said: "Slow but steady progress wins the race."

17. What is the title of the story above?

- a. The Hare and The Turtle
- b. The Rabbit and The Snail
- c. The Hare and The Tortoise
- d. The Rabbit and The Tortoise

x

18. What was the Hare boasting about before the race?

- a. His strength
- b. His speed

✓

- c. His intelligence
- d. His agility

19. What does the Hare do during the race that leads to his downfall?

- a. He stops to eat
- b. He stops to rest and takes a nap
- c. He takes a wrong turn ✓
- d. He starts boasting again

20. What lesson can be learned from this story?

- a. Hare is always win ✓
- b. Speed is more important than consistency
- c. Races are unfair
- d. Slow but steady progress can win the race.

C. Nadilla Fahriza Ulfa

Post Test Of Narrative Teks At SMP Negeri 15 Kabupaten Sorong

School : SMP Negeri 15 Kabupaten Sorong
Education Units : Junior High School
Number and From of questions : 20 Multiple Choice
Time Allocation : 2 Hour (2×45)

Name	Nadilla Fahriza Ulfa
Class	VIII
Subject	Bahasa Inggris
Day/Date	Sabtu 2 Maret 2024

The following test is for question 1 to 4 :

In the deep forest, many wild and friendly animals live happily. There are rabbits, birds, cats, ants, butterflies, and more. One day, a super strong storm hit the forest. The wind was so strong, hitting trees and leaves. Crack! The sound of branches swirling around. Sadly, many animals couldn't find a safe place, except for the smart ants that hid in the ground. The storm finally stopped as morning came, and the warm sun appeared again.

Out of the ground popped an ant, safe from the storm because it could go into its underground home. As it walked around, it saw a cocoon lying on a broken branch. The

95

ant thought, "Hmm, being a cocoon seems tough, stuck and unable to go anywhere."
"Being a cocoon is not cool!" The ant kept saying this to every animal it met.

A few days later, the ant walked along a muddy path. Oops! It didn't notice that the mud could suck it in deeper. "Uh-oh, it's hard to walk in this sticky mud," said the ant. The longer it walked, the more ants got stuck in the mud. "Help, please!" cried the ant. "Well, looks like you're in trouble, huh?" said a surprising voice. The ant looked around and saw a beautiful butterfly flying nearby.

"Hey ant, remember me? I'm the cocoon you teased. Now I'm a butterfly and can fly anywhere with my wings. See! You can't walk in this mud, can you?" teased the butterfly. "Well, I get it now. I'm sorry for teasing you. Will you help me?" asked the ant.

Finally, the butterfly helped the ant stuck in the mud. Before long, the ant was free. Grateful, the ant thanked the butterfly. "No problem! It's our job to help those in trouble, right? And now that you've learned not to tease others, we can be friends," said the butterfly. Since then, the ant and the butterfly became good buddies.

1. What happened in the forest one day?
 - a. A rainbow appeared
 - b. A strong storm hit
 - c. The sun disappeared ✓
 - d. The animals had a party

2. Why were the ants safe during the storm?
 - a. They had wings ✓
 - b. They hid in the ground

- c. They climbed trees
- d. They built a shelter

3. What did the ant think about being a cocoon?
- a. It's cool and fun
 - b. It's tough and stuck ✓
 - c. It can fly anywhere
 - d. It's strong and powerful

4. Who helped the ant when it was stuck in the mud?
- a. A rabbit
 - b. A butterfly ✓
 - c. Another ant
 - d. A bird

The following text is for question 5 to 8 :

While waiting for Lutung to arrive, the mice covered the turtle's body with themselves. They danced around, singing: "Let's join the joyful celebration... with the witty Lutung... who successfully fooled the King of the Jungle... who thought there was a turtle, but it's only us who are here..."

Lutung, who came with a tiger, was very surprised. Where is the turtle? Hearing the mice's song, the tiger became angry, feeling deceived. "Where is this turtle you're talking about?" he growled. Then, the tiger pounced on Lutung, carried him away into the forest.

