A DESCRIPTIVE STUDY OF THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT AT MA ANNURIYYAH RAMBIPUJI JEMBER

THESIS

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JEMBER UNIVERSITY
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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program of Language and Arts Education Department of the Faculty of Teacher Training and Education, Jember University

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STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of the 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 qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and faculty have been followed.

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Date   : 24 August 2016

DEDICATION

This thesis is especially dedicated to:

1. My beloved parents, Djamsari Syarif and Hj. Sittin. I thank you for always supporting me. Thank you very much for everything.
2. My Brother and Sister who have supported me. Thank you very much.
3. All my friends who have supported and helped me in finishing this thesis.
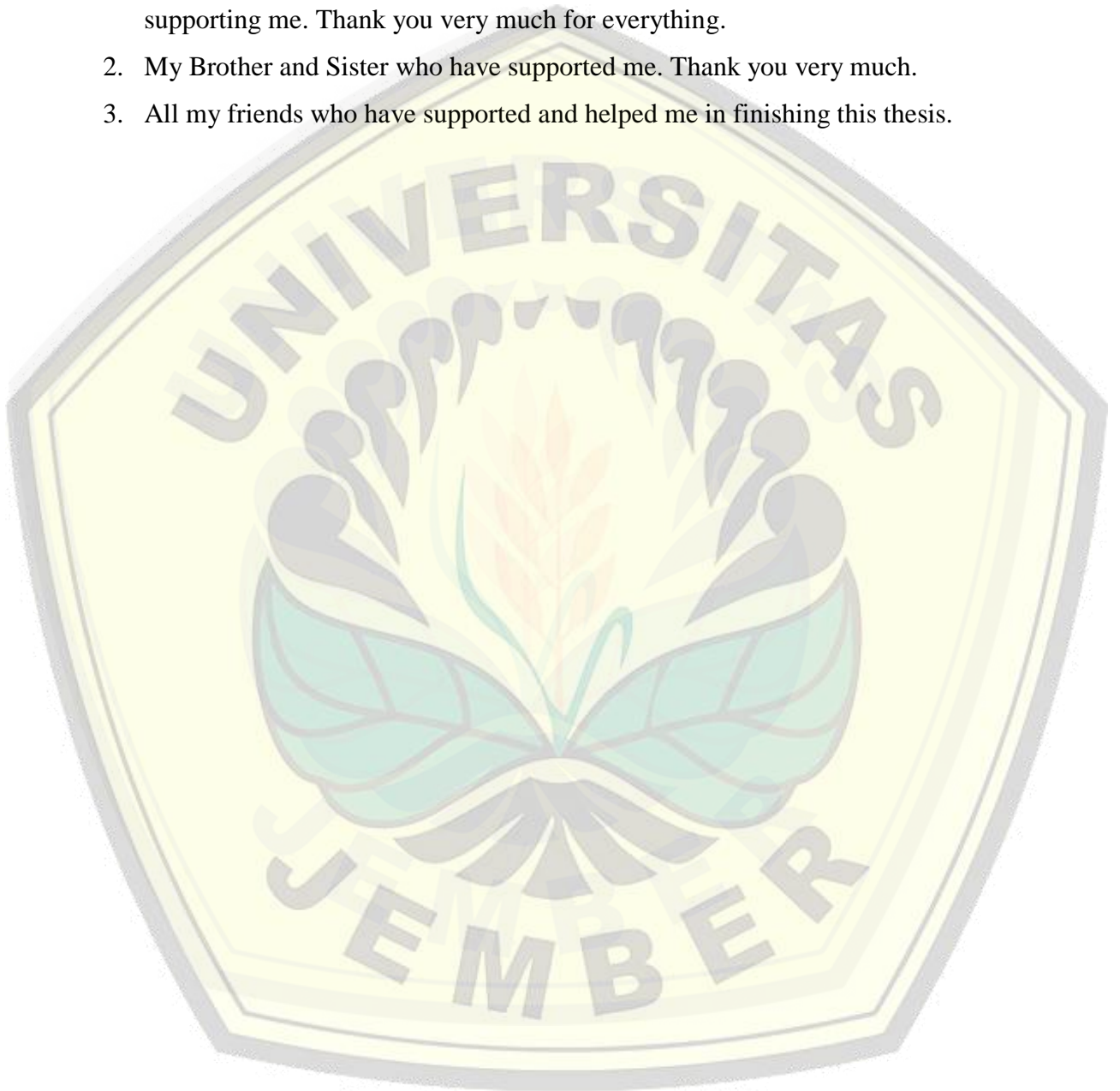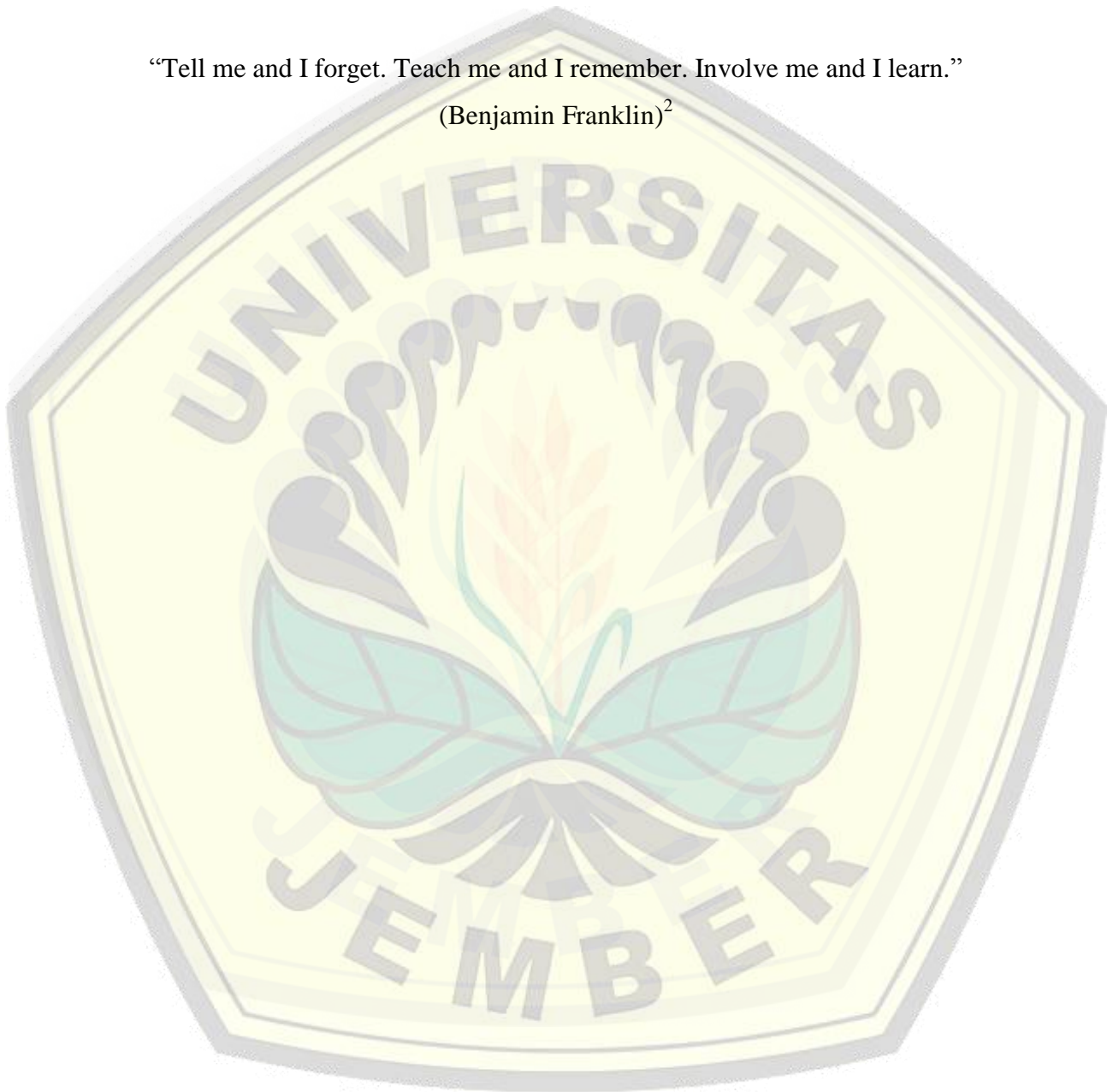
MOTTO

"I am a slow walker, but I never walk back."

