IMPROVING THE EIGHTH GRADE STUDENTS’ READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT BY USING INDONESIAN FOLKTALES AT SMPN 3 BALUNG, JEMBER

THESIS

NOVANDRA RAMADHANI PRABOWO
NIM.100210401088

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014
IMPROVING THE EIGHTH GRADE STUDENTS’ READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT BY USING INDONESIAN FOLKTALES AT SMPN 3 BALUNG, JEMBER

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

NOVANDRA RAMADHANI PRABOWO
NIM.100210401088

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014
DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Bowo Pranoto and Suparsih
3. All of my lecturers
MOTTO

“All of these things are true and some of them lies, but they are good stories”

(Hillary Mantel)

Hillary Mantel. Available at
http://www.goodreads.com/quotes/tag/stories
[September 20, 2014].
APPROVAL SHEET

IMPROVING THE EIGHTH GRADE STUDENTS’ READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT BY USING INDONESIAN FOLKTALES AT SMPN 3 BALUNG, JEMBER

THESIS
Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:
Name: Novandra Ramadhani Prabowo
Identification Number: 100210401088
Level of Class: 2010
Department: Language and Arts
Place of Birth: Banyuwangi
Date of Birth: 22nd November 1991

Approved by:
The First Consultant
Dra. Zakiyah Tasnim, M.A
NIP. 196201101987022001

The Second Consultant
Dr. Aan Erlyana Fardhani, M.Pd
NIP. 196503091989022001
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date : November 20th, 2014

Place : The Faculty of Teacher Training and Education, Jember University

The Chairperson

Drs. Bambang Arya W.P, Ph.D
NIP. 196012311988021002

The Secretary

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 196503091989022001

The Members

1. Dra. Zakiyah Tasnim, M.A
NIP. 196201101987022001

2. Drs. I Putu Sukmaantara, M.Ed
NIP. 196404241990021003

The Dean,

Prof. Dr. Sunardi,M.Pd
NIP. 195405011983031005
STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University/faculty libraries in all forms of media, now or hereafter known.

Jember, November 20th, 2014

Novandra Ramadhani Prabowo
NIM. 100210401088
ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled “Improving the Eighth Grade Students’ Reading Comprehension Achievement of narrative text by Using Indonesian Folktales at SMPN 3 Balung, Jember”.

I do realize that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:
1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultant, Dra. Zakiyah Tasnim, M.A and Dr. Aan Erlyana Fardhani, M.Pd for their guidance and suggestions in accomplishing this thesis;
5. The Principal, the English teacher and the VIII-A grade students of SMPN 3 Balung, Jember in the 2013/2014 academic year who helped me obtain the research data;
6. My trustworthy friends Desta Angga Saputra and Taufik Adi Gunawan thank you for Suggestions, pray, support, presence, time, help, and your willingness to help me in finishing my thesis.
7. All of my friends of English Education Study Program 2010.

Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, November 2014

The Writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>i</td>
</tr>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Motto</td>
<td>iii</td>
</tr>
<tr>
<td>Consultants’ Approval</td>
<td>iv</td>
</tr>
<tr>
<td>Approval of Examination Committee</td>
<td>v</td>
</tr>
<tr>
<td>Letter of Statement</td>
<td>vi</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>vii</td>
</tr>
<tr>
<td>Table of Content</td>
<td>viii</td>
</tr>
<tr>
<td>The List of Tables</td>
<td>xi</td>
</tr>
<tr>
<td>The List of Appendices</td>
<td>xii</td>
</tr>
<tr>
<td>Summary</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER 1. INTRODUCTION

1.1 Background of The Research ........................................... 1

1.2 Problems of the Research ................................................ 5

1.3 Objectives of the Research .............................................. 5

1.4 Significance of the Research .......................................... 6

1.4.1 For the English Teacher ............................................. 6

1.4.2 For the Students ....................................................... 6

1.4.3 For the Future Researchers ......................................... 6

## CHAPTER 2. REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension ................................................... 7