5. What were the mice doing while waiting for Lutung?
- a. Sleeping
 - b. Dancing and singing ✓
 - c. Eating
 - d. Hiding

6. Who did Lutung come with to the gathering?
- a. Rabbit
 - b. Tiger
 - c. Elephant ✓
 - d. Bird
7. What were the mice singing about in their song?
- a. Sad events in the jungle
 - b. Celebrating with Lutung ✓
 - c. Complaining about the turtle
 - d. Warning about the tiger
8. What was Lutung's reaction to the tiger's attack?
- a. Surprised
 - b. Happy
 - c. Angry ✓
 - d. Sad

The following text is for question 9 to 12 :

"The Rabbit, the Conqueror"

In a forest lived a fierce lion. One day, the fierce lion made a rule that it would not hunt the forest animals anymore. Instead, there had to be animals around it willingly offering themselves as prey.

On the first day after the rule was implemented, a clever rabbit appeared. Gasping for breath, the rabbit apologized to the fierce lion. "Forgive me, Your Majesty, I came late. Another lion helped me," said the rabbit.

Then, the fierce lion nodded and immediately responded, "Where is the lion that chased you? I will eliminate him right away."

"Yes, Your Majesty, he is inside that well."

Finally, the animals felt relieved. Thanks to the cleverness of the rabbit, the fierce lion entered the well, and there were no more predators in the forest.

9. Who lived in the forest?

- a. Clever rabbit
- b. Fierce lion
- c. Helpful lion
- d. Apologetic animals



10. Why did the clever rabbit apologize to the fierce lion?

- a. For being late
- b. For not helping
- c. For bringing another lion
- d. For not following the rule



11. What did the rabbit say about the other lion?

- a. It was inside the well.
- b. It was hiding in the trees.
- c. It ran away.
- d. It was not real.



12. How did the fierce lion react when it heard about the other lion?

- a. It was happy.
- b. It was angry.
- c. It was sad.
- d. It didn't care.



The following text is for question 13 to 16 :

After that, the Monkey King jumped across the river, swimming with great effort. He looked for a dangling root reaching to a wooden tree on the other side. The end of the root was carried back across. The intention was to create a bridge for his people. Unfortunately, the root didn't reach. Just a bit more. Without hesitation, he tied one of his legs, then hung onto the tree trunk.

13. What did the Monkey King do after jumping across the river?

- a. Climbed a tree
- b. Swam with great effort ✓
- c. Looked for a root
- d. Created a bridge

14. What was the Monkey King's intention in looking for the dangling root?

- a. To catch fish
- b. To swing from it ✓
- c. To create a bridge for his people
- d. To climb a tree

15. What happened to the root when the Monkey King tried to create a bridge?

- a. It reached the other side. ✓
- b. It broke.
- c. It disappeared.
- d. It didn't reach.

16. How did the Monkey King attempt to bridge the gap when the root didn't reach?

- a. He built a raft.
- b. He tied one of his legs. ✓
- c. He called for help.
- d. He gave up.

The Following test is for question 17-20

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put my full speed," he said.

"I challenge any one here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge Hare."

"Are you joking?" asked the Hare; "I could dance round you all the way during the race."

"Keep your boasting words until you've won," answered the Tortoise. "Shall we race now?"

So a course was fixed and a start was made not long after that. The Hare darted almost out of sight at once, but soon stopped and then, to show his contempt for the Tortoise, he lay down to have a nap. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post and he could not run up in time to win the race.

Then the Tortoise said: "Slow but steady progress wins the race."

17. What is the title of the story above?

- a. The Hare and The Turtle
- b. The Rabbit and The Snail
- c. The Hare and The Tortoise
- d. The Rabbit and The Tortoise

18. What was the Hare boasting about before the race?

- a. His strength
- b. His speed

- c. His intelligence
- d. His agility

19. What does the Hare do during the race that leads to his downfall?

- a. He stops to eat
- ~~b.~~ He stops to rest and takes a nap
- c. He takes a wrong turn ✓
- d. He starts boasting again

20. What lesson can be learned from this story?

- a. Hare is always win
- b. Speed is more important than consistency ✓
- c. Races are unfair
- ~~d.~~ Slow but steady progress can win the race.