(Abraham Lincoln)[1]

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

(Benjamin Franklin)[2]

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[1] Jeramy L. Patrick and Justin L. Helms, *The Book of Action*, (Indianapolis: Dog Ear Publishing, 2006), 70.

[2] Rita Dunn and Shirley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education*, (London: Greenwood Publishing Group, 2000), 94.

CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY OF THE TENTH GRADE STUDENTS' READING
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Finally, I expect that this thesis will be useful not only for the researcher but also for the readers. However, I do realize that it is still far from being perfect. Any criticism and suggestion would be appreciated.
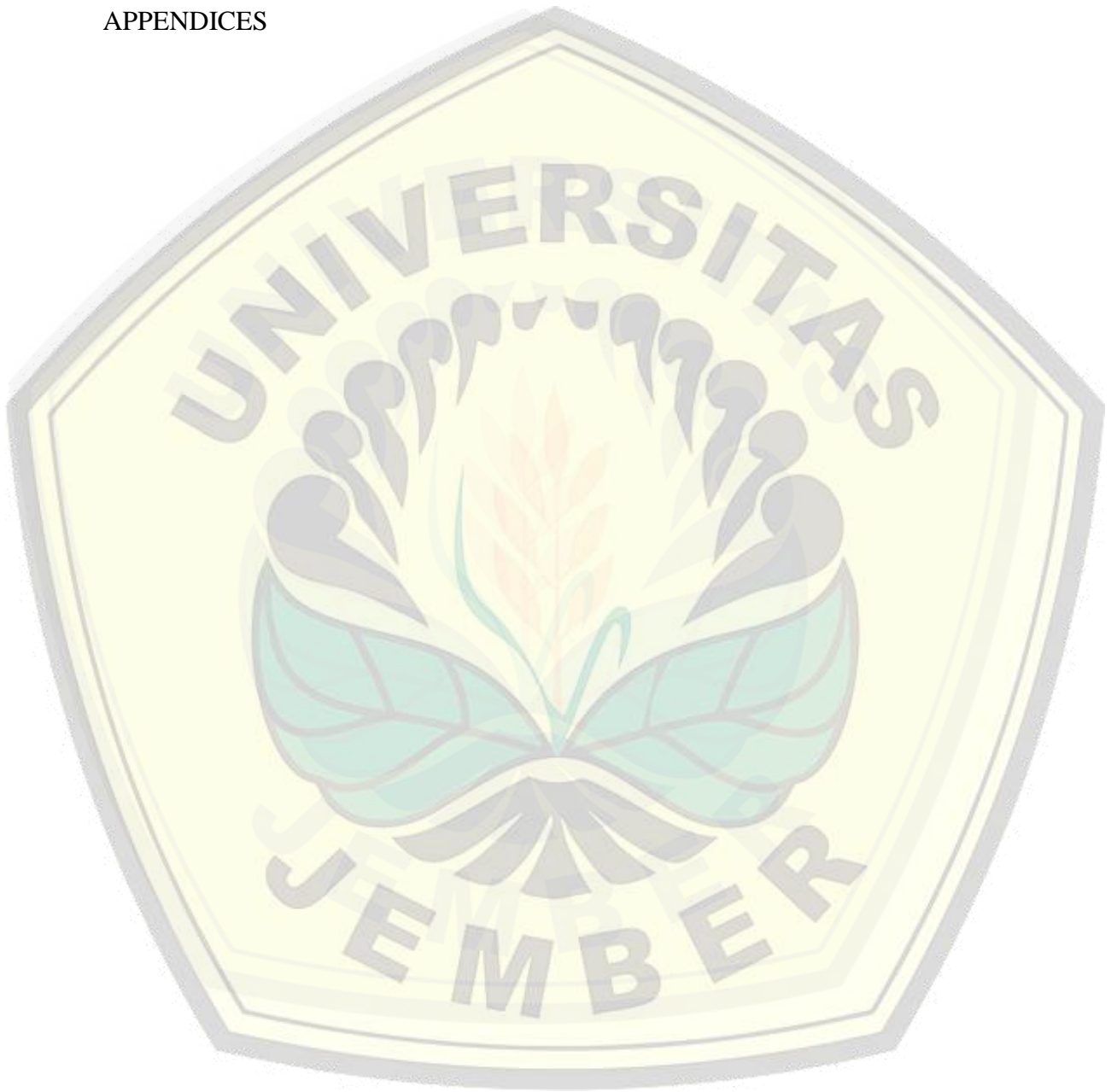
Jember, 24 August 2016

The Researcher

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SUMMARY

A Descriptive Study of the Tenth Grade Students' Reading Comprehension Achievement of Narrative Text at MA Annuriyyah Rambipuji Jember; Ahmad Hubil Hoir, 100210401118; 2016; 81 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education Department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of the most essential skills to be mastered in language learning, especially for the students in learning English because there are many literatures, books and technology written in English. Besides, students have to be able to understand and comprehend what they read. They are able to comprehend the text to get the writer's ideas and make a conclusion about the information from the text. The design of this research was descriptive qualitative research. The purpose of this research was to describe the tenth grade students' reading comprehension achievement of narrative text at MA Annuriyyah Rambipuji Jember. More specifically, this research was to measure the students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph, and comprehending text.

This research was conducted to tenth grade students of MA Annuriyyah Rambipuji Jember in the 2015/2016 academic year, as the research subject, which was determined by purposive method and the researcher used cluster random sampling. The number of the respondents was 32 students. The data of this research were in the form of the students' score of reading comprehension achievement test and the supporting data were obtained from documentation and interview. Interview was used to know the way of teaching reading taught in the tenth grade students at MA Annuriyyah Rambipuji Jember. Meanwhile, documentation was used to get the data about the teachers' lesson plan, the English daily examination score of class X, the English curriculum that was being used at MA Annuriyyah Rambipuji Jember in the 2015/2016 academic year and the names of the research respondents.

Reading comprehension achievement test was intended at measuring the students' reading comprehension achievement of narrative text. Before giving the reading test, the researcher conducted the try out test to measure the reliability of the test to know the difficulty level of the test items, whether the instruction was clear or not and the time allocation was enough or not. The try out test was given to another class who did not belong to the research respondents.

The result of the tenth grade students' reading comprehension test of narrative text covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension was categorized as "fair". In average, the students got 60 up to 80 with the mean score 61.91. The highest percentage of four indicators was "word comprehension" with the percentage of 70.31% which belonged to "good" category. Then, the percentage of the sentence comprehension was 68.75% which belonged to "fair" category. The percentage of paragraph comprehension was 60.94% which was classified as "fair" category. The lowest percentage of the four indicators was "text comprehension" with the percentage 47.66% that was classified as "poor" category.