2.1.1 Word Comprehension .................................................... 8

2.1.2 Sentence Comprehension ............................................... 9

2.1.3 Paragraph Comprehension ............................................. 10

2.1.4 Text Comprehension ................................................... 13
2.2 Reading Comprehension Achievement ........................................ 13
2.3 Types of Reading Text .......................................................... 13
  2.3.1 The Definition of Narrative Text ................................. 14
  2.3.2 Generic Structure of Narrative Text .......................... 14
  2.3.3 The Language features of Narrative text ............... 14
  2.3.4 The Example of Narrative Text ............................... 15
2.4 Folktales ........................................................................ 16
  2.4.1 The Characteristics of Folktales ................................. 17
2.5 The Use of Folktales in Language Learning ....................... 18
  2.5.1 The Roles of Folktales in Language Teaching............ 18
  2.5.2 The strength of Using Folktales in Language
      Teaching.............................................................. 20
  2.5.3 The Procedures of Teaching Reading by Using
      Indonesian Folktales............................................ 21
2.6 The students’ Active Participation in the Teaching
      and Learning Process ................................................ 22
2.7 Action Hypothesis .............................................................. 22

CHAPTER 3. RESEARCH METHODS
  3.1 Research Design .............................................................. 23
  3.2 Area Determination Method ............................................. 27
  3.3 Subject Determination Method ......................................... 28
  3.4 Data Collection Method .................................................. 28
    3.4.1 Reading Comprehension test .................................. 28
    3.4.2 Observation Checklist for Students
          Participation....................................................... 30
    3.4.3 Interview Data................................................... 30
    3.4.4 Documentation .................................................. 31
  3.5 Research Procedures ...................................................... 31
    3.5.1 The phase of planning of the action ....................... 31
3.5.2 The Phase of Implementation of the Action.......... 32
3.5.3 The phase of class observation and evaluation....... 32
3.5.4 The Phase of Data Analysis and Reflection .......... 33

3.6 Operational Definition of the Key Terms............... 35
3.6.1 Reading Comprehension ................................ 35
3.6.2 Reading Comprehension Achievement................. 36
3.6.3 Narrative Text .......................................... 36
3.6.4 Folktales ................................................. 36
3.6.5 The Students Active Participation..................... 36

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

4.1 The Result of the Actions in Cycle 1 .................. 37
  4.1.1 The Implementation of the Actions in Cycle 1....... 37
  4.1.2 The Result of Observation in Cycle 1............... 39
  4.1.3 The Result of the Students’ Reading Comprehension
        Test in Cycle 1 .......................................... 42
  4.1.4 The Results of Reflection in Cycle 1 ............... 44

4.2 The Result of The Action in Cycle 2 .................... 46
  4.2.1 The Implementation of the Actions in Cycle 2 ....... 46
  4.2.2 The Result of Observation in Cycle 2............... 48
  4.2.3 The Result of The Students’ Reading Comprehension
        Test in Cycle 2 .......................................... 52
  4.2.4 The Results of Reflection in Cycle 2 ............... 55

4.3 Discussion .................................................. 56

CHAPTER 5. CONCLUSION AND SUGGESTION

5.1 Conclusion .................................................. 60
5.2 Suggestion .................................................. 61