Appendix 3 : Rencana Pelaksanaan Pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 15 Kabupaten Sorong
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / Genap
Materi Pokok : Narrative Text
Alokasi Waktu : 2 jam (45 menit x 2)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengetahui struktur *Narrative text*
- Memahami Language Feature of *Narrative text*
- Mampu menjawab soal tentang *Narrative text*
- Mampu meningkatkan pemahaman membaca terhadap cerita dari *Narrative text*

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Memahami makna dalam teks naratif berbentuk fable baik secara individu maupun diskusi dalam kelompok.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fable beserta pesan moral

transaksional dengan guru dan teman	terkait.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menjelaskan generic structures dan fungsi teks naratif berbentuk fable.
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media** : Buku cetak guru, buku catatan siswa dan LKPD
- **Alat/Bahan** : Papan tulis dan spidol
- **Sumber Belajar** : Buku cetak Bahasa Inggris “ When English Rings a Bell “

D. Model/Metode Pembelajaran

- **Pendekatan** : Saintifik
- **Strategi** : Menerangkan, tanya-jawab, bermain game, dan penugasan
- **Metode** : Metode ceramah dan pembelajaran kooperatif

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Kegiatan Inti (60 Menit)

- Peserta didik diberi catatan melalui papan tulis lalu setelah itu guru akan menjelaskan terkait materi yang dicatat.
- Peneliti membagi siswa dalam beberapa kelompok
- Peneliti memberikan permainan hangman game untuk menambah kosakata siswa
- Peneliti menuliskan garis kosong berjumlah sesuai kata yang akan dimainkan.
- Kelompok tercepat yang angkat tangan, dapat menjawab kosakata dengan menyebutkan huruf satu per satu dengan benar.
- Kelompok yang berhasil menjawab kosakata dengan benar, akan mendapatkan poin.
- Jika satu kelompok menjawab huruf dengan salah sebanyak tiga kali, maka kesempatan menjawab dilemparkan kepada kelompok yang lain yang bersedia menjawab.
- Setelah permainan vocabulary dengan hangman game, peneliti membagikan narrative text yang berbeda ke setiap kelompok.
- Dengan menerapkan metode story mapping, siswa membuat pemetaan cerita dari teks narrative yang telah dibagikan.
- Pemetaan cerita berupa ide pokok setiap paragraf.
- Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait materi yang belum di pahami.
- Setiap kelompok maju kedepan dan mempresentasikan hasil pemetaan cerita yang telah dibuat. Siswa menjelaskan setiap ide pokok teks naratif yang telah dipetakan.

Kegiatan Penutup (10 Menit)

Guru membuat rangkuman/kesimpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan lalu menutup kelas dengan mengucapkan salam.

F. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda, dan observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja kelompok.

Appendix 4 : Photo Documentation

Teaching Learning Proses Pre-test (26 Febuari 2024)