In conclusion, the tenth grade students' reading comprehension achievement at MA Annuriyyah Rambipuji Jember was categorized as "fair". It means that the students were good enough in comprehending the narrative text covering the word, sentence, paragraph, and text comprehension. However, there was nearly most of the students still faced difficulty in text comprehension. Therefore, it can be suggested to give the students more exercise to increase their reading skills, especially in text comprehension. For future researchers, this research results is expected to be a useful reference to conduct a further research with the same topic in different designs.

CHAPTER I. INTRODUCTION

This chapter presents some aspects that underline the topic of the research. It includes the background of the research, limitation of the research, the problem of the research, the objectives of the research, and the significance of the research.

1.1 The Background of Research

English has a very important role and position in a globalization era. It is very important for the development of knowledge, science, culture, and relationship among countries. In an employment sector, the English ability become a skill which to be mastering because in many job aspect English has an important role in order to support the job. In a scientific technology, researchers and scientists all over the world communicate and share each other with English. Most of scientific conferences are arranged in English as a medium language, even most of website in the internet use English as a written language. Therefore, the information, knowledge, and technology that are available need a good English reading ability.

Reading is one of the most essential skills to be mastered in language learning. It is a wonderful habit and can bring many benefits. One of the benefits of wide reading is a broad store of information. Being able to read English is essential, because there are many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life.

Most of countries include English as an important subject in their school curriculum. Likewise in Indonesia, English has been taught as a compulsory subject which is taught to the students from junior high school up to university levels, while at elementary level it is learnt as a local content subject since it is contributes positively to their language development (Depdiknas, 2006). Even in some kindergarten, English has been introduced to the pupils, with big expectation that in long span of time they will get fluent in English and be easy to

understand the English references. The objective of English teaching in senior high school based on KTSP 2006, the students have some ability such as:

a) Developing the communication competencies in oral and written form to reach the functional literary.

b) Having awareness about the essence of English to increasing a national compete in a global environment.

c) Increasing comprehension of the pupils about the connection between language and culture.

Reading is one of English skills that the students need to obtain. For senior high school in Indonesia, the students learn reading skill to comprehend meaning in many types of text such as descriptive, procedure, report, narrative, and recount. Many students read English text for various purposes especially reading for pleasure; it is the easiest way to comprehend the written material, such as reading comic, novel, or magazine.

As states by Shepherd and Gregory (2010:3), that reading may be defined as an individual's total inter-relationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eyemovements. Effective reading requires a logical sequence of thinking orthought patterns, and these thought patterns require practice to set them into the mind.

Reading enables the students to understand the messages presented in written form. They read because they want to get something from the writing; facts, ideas, enjoyment, even feelings of family (from letter). They read to obtain the information for some purpose. For example, when the students read the instructions on a ticket machine, they need to know how to operate it, when the students read the road sign so that they know where to go. Meanwhile, the students have some problems when they read, sometimes they get difficulty to understand the meaning of a sentence and they become more confused to read a long paragraph. Therefore, they felt reading is a boring subject.

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Harmer (2007:101), states *"six principles behind the teaching of reading"*, they are as follows.

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged with what they are reading.
3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic when using intensive reading texts.
6. Good teachers exploit reading texts to the full.

Based on previous research conducted by Febriana (2014) entitled "A Study on the Seventh Grade Students' Reading Comprehension Ability of Descriptive Text at SMPN 6 Jember" found that the students' ability in reading comprehension of descriptive text was 73.94% belonging in good category. On another research on the descriptive text was done by Habibi (2014) stated that the reading comprehension of the eighth grade students of SMPN 2 Ambulu was 78.16% and also can be categories as good. Therefore, the researcher used their research report as the reference to finish this research. This is because there was a similar technique between this research and the previous research above. But in this research the researcher does not doing a teaching learning activity to the students because the researcher only gives a test to the students to obtain scores of the students' reading comprehension of the narrative text.

On September 7th 2015, the researcher interviewed the English teacher of MA Annuriyyah Rambipuji Jember. Based on the given information of the English teacher, in this school has 9 classrooms consist of 3 classrooms for grade XII, 3 classrooms for grade XI and 3 classrooms for grade X. The teacher taught English based on 2006 Institutional-Based Curriculum. According to her information, there are narrative text, recount text and descriptive text as the material given in the odd and even semesters. On the teaching learning process, the teacher explained that the students needed to have more practice a lot in reading for their reading fluency. Therefore, the teacher often used the narrative

text such as folktales and fable since the story is more interesting for them. In addition, she had taught a narrative text however, she did not use aspects of reading in assessing their reading achievement. Moreover, she told that the students need dictionary all the time to learn and find the meaning of the words. It makes their reading go slowly, and they hard to get the point and information from the narrative text. Consequently, the students loose the interest or the pleasures of the reading, the students consider that reading is not an interesting activity.

On the other hand, the English teacher used Lecturing and discussing to teach reading in the classroom. She cannot guarantee all of students in the classroom can pay attention to her. The teacher focuses on meaning of words or sentences, and she often give the translation in teaching reading and the students just sit and listen to their teacher. The teacher explains about the whole content in reading text, so the students do not really learn by themselves, because the teacher often explained the text in Indonesian. Therefore, the teacher becomes the center of learning in teaching learning process.

Based on the background above, the researcher conducted a research at MA Annuriyyah Rambipuji, Jember, about *"A Descriptive Study on the Tenth Grade Students' Reading Comprehension Achievement at MA Annuriyyah Rambipuji Jember"*. The researcher chose MA Annuriyyah Rambipuji to investigate how well the tenth grade students' reading comprehension achievement at MA Annuriyyah Rambipuji".

1.2 The Limitation of the Research

Based on the background of the research, the researcher focuses on the students' reading comprehension achievement on narrative text to investigate the students reading comprehension achievement on narrative text. It will be conducted at the tenth grade students' reading comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year.

1.3 The Problem of the Research

Based on the limitation of the researched on the previous part, the problems of the research are divided into general and specific problem.

1.3.1 General problem

How is the tenth grade students' reading comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year?

1.3.2 Specific problems

a. How is the tenth grade students' word comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year?

b. How is the tenth grade students' sentence comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year?

c. How is the tenth grade students' paragraph comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year?

d. How is the tenth grade students' text comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year?

1.4 The Objectives of the Research

According to the problem of the research, the objectives of the research are divided into general and specific objectives.

1.4.1 General objectives

The general objective of this research is to describe the tenth grade students' reading comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year.

1.4.2 Specific objectives

Based on the general problem, the specific objectives of this research are as follows.

a. To describe the tenth grade students' word comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year.

b. To describe the tenth grade students' sentence comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year.

c. To describe the tenth grade students' paragraph comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year.

d. To describe the tenth grade students' text comprehension achievement of narrative text at MA Annuriyyah Rambipuji in the 2015/2016 academic year.

1.5 Significances of the Research

The results of the research are expected to be useful for the English teachers and future researchers.

1.5.1 For the English Teacher

Hopefully, the result of this research will be used as essential information for the English teacher at MA Annuriyyah Rambipuji to know his students ability especially in reading narrative text.