REFERENCES .................................................... 62
APPENDICES ..................................................... 66
THE LIST OF FIGURES AND TABLES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 3.1</td>
<td>The Design of the Classroom Action Research 1</td>
<td>24</td>
</tr>
<tr>
<td>Figure 3.2</td>
<td>The Design of the Classroom Action Research 2</td>
<td>25</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>The Observation Checklist</td>
<td>30</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>The Result of Observation in Cycle 1</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>The Students’ Participation in Cycle 1</td>
<td>42</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>The Result of Students’ Reading Comprehension Test in Cycle 1</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>The Result of Observation in Cycle 2</td>
<td>50</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>The Students’ Participation in Cycle 2</td>
<td>52</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>The Result of the Students’ Reading Comprehension Test in Cycle 2</td>
<td>54</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>The Improvement of the Students’ Active Participation from cycle 1 to cycle 2</td>
<td>58</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>The Improvement of the Students’ Reading Comprehension Achievement</td>
<td>59</td>
</tr>
</tbody>
</table>
THE LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Research Matrix</td>
<td>66</td>
</tr>
<tr>
<td>B</td>
<td>Lesson Plan Meeting 1 Cycle 1</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>Lesson Plan Meeting 2 Cycle 2</td>
<td>83</td>
</tr>
<tr>
<td>D</td>
<td>Reading Comprehension Test 1 and Answer Key</td>
<td>98</td>
</tr>
<tr>
<td>E</td>
<td>Lesson Plan Meeting 1 Cycle 2</td>
<td>106</td>
</tr>
<tr>
<td>F</td>
<td>Lesson Plan Meeting 2 Cycle 2</td>
<td>120</td>
</tr>
<tr>
<td>G</td>
<td>Reading Comprehension Test 2 and Answer Key</td>
<td>136</td>
</tr>
<tr>
<td>H</td>
<td>The Result of Preliminary Study</td>
<td>144</td>
</tr>
<tr>
<td>I</td>
<td>The Students’ Previous Mean Score</td>
<td>145</td>
</tr>
<tr>
<td>J</td>
<td>The Percentage of Students Who Got The Standard Score of All Classes</td>
<td>146</td>
</tr>
<tr>
<td>K</td>
<td>Permission Letter of Conducting Research</td>
<td>147</td>
</tr>
<tr>
<td>L</td>
<td>The Letter of Acceptance for Conducting Classroom</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>Action Research with The English Teacher at SMP 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balung, Jember Collaboratively</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Statement Letter for accomplishing the research from the headmaster of</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>SMP Negeri 3 Balung, Jember</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY

Improving the Eighth Grade Students’ Reading Comprehension Achievement of Narrative text by Using Indonesian Folktales at SMPN 3 Balung, Jember; Novandra Ramadhani Prabowo; 100210401088; 2014; 62 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Language is one of the most important and valuable part of human life since it is used as a means of communication. Every country has its own language to communicate each other. English becomes one of the international languages that have wide influence in communication around the world. In Indonesia, English as a foreign language is taught to the students starting from elementary school as a local content subject, while from Junior High School up to university level as a compulsory subject.

Based on one of the teaching objectives, the students should master four language skills, namely listening, speaking, reading and writing. Reading as one of the language skills presented in the teaching learning activity takes an important role in language skills. Sometimes, the students seemed uninterested in reading English text and confused in comprehending paragraph and text. In this case, Indonesian folktale was selected to help the students to improve reading comprehension achievement since Indonesian folktales are fun and memorable. Thus, it could help the students in comprehending the text easier.

This classroom action research was intended to improve the eighth grade students’ reading comprehension achievement of narrative text by using Indonesian folktales at SMPN 3 Balung Jember in the 2013/2014 academic year. The research subjects were the students of class VIII-A at SMPN 3 Balung Jember in the 2013/2014 academic year. This class was chosen because based on fact finding in the preliminary study by classroom observation and interviewing the English teacher that class had problem in reading skill. Classroom Action Research with cycle model was
applied in this research. This classroom action research had been done in two cycles. Each cycle was employed in three meetings including reading comprehension test. There were four stages of activities in each cycle, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and doing reflection of the action. The process evaluation was conducted by observation that was done in each meeting to observe the students’ participation during the teaching learning process. The product evaluation was conducted at the end of each cycle by administering reading comprehension test.

Based on observation, the percentage average result of the students’ participation during teaching and learning process in cycle 1 was 55.11%. It means that the action in cycle 1 did not achieve the success criteria of this research. Further, the observations were continued to the cycle 2. Moreover, the percentage average result of the students’ active participation increased 23.81% from 58.44% in cycle 1 to 82.25% in cycle 2. It means that the use of Indonesian folktales could improve the students’ active participation during teaching learning process of reading activities.

Based on reading comprehension test, the percentage result of this research showed that the improvement of the students’ reading comprehension test in cycle 1 that got scores ≥ 72 was 50 % or only 14 students of 28 students. It means that it had not achieved the success criteria of this research. So, the actions were continued to the cycle 2. In cycle 2, the percentage result of the students reading comprehension test was 78.57% or 22 students of 28 students in cycle 2. It means that the percentage result of the students reading comprehension achievement improved 28.57% from 50% in cycle 1 to 78.57% in cycle 2. Therefore, the criteria of success of this research that was 75% had been achieved and it proved that the use of Indonesian folktales in teaching reading comprehension was helpful to improve students’ reading comprehension achievement of narrative text.