Treatment

Time : 27 febuari 2024







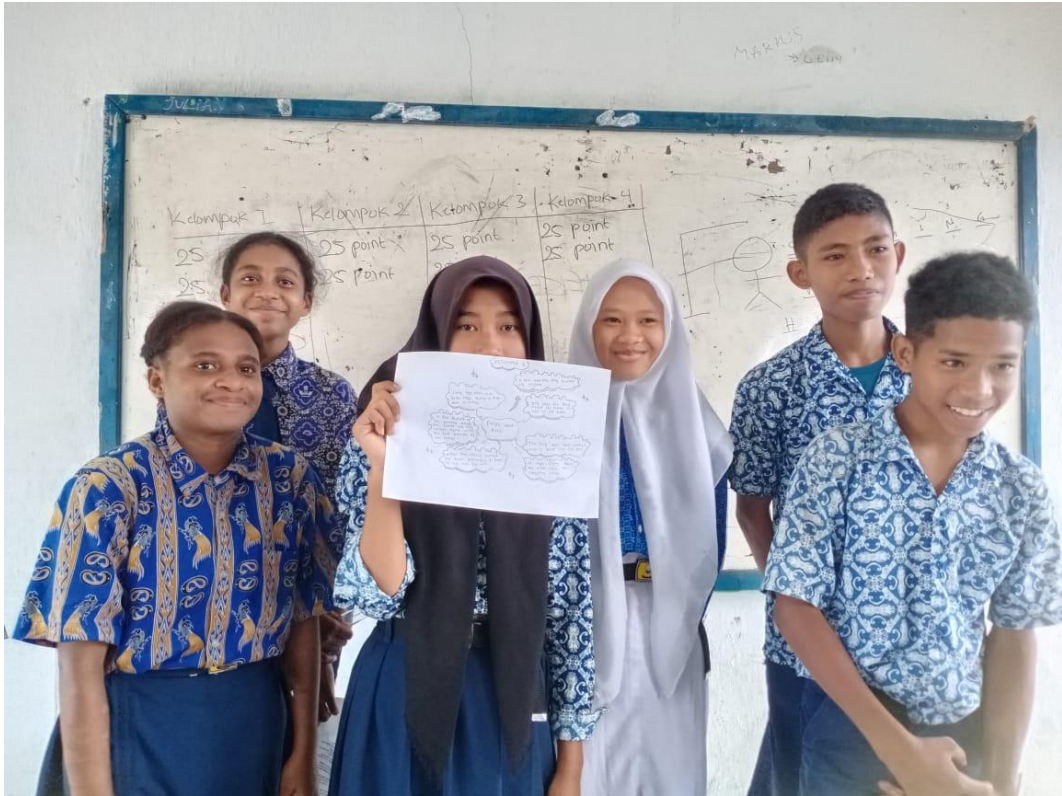


Treatment

Time: 28 febuari 2024







Treatment

Time: 29 febuari 2024