1.5.2 For the Future Researchers

Hopefully the result of this research is significant for future researchers to be used as a reference or information to conduct a further research with the same or different research design especially dealing with narrative text as material in teaching learning of reading to other grades of the students.
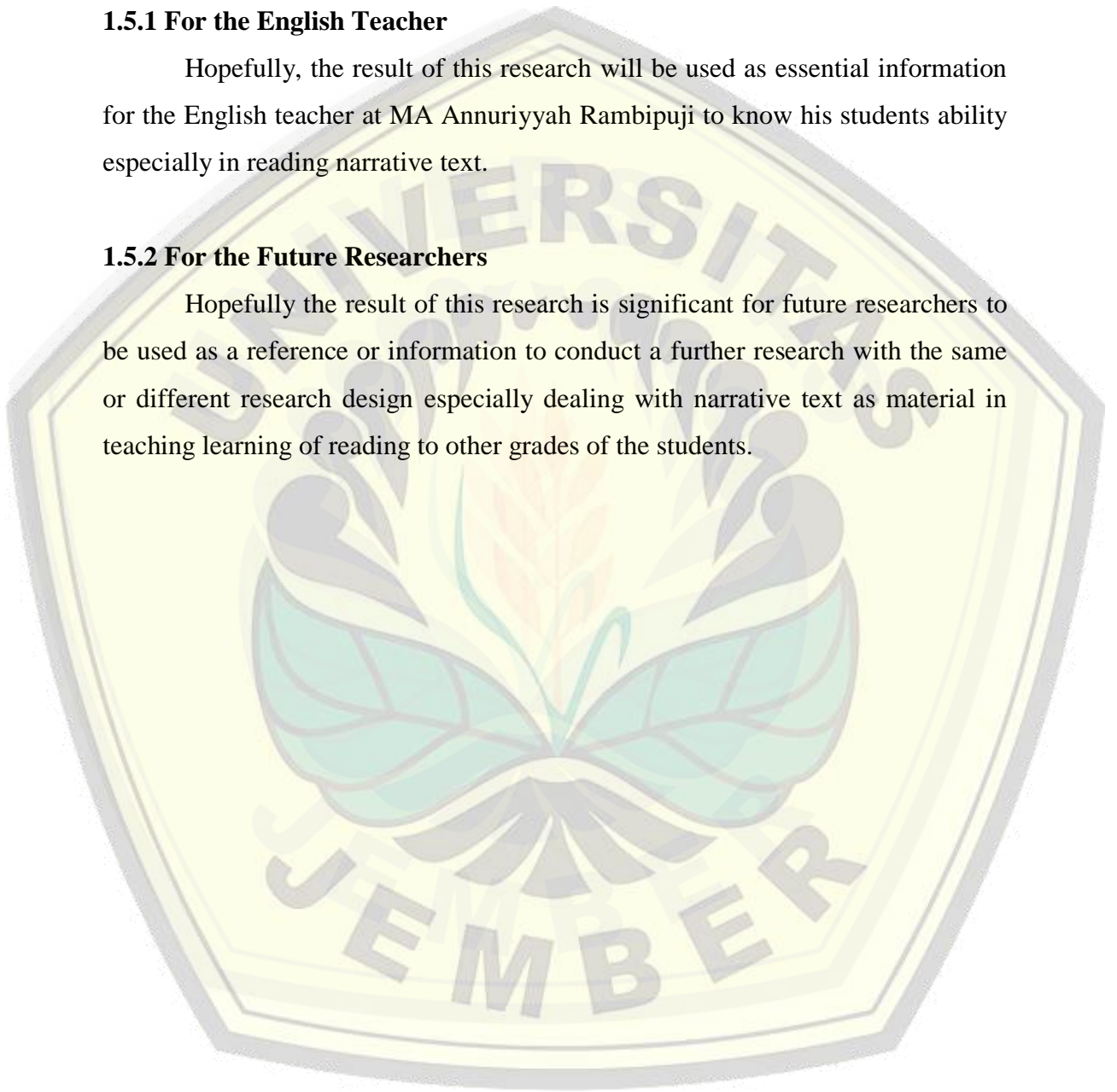
CHAPTER 2. RELATED LITERATURE REVIEW

This chapter deals with the theories related with the research topic. It covers reading comprehension and reading comprehension achievement followed by the theory of descriptive text as reading material. In addition, reading comprehension is divided into word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Moreover, it is discuss previous research on reading comprehension and the reading material in odd semester on the tenth grade students at MA Annuriyyah in 2015/2016 academic year are discussed in this chapter.

2.1 Reading and Reading Comprehension

Reading and reading comprehension could not be separated. The reading activity aims to getting the meaning as comprehending the ideas in the text. Reading and reading comprehension are described in detail below.

2.1.1 Reading

Reading is an active process which consists of recognition and recognition and comprehension skill. Bacon in Patel and Jain (2008:113) stated, "Reading is an important activity in life with which one can update his/her knowledge." It means that when students reading some book, newspaper or new information, they get a new knowledge from reading. Reading, like speaking, occurs in a context rather than in isolation (Cook, 2008:120). The meaning of a text is not found just in the sentences themselves, but is derived from the previous knowledge stored in the reader's mind and the processes through which the reader tackles it. Buzan (2004:39) states that reading is a multi-level process. It includes recognition; assimilation; intra integration; extra integration; retention; recall and communication. In short, reading is important in life which related with previous knowledge owned by the reader. The knowledge helps the reader to comprehend the new information.

In line with Buzan, Patel and Jain (2008:22) definite reading as a complex skill involving a number of simultaneous operations. Reading has been divided into two parts, reading aloud and silent reading. These two parts of reading in the mother tongue provides sufficient help in reading aloud and silent reading in English. Reading aloud is helpful in developing speech habit and silent reading develops power of expression in writing and quick comprehension. Silent reading is the more efficient way of reading and more useful in life.

2.1.2 Reading Comprehension

The purpose of reading is to comprehend (Stutz, 2009:12). On reading, the students need to learn something new, see the world from a different perspective, or maybe just get information to pass an exam. Reading cannot be separated from comprehension. Comprehension is the process of correlating words, sentences, and paragraphs to construct meaning from the text. Smith (2004:13) emphasizes that comprehension may be regarded as relating aspects of the world around us including what we read to the knowledge, intentions, and expectations we already have in our head. Thus, it is clearly that the purpose of reading is to learning and understanding what we read.

Klingner et al. (2007) point out that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that when reading, the reader predict and guess the message of the writer. The readers use previous knowledge, skill and strategies in order to comprehend the text. When the readers read a text, they engage in a complex array of cognitive processes. Based on Queensland Studies Authority (2010:19), readers' prior knowledge significantly influences comprehension. If readers are familiar with a topic, they spontaneously relate information in the text to personal experiences and relate new information to familiar ideas. In conclusion, reading comprehension is the ability to read text, process it and understand its meaning. To understand the text, usually the students should know the word first and then understand the sentences then understanding the paragraph until at last they can

understand the whole text. Therefore, in comprehending, the students deal with these four reading aspects, words comprehension, sentences comprehension, paragraph comprehension, and finally text comprehension are described in the following section.

2.2 The Aspects of Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. In reading, there are four reading aspects; words comprehension, sentences comprehension, paragraph comprehension, and text comprehension. These four aspects work together to create the reading experience. These aspects of reading comprehension are described in detail below.

2.2.1 Word Comprehension

The basic element in a sentence is a word. A group of words can make a sentence, paragraph and even a text. Students need to know the meaning of the word first before they can understand a sentence. It is impossible to comprehend a text or material without knowing the meaning of the word. They will be easier to comprehend the text if they know the meaning of words. The students might get difficulty and discourage to comprehend the text if they do not know the meaning of a word from the text. In addition, Maxom (2009:55) says when students understand the words that have similar meanings; they also need to know the subtle but important differences between them. For instance, words with different connotations 'old' and 'elderly' have the same meaning. However, elderly is more polite than old when referring to people, so the connotation (attitude behind the word) is different.

To understand the text, students should get appropriate meaning of the words used in the text. They might misunderstand the text if they do not know the word meaning. Then they should be able to decode individual words and construct it meaning to comprehend the text. Reading word group by word group rather than word by word increases students' reading comprehension. Word groups are critical because the author's ideas are found in word groups (Sutz, 2009:105).

Example:

> One of the famous city in Italy is Venice. It gets its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.
>
> > (source: http://freeenglishcourse.info/example-of-descriptive-text-about-place-venice/).

Choose the best answer of the question below based on the text above correctly.

1. "One of the <u>famous</u> city in Italy is Venice." The underlined word has the closest meaning with …

   a. known   c. large

   b. well-known   d. interesting

   Answer key: b. well-known

   Explanation: the answer of the question is *well-know* because it has similar or closest meaning with *famous*.

2.2.2 Sentence Comprehension

After comprehending word, the next step is comprehending sentence. According to Gutteridge (2000:22), the basic unit of text is the sentence, whose meaning obtains in the logical relations of its syntactic elements (e.g., its subject and predicate). Without the sentence, without subject and predication, it would be impossible, to understand the idea. It implies that it is impossible for the student to comprehend a text without knowing and understanding the sentences used in the text.

According to Rozakis (2003:167-168), there are four different types of sentences; they are simple sentences, compound sentences, complex sentences and compound-complex sentences.

a. Simple sentences

A simple sentence has one independent clause. That means it has one subject and one verb although either or both can be compound. In addition, a

simple sentence can have adjectives and adverbs. What a simple sentence cannot have is another independent clause or any subordinate clauses. For example:

1. <u>Danny</u> <u>eats</u> <u>banana</u> <u>this morning.</u>

    S   V   O   Adv

2. <u>David and James</u> <u>play</u> <u>the guitars.</u>

        S   V   O

b. Compound sentence

A compound sentence consists of two or more independent clauses. As with a simple sentence, a compound sentence cannot have any subordinate clauses. For example:

1. <u>Mr. Jones</u> <u>has</u> <u>a beautiful wife</u>, and <u>he</u> <u>is</u> <u>a richman</u> <u>in this city</u>.

    S   be   O   S be   O   Adv

2. <u>Did</u> <u>the dog</u> <u>bite</u> <u>the boy</u> or <u>did</u> <u>the boy</u> <u>bite</u> <u>the dog</u>?

   be   S   V   O   be   S   V   O

c. Complex sentences

A complex sentence contains one independent clause and at least one dependent clause. The independent clause is called the "main clause." These sentences use subordinating conjunctions to link ideas. For example:

1. <u>The car stopped on the street</u> when <u>the traffic light turned red</u>.

     independent clause   dependent clause

2. <u>Don't tell me</u> that <u>you can't find your backpack</u>!

    dependent   independent clause

d. Compound-Complex sentences

A compound-complex sentence has at least two independent clauses and at least one dependent clause. The dependent clause can be part of the independent clause. For example:

1. <u>Get your coat</u> and <u>put on your boots</u>, as <u>it's cold and snowy tonight</u>.

    independent   independent clause   dependent clause

2. <u>After the players lost their game</u>, <u>they joined their teammates for lunch</u>,

              dependent clause   independent clause

      and <u>they went to the movies</u>.

              independent clause

2.2.3 Paragraph Comprehension

The third step in reading comprehension is understanding paragraph. A paragraph is a group of connected sentences that develop an idea about a topic (McWhorter, 2013:166). In developing a single idea, paragraph needs to have unity. A unified paragraph stays focused on one idea, without switching or wandering from topic to topic. A paragraph also should be of a reasonable length, neither too short nor too long.

As McWhorter (2013:90-95) states the structure of a paragraph is not complex. There are usually three basic elements of a paragraph: a topic, a topic sentence, and supporting details.

a. Identifying a Topic

Topic is the one thing a paragraph is about. Topics are important to both readers and writers. Identifying the topic of a paragraph helps readers to understand what it is about. Toward getting main idea, the reader should understand the topic of paragraph. In finding a topic there is a clue that is some repetition or synonym of the word. It is intended to help tie the paragraph to the idea in the topic sentence.

b. Finding a Topic Sentence

Every paragraph should include a topic sentence that identifies the main idea of the paragraph. Topic sentence is the sentence that tells what the paragraph is about. Often, topic sentences are simple statements of fact that cannot be unclear. However, not all topic sentences are completely factual. Sometimes a topic sentence presents an opinion about a topic, and that statement may not offer all sides of the story.

There are four placements where the topic sentence is most likely to be found in a paragraph, they are:

1) In the first sentence of the paragraph

A paragraph that opens with the topic sentence should follow a logical sequence by state the author main point, and then explain it. For example:
A focus group is a small group, usually consisting of about seven to ten people who are brought together to discuss a subject of interest to the researcher. Focus groups are commonly used today in business and politics; that flashy slogan you heard for a political campaign or a new toothpaste was almost certainly tested in a focus group to gauge people's reactions. Social researchers may use a focus group to help design questions or instruments for quantitative research or to study the interactions among group members on a particular subject.

2) In the last sentence of the paragraph

The topic sentence can also appear last in a paragraph. First, present the supporting details and then end the paragraph with the topic sentence, which usually states the conclusion that can be drawn from the details. For example:
In the developing world 1.1 billion people still lack access to safe drinking water, 2.6 billion do not have access to adequate sanitation services, and more than 1.6 million deaths each year are traced to waterborne diseases (mostly in children under five). All too often in developing countries, water is costly or inaccessible to the poorest in society, while the wealthy have it piped into their homes. In addition, because of the infrastructure that is used to control water, whole seas are being lost, rivers are running dry, millions of people have been displaced to make room for reservoirs, groundwater aquifers are being pumped down, and disputes over water have raised tensions from local to international levels. *Fresh water is a limiting resource in many parts of the world and is certain to become even more so as the 21st century unfolds.*

3) In the middle of the paragraph

The topic sentence can also be placed last or in the middle. The author builds up the main idea, states it in the middle of the paragraph. For example:

In colonial days, huge flocks of snowy egrets inhabited the coastal wetlands and marshes of the southeastern United States. In the 1800s, when fashion dictated fancy hats adorned with feathers, egrets and other birds were hunted for their plumage. By the late 1800s, egrets were almost extinct. In 1886, the newly formed National Audubon Society began a press campaign to shame "feather wearers" and end the practice. The campaign caught on, and gradually, attitudes changed; new laws followed. *Government policies that protect animals from overharvesting are essential to keep species from the brink of extinction.* Even when cultural standards change due to the efforts of individual groups (such as the National Audubon Society), laws and policy measures must follow to ensure that endangered populations remain protected. Since the 1800s, several important laws have been passed to protect a wide variety of species.