Treatment

Time : 1 Maret 2024





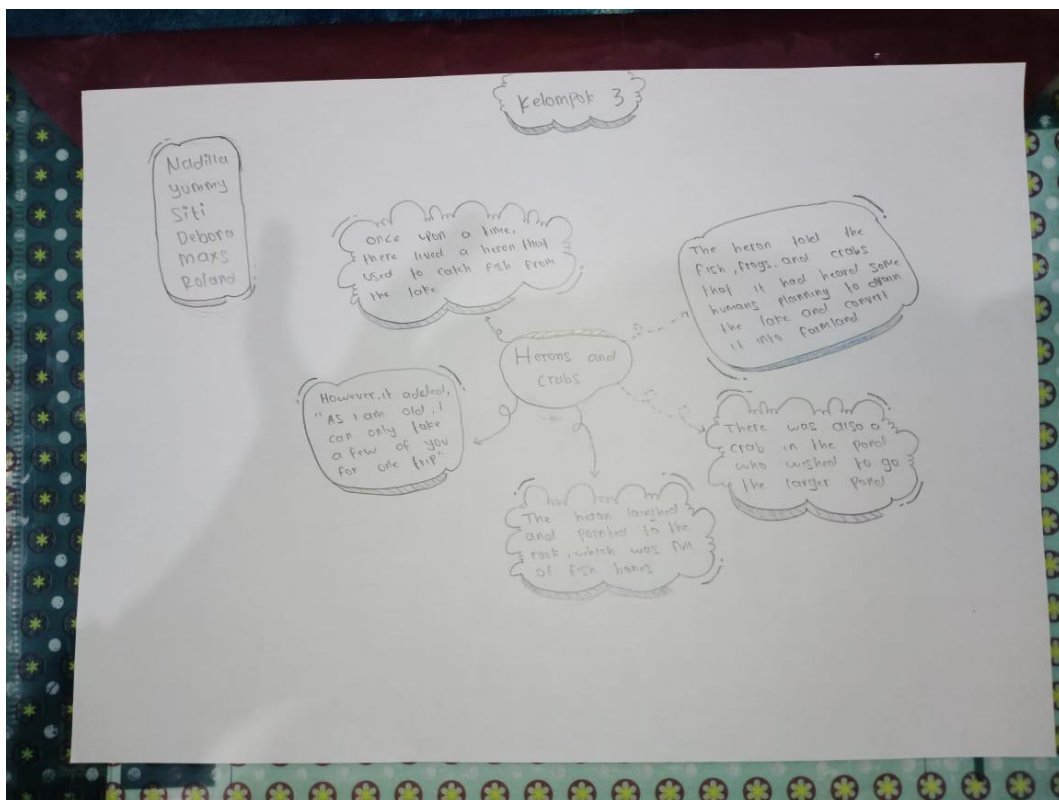
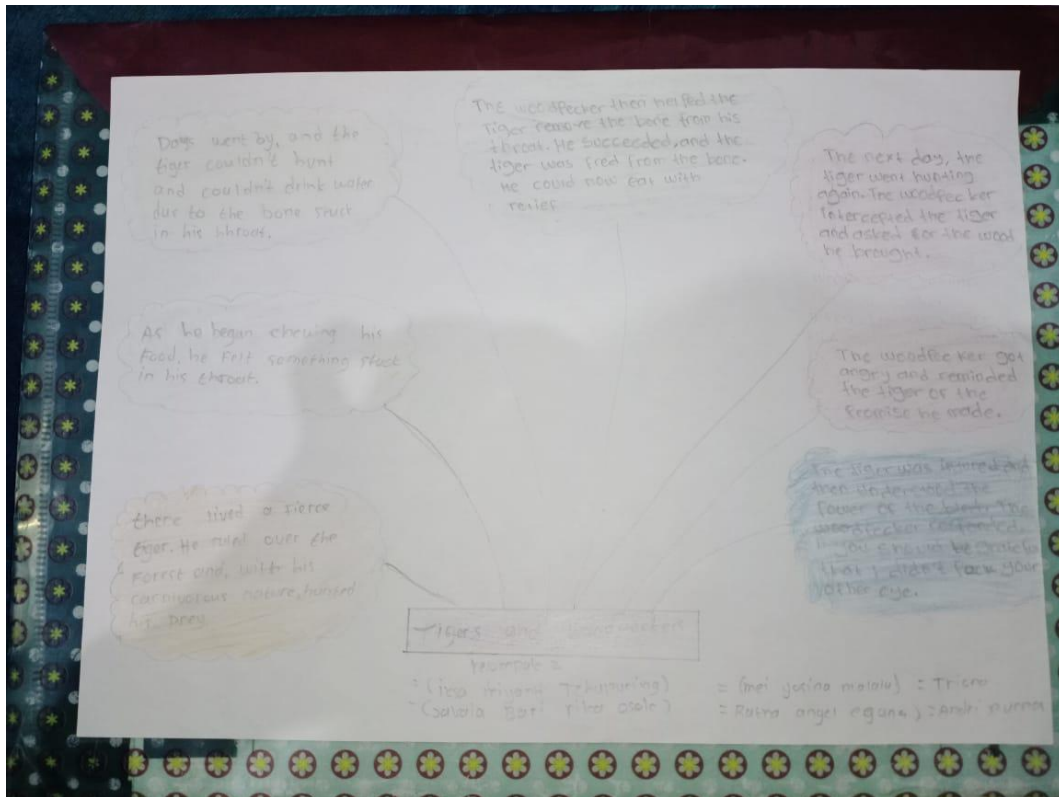
Teaching Learning Proses Post-test (2 Maret 2024)