4) The first and the last sentence of paragraph

On occasion, the author may choose to state the main idea once at the beginning of the paragraph and restate it at the end or use both sentences to explain the main idea. (McWhorter, 2013:169-170). For example:

The National Cancer Institute (NCI) has taken a brute-force approach to screening species for cancer-suppressing chemicals. NCI scientists receive frozen samples of organisms from around the world, chop them up, and separate them into a number of extracts, each probably containing hundreds of components. These extracts are tested against up to 60 different types of cancer cells for their efficacy in stopping or slowing growth of the cancer. Promising extracts are then further analyzed to determine their chemical nature, and chemicals in the extract are tested singly to find the effective compound. *This approach is often referred to as the "grind 'em and find 'em" strategy.*

c. Recognizing a Supporting Detail

Supporting details are those sentences that explain the topic sentence. Supporting details consist of the additional information the author provides so readers can understand the main idea completely. McWhorter (2013:166) states, there are five common types of supporting details, they are:

1. Explanation is a statement made to clarify something and make it understandable

2. Examples are ways of illustrating the author point so that it is understandable.

3. Evidences are statements from reliable sources about real things.

4. Definition, is a statement of the meaning of a term (a word, phrase, or other set of symbols

5. Statistics are facts expressed in numbers, based on data from samples and populations.

2.2.4 Text Comprehension

After comprehending word, sentence and paragraph, the students will be able to understand the text. In comprehending text, the students should comprehend words, sentences, and paragraphs. It means that to understand the content of the whole text, the students should comprehend words, sentences, and paragraphs in the text. As stated on National Reading Panel (2000), in order to comprehend a text, readers must be able to read most of the words. However, other capabilities influence reading comprehension as well, such as readers' vocabulary, their world knowledge, and their memory for text.

Berne and Sophie (2012:66) stated that sometime students stuck in getting the meaning of the text. This situation occurs when they hindered by understanding – by unfamiliar vocabulary, lack of contents knowledge or deficiency in conceptual understanding required to process the text. It is means that when they do not understand the meaning of one word on the text, it can breakdown in comprehending text.

2.3 Reading Comprehension Achievement

Reading is one of the language skills which is very important to develop students' knowledge in their studies. Reading is one of a tools of learning. Students need a variety of reading skills to understand textbooks, reference materials, magazines, newspaper, etc. Therefore, if the students do not read them, they will miss the latest information of science and technology.

Reading without comprehension is not reading but wasting time. (Ostrov, 202:36). As emphasized by Smith (2004:60) comprehension is the condition of relating whatever we are attending to in the world around us to knowledge, intentions, and expectations we already have in our head. This is the condition where the students on the situation that they are not confused in reading. Absence of comprehension means not knowing what the contents of the text or what information should the students can get from the text.

One of the ways to measure the students' reading comprehension is through assessment test. The primary purpose of the assessment is to inform better teaching and more efficient learning. (Fulcher and Davidson, 2007:27). Moreover, Serafini (2010:14) states four principle of assessment, they are as follows:

a. Assessment must help children learn more effectively
b. Assessment must help teachers teach more effectively
c. Assessment must help teachers articulate their understandings of their students to external audiences
d. Assessment must be efficient so that they interrupt teaching and learning as little as possible

Therefore, to measure the students' reading comprehension achievement, the teacher can give a reading test to the students to know whether the students have understood the lesson reading or not.

This research will measure the student's reading comprehension achievement through reading test. The reading achievement refers to student's score of word comprehension, sentence comprehension, paragraph compression and text comprehension.

2.4 Narrative Text

According to Institutional-Based Curriculum 2006 on Senior High School, reading can be classified into some genres such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, and explanation. In this research, the researcher uses narrative text because this type of text is taught to the tenth grade students of senior high school in the odd semester 2015/2016 academic year. (Depdiknas, 2006:311)

Narrative text is an imaginary or factual story to entertain and amuse the reader or listener. According to Montgomery et al, (2006:251) narrative is a story contain of some related events in sequence. The tense that is used in narrative text is past tense and sometimes use present tense when it present in conversation or in direct speech. Meanwhile, there are three generic structure of a narrative text, namely orientation, complication(s), and resolution(s). They are explained as follows:

1. Orientation   : Set the scene and introduces the paragraph
2. Complication(s)   : A crisis arise, the main character is faced a problem.
3. Resolution(s)   : This part tells the problem is resolved, for better or worse.

(Doddy et.al 2008:50)

There are kind of Narrative text such as fable, folktale, fairy tale, and legend. Fable is known as a moral story that gives the readers a message and suggestion after reading it; the characters in fable are about the animal that is considered as human being. Folktale itself is a social story that is told by many people from the old generation to the young generation. It is most similar with fairy tale definition, but the characters in fairy tale usually about a prince and princess, fairies and giant. Meanwhile, legend can be defined as past story that there is no fact about the truth. Here is the example of narrative text:

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.	Orientation
One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.	Complications
Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.	Resolution

(source: http://www.medanguide.com/grandeur-lake-toba-samosir-island.html)

2.5 The Current Situation of Teaching Reading at MA Annuriyyah Rambipuji

English has been taught in Indonesia as foreign language. It teaches in every level of school, from Junior high school up to University levels. Even in lower level such as kindergarten and elementary school, English has been introduced to the children. The aim of the teaching English is to make the student

have competences in communicating using English actively. In this research at MA Annuriyyah Rambipuji, English teaching learning process is taught by using Instructional-Based Curriculum 2006. The text taught to the tenth grade students are recount, narrative and procedure.

Teaching learning activities of tenth grade at MA Annuriyyah Jember in the 2015/2016 academic year is taught by Mrs. EH. She is responsible to teaches nine classes. In teaching English, she always prepares the lesson plan at the beginning of semester and prepares the material before the teaching learning process begins. At MA Annuriyyah Rambipuji, English is taught twice a week for every class with time allocation 2x45 minutes. For the instructional teaching learning material, she uses some textbooks from the library such as 'Developing English Competencies' and LKS *Kreatif* as (Lembar Kerja Siswa) students' worksheet. Sometimes, to get an up to date materials or authentic, she also uses the internet to find some new material such as short stories, pictures, etc. For example:

Silly Bear Story

The Kirkland family went camping in Yosemite National Park in northern California. They found a beautiful spot near a stream, and they set up their tent and started a fire. Mr. Kirkland left to search for more fire wood. When he returned, he saw his wife and son up in a tree. A mother bear was roasting hot dogs over the campfire and a baby cub was sleeping in a sleeping bag. The mother bear roared when she saw Mr. Kirkland. He was so afraid that he climbed up the same tree that held his wife and son. Do you think this is a true story? Is it fact or fiction?

Look at the cartoon strip below. The words under the drawings are in the wrong places. Can you sort them out? Which words go with which drawing? Write your answers here:

Drawing	Correct Words	Drawing	Correct Words	Drawing	Correct Words
1	___	4	___	7	___
2	___	5	___	8	___
3	___	6	___		

The man at the bus stop

1 So the man picked up the dog...	**2** 'No, that's very kind of you,' replied the lady.
3 A man was waiting at a bus stop eating a hamburger and chips.	**4** 'Do you mind if I throw him a bit?' asked the man.
5 ...and threw him across the road.	**6** A lady with a dog came up and stood beside him, also waiting for the bus.
7 It jumped up on the man trying to get at the food.	**8** The dog smelled the food and got very excited.

(Jones, Peter W. 2000. *Fun Class Activities: Games and Activities*. Harlow: Pearson Education Ltd.)

In teaching reading, she gives the material to the students based on the material on students' worksheet. Lecturing and doing a group discussion is a common strategy that she uses in English teaching learning process. Usually students work in group of four or in pairs. In the beginning of the lesson, she explains the material to the students then instructs the students to read the material and translate it. She asks the students to translate not the whole text but some part only. For the additional material, she sometimes gives a dictation to the student in order to train the students' listening, writing and vocabularies. In assessing the students' reading comprehension, students' worksheet is used. Doing a task on LKS was commonly used by the teacher.
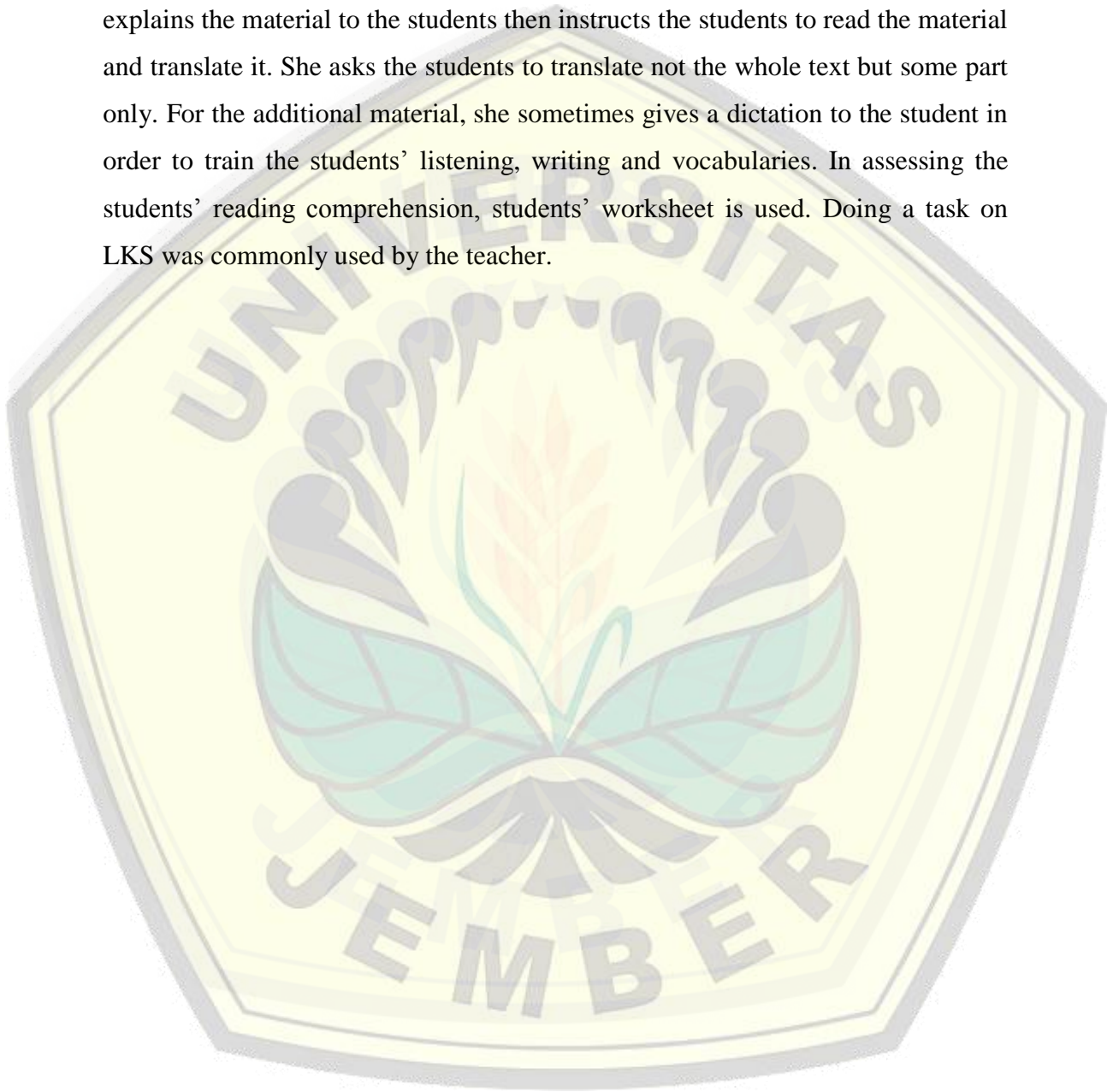
CHAPTER 3. RESEARCH METHODS

This chapter discusses the frame related to the methodology in conducting the problem of the research, such as research design, operational definition of the key terms, area determination method, respondent determination method, data collection method, and data analysis method. Each point is presented in the following section respectively.

3.1 Research Design

The research design applied in this research was descriptive research. Descriptive research, according to Best (1970) in Cohen et.al, (2007:205), is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how *what is* or *what exists* is related to some preceding event that has influenced or affected a present condition or event.

This research was intended to investigate the tenth grade students' reading comprehension achievement at MA Annuriyyah Rambipuji, Jember. Those comprehensions cover comprehending words, comprehending sentences, comprehending paragraph and comprehending a whole text. The researcher did not teach the students, only to administer reading comprehension test. The teaching learning process had already been done by the English teacher. The procedures of the research design are as follows:

1. Interviewing the English teacher of grade tenth in preliminary study to get first information about the teaching learning process of English;

2. Administering homogeneity test;

3. Determining the respondent of the research, from the population of the tenth grade students of MA Annuriyyah Rambipuji by using cluster random sampling;

4. Collecting the supporting data;

5. Constructing the research instruments in the form of interview guide and reading comprehension achievement test;

6. Administering the try out test and analyzing the result;

7. Collecting the data by administering the reading comprehension test;

8. Analyzing the result of the reading comprehension test and then classifying them based on the category score level;

9. Drawing a conclusion to answer the research problem.

3.2 The Operational Definition of the Key Terms

The operational definition of the key terms is intended to avoid misunderstanding of the concept between the reader and the researcher used in this research.

3.2.1 A Descriptive Study

A descriptive study is a study that describes phenomenon that happened which related to some preceding event that has influenced or affected a present condition or event. This descriptive study is proposed to describe systematically, accurately and factually the tenth grade's reading comprehension achievement of MA Annuriyyah Jember in the 2015/2016 academic years.

3.2.2 Reading Comprehension Achievement

In this research, reading comprehension achievement refers to students' ability in comprehending words, comprehending sentences, comprehending paragraph and comprehending a narrative text. To done this, the students were required to understand and extract the information from the text as accurately as possible. In order to know the students' reading achievement score, it had been conducted a reading achievement test covering the following aspects:

a. Word comprehension: Students are able to comprehend the words meaning of the narrative text while they are reading a text.

b. Sentence comprehension: students are able to comprehend the sentence meaning of the narrative text while they are reading the text in order to help

them comprehend the content of the text after they are reading the narrative text.

c. Paragraph comprehension: students are able to comprehend the main idea of the paragraph and its supporting details.

d. Text comprehension: students are able to comprehend the main idea of the whole text.

3.2.3 Narrative text

The reading material that was used in this research was a narrative text. A narrative text is a text tells the imaginary story to entertain the reader. The parts of narrative text are orientation that introduce the participation and the setting, complication as the crisis faced by the participant and resolution which brings the sequence of events o an end. The presence of past tense is uses in narrative text.

3.3 Area determination method

The area determination of this research was conducted by using purposive method. According to Cohen et. al. (2007:110) non-probability sample (also known as a purposive sample). In a nonprobability sample, the chances of members of the wider population being selected for the sample are unknown. In other words, the specific purpose of the research, investigators uses personal judgment to select a sample. Researchers assume they can use their knowledge of the population to judge whether or not a particular sample will be representative.

MA Annuriyyah Rambipuji Jember was chosen as the research area because of some reasons. First, the Headmaster had given the permission to conduct the research in the school. Second, another research had been conducted at the same grade but the research design was a classroom action research. It is hoped, this research can help the English teacher to know the students' reading comprehension achievement covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Therefore, the required data for this research was possible to get because the English teacher had taught a narrative text.