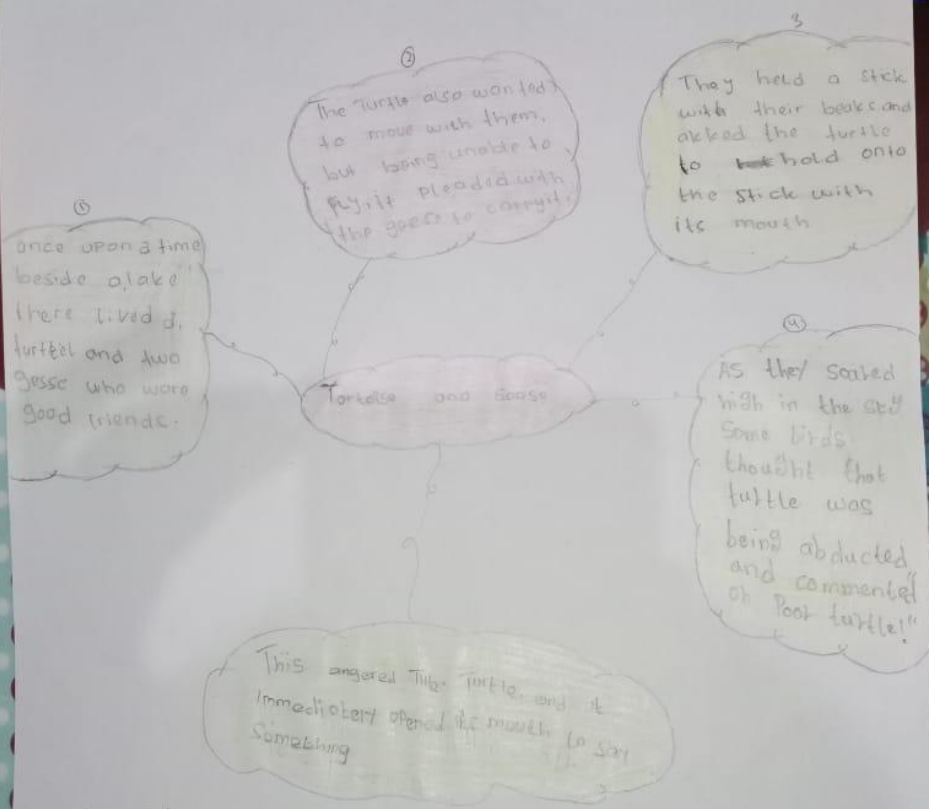






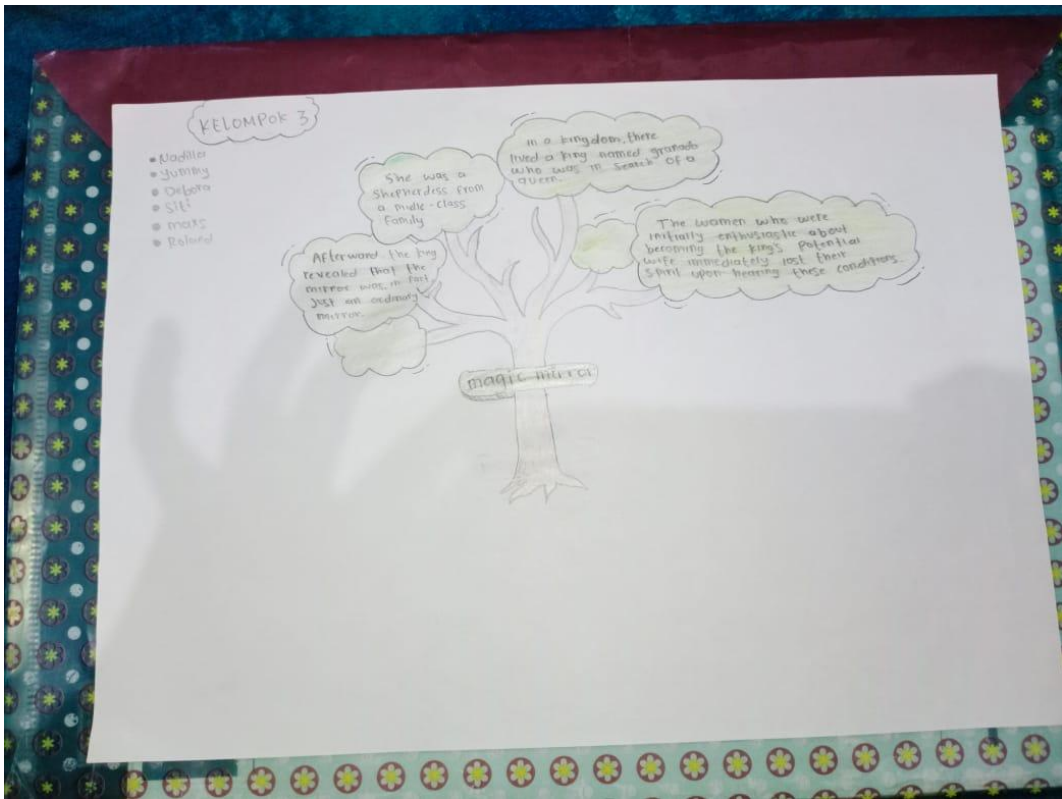
Appendix 4 : Story Mapping Results



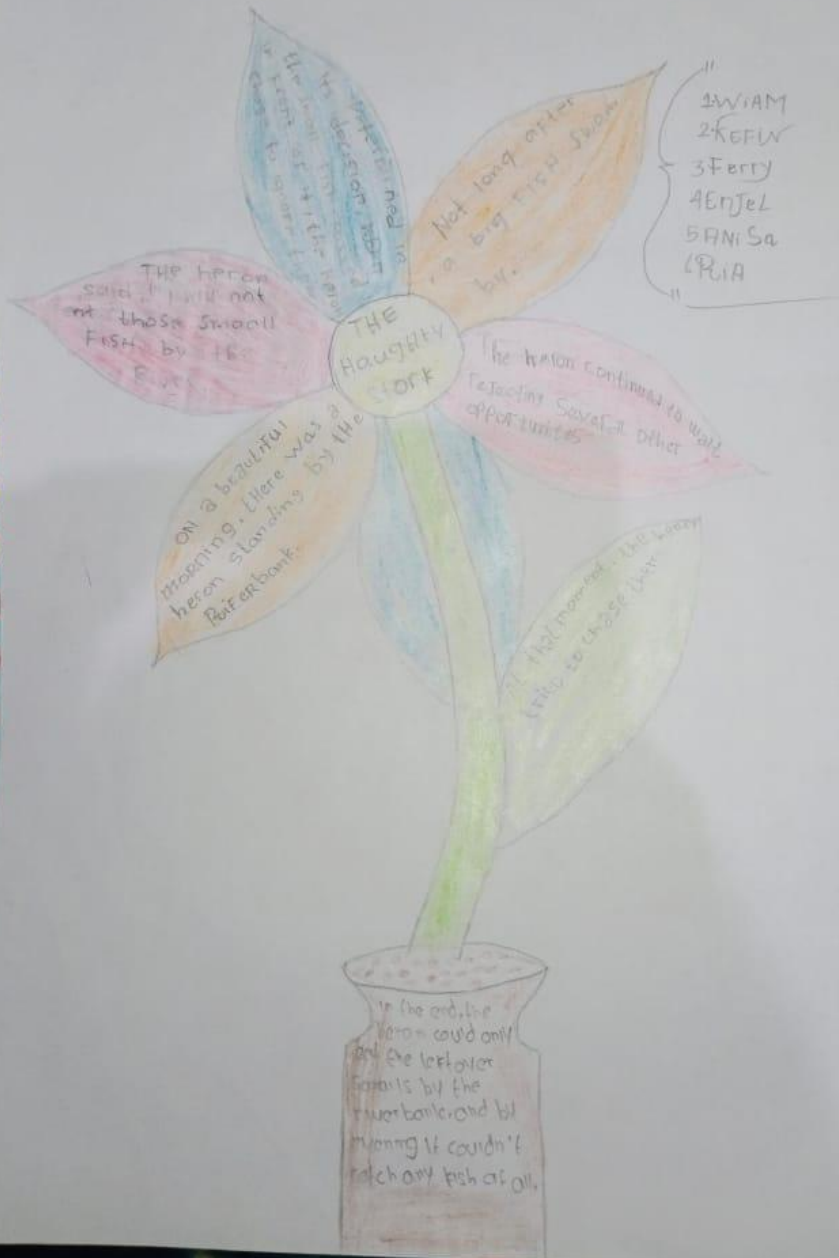


kalompok 4:

- 1. dinar
- 2. Triwahyuni
- 3. bertho
- 4. matten
- 5. lorisita



Kelompok I



Appendix 5 : Surat Keterangan Selesai Penelitian



**PEMERINTAH KABUPATEN SORONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 15 KABUPATEN SORONG**



Jln. Jenderal Sudirman Kampung Magatarum Distrik Malabotom, Kabupaten Sorong Provinsi
Papua Barat Daya, Tlpn 085238689573 Email:smpn2klamono@yahoo.co.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

NO : 836 / 212 – II /2024

Yang bertanda tangan di bawah ini :

Nama : **LUTH WAEL, S.Pd.M.Pd**
NIP : 19690918 200008 1 001
Jabatan : Kepala Sekolah SMP Negeri 15 Kabupaten Sorong
Alamat : Jln. Jend. Sudirman Kampung Magatarum Distrik Malabotom

Dengan ini menerangkan bahwa nama yang tertera dibawah ini :

Nama : EZRA ULIARTHA SIDABUTAR
NIM : 148820320010
Semester : VIII (Delapan)
Prodi Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **"The Implementation of Story Mapping Strategi and Hangman Games in Reading Comprehension."**

Dengan ini menerangkan bahwa Telah melaksan penelitian Skripsi di SMP NEGERI 15 KABUPATEN SORONG di mulai dari tanggal 26 Februari – 02 Maret 2024 untuk keperluan Penyusunan Skripsi.

Demikian suratketerangan ini dibuat utuk dipergunakan sebagaimana mestinya.

Magatarum, 04 Maret 2024
Mengetahui,
Kepala Sekolah,

LUTH WAEL, S.Pd.M.Pd
NIP.19690918 20008 1 001