3.4 Respondent Determination Method

The respondents of this research were the tenth grade students of MA Annuriyyah Rambipuji in 2015/2016 academic year. The total number of the students was 96 students. They were distributed into three classes, Class A consisted of 32 students, Class B consisted of 30 students and Class C consisted of 34 students. The research method to determine the research sample was cluster random sampling. As stated by Fraenkel *et al.* (2011:96) the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.

The research used lottery to determine the research sample. The researcher administered a tryout of the test to establish the reliability of the test material. The following table shows the distribution of the tenth grade students at MA Annuriyyah Rambipuji.

Table 3.1 The Number of the Population at MA Annuriyyah Rambpuji

Grade X

No	Class	Population
1	XA	32 students
2	XB	30 students
3	XC	34 students

(source: MA Annuriyyah in 2015/2016 academic year)

3.5 Data collection method

The methods that were used by the researcher in collecting the data were reading comprehension achievement test and document as the supporting data.

3.5.1 Reading Comprehension Achievement Test

Test is an instrument to measure a subject is an assessment intended to measure the students' knowledge, skill, ability, or classification in many other topics. 'In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind' (Cohen et.al, 2007:414). Test in this research was used to

measure the students' reading comprehension achievement covering word comprehension, sentences comprehension, paragraph comprehension and text comprehension. The materials uses in this research were used material based on Instructional-Based Curriculum 2006 for Senior high school.

The comprehension test was administrated to measure the students' word comprehension, sentences comprehension, paragraph comprehension and text comprehension. The teacher- made test was used in this research, it means that the researcher himself supervised by the English teacher created the test. This test was conducted based on the reading material used in daily teaching learning process. The researcher uses textbook "Developing English Competencies" as a guide to make a test item and uses LKS "*Kreatif*". The researcher only applied a test without doing any teaching learning activity.

According to Hughes (2003:11-16), there are four types of test namely proficient test, achievement test, diagnostic test and placement test. In this research, the researcher used ability test, ability test was used to measure how well students' reading ability perform in varying work tasks or react in different situations. The researcher used the multiple-choice test to know the students' reading comprehension achievement. There are several reasons to use multiple-choice questions in tests. In terms of administration, multiple choice questions usually requires less time for test takers to answer, are easy to score and grade, provide greater coverage of material, allows for a wide range of difficulty, and can easily diagnose a test taker's difficulty with certain concepts

There are two criteria to conduct a good test, validity and reliability (Hughes, 2003:26). He explains that a test is said to be valid if it measures accurately what it is intended to measure. This research used content validity because listening test as an instrument is constructed based on the indicators of the listening test and the materials are taken from the curriculum for senior high school, especially the tent grade. In relation to the reliability, it refers to the consistency. The result which is considered valid is commonly reliable even though it is tested in different time.

The researcher consulted the test items to the English teacher and the research consultants before conducting the reading comprehension test to the students. It is because the researcher wants to know whether the test items are suitable for the students or not. The reading comprehension test in this research consisted of 25 questions. It covered identifying main idea and supporting details. It consisted of 9 items for word comprehension, 8 items for sentences comprehension, 4 items for paragraph comprehension and 4 items for text comprehension. Each test item had different point for each indicator based on the difficulty of the test. Thus, the total score of the test items was 100. Time allocation for this test was 45 minutes. The test materials for reading comprehension test were taken from textbook "Developing English Competencies" and LKS "*Kreatif*".

Table 3.2 The Classification of the Reading test Score Level

Multiple choice tests	Total Number of test item	Score of each right item	Total Score
Word comprehension	9	4	36
Sentences comprehension	8	4	32
Paragraph comprehension	4	4	16
Text comprehension	4	4	16
TOTAL			100

3.5.2 Interviews

In getting the supporting data, an interview was conducted. Interview is the way to collecting a data by asking questions orally. Fraenkel *et al.* (2011:120) point out that interviews are conducted orally, either in person or over the phone, and the answers to the questions are recorded by the researcher. It means that the interviewer and the interviewee can come face to face or by phone in collecting the data then record the data by taking a note or record the dialog.

The interview had been done in the preliminary study with the tenth grade English teacher on 7th September 2015 at MA Annuriyyah Rambipuji. In this research, structured interviews was applied in the form of question list was used in

order to gain some information about the curriculum being used in teaching reading achievement, the types of reading materials used, and the techniques used by the teacher in teaching reading. The interview guide is enclosed on Appendix 2.

3.5.3 Documentation

Another method in collecting data in this research was documentation. As stated by Sukoco (2007:84), document is a recorded information including data in computer system, made or received by organization or personal in transaction or an event as an evidence of that event. Documents can be in the forms of records, transcripts, books, newspaper, and magazines. In this research, documentation was used to gain the names of the tenth grade students and the previous daily English examination scores of the tenth grade students of MA Annuriyyah Rambipuji which is used as the basic data. Moreover, the researcher requested the English teacher's lesson plan to get the information from it about the topic, the techniques and the exercises used in English teaching leaning process.

3.6 Data Analysis Method

Data analyzed method is the method to analyze the obtained data. The data collect in this research were primary data that which covered reading comprehension scores obtained from reading comprehension test. The result of the students' reading comprehension achievement test is analyzed by the following formula:

$$E = \frac{n}{N} \times 100\%$$

E = the students' reading comprehension achievement

n = the scores of reading comprehension test obtainedby the students

N = the total score of the reading comprehension

(Ali, 1998: 186)

Next, the results of the data of reading comprehension score test above were classified based on the classification of the score below:

Table 3.3 The Classification of the Students' Reading Comprehension Score

Students' score	Category
81 – 100	Very good
70 – 80	Good
60 – 69	Fair
40 – 59	Poor
0 – 39	Very poor

(Depdiknas 2006)

The steps to analyze the data follow the following procedure:

1. Administering the reading comprehension test.
2. Scoring the result of the reading test of each indicator by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

E   = the students' reading comprehension achievement

n   = the scores of reading comprehension test obtainedby the students

N   = the total score of the reading comprehension

3. Classifying the student's score of each indicator based on the classification of the students reading comprehension test on the table above.
4. Interpreting the result of the classification of the students reading comprehension test and drawing a conclusion.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions. The suggestions are proposed to the English teacher and the future researchers.

5.1 Conclusion

Based on the results of data analysis and the discussion, the conclusions can be drawn as the following.

In general, based on the results of the reading comprehension achievement test, the tenth grade students' English reading comprehension achievement of narrative text at MA Annuriyyah Rambipuji Jember was in "fair" category with the range score of 60- 69 with the percentage of 64.63%.

The result of students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph and comprehending text, showed that the students' word comprehension achievement was 70.31% which belongs to "good" category. Then their sentence comprehension achievement was 68.75% which belongs to the "fair" category. In paragraph comprehension achievement they got 60.94% which was categorized "fair". And finally, their text comprehension achievement was 47.66% which belongs to the "poor" category.

From the four indicators, it can be stated that the highest achievement was word comprehension with percentage of 70.31% categorized as "good" and the lowest achievement was text comprehension with percentage of 47.66% that was classified in "poor" category.

5.2 Suggestion

It is necessary to give suggestion based on the description of the research conclusion. There are considerations that can be concerned by the following people.

1. The English Teacher

   The English teacher was suggested to give more attention in teaching text comprehension more intensively by giving various techniques and methods in teaching reading because based on the result of the reading achievement test, the lowest score category on the tenth grade level students of MA Annuriyyah Rambipuji Jember in the 2015/2016 academic years was text comprehension.

2. The Other Researchers

   It is suggested that the result of this research may be used as a reference and information for future researchers to conduct further research by applying different text, design, and method using the same topic but to different level of students.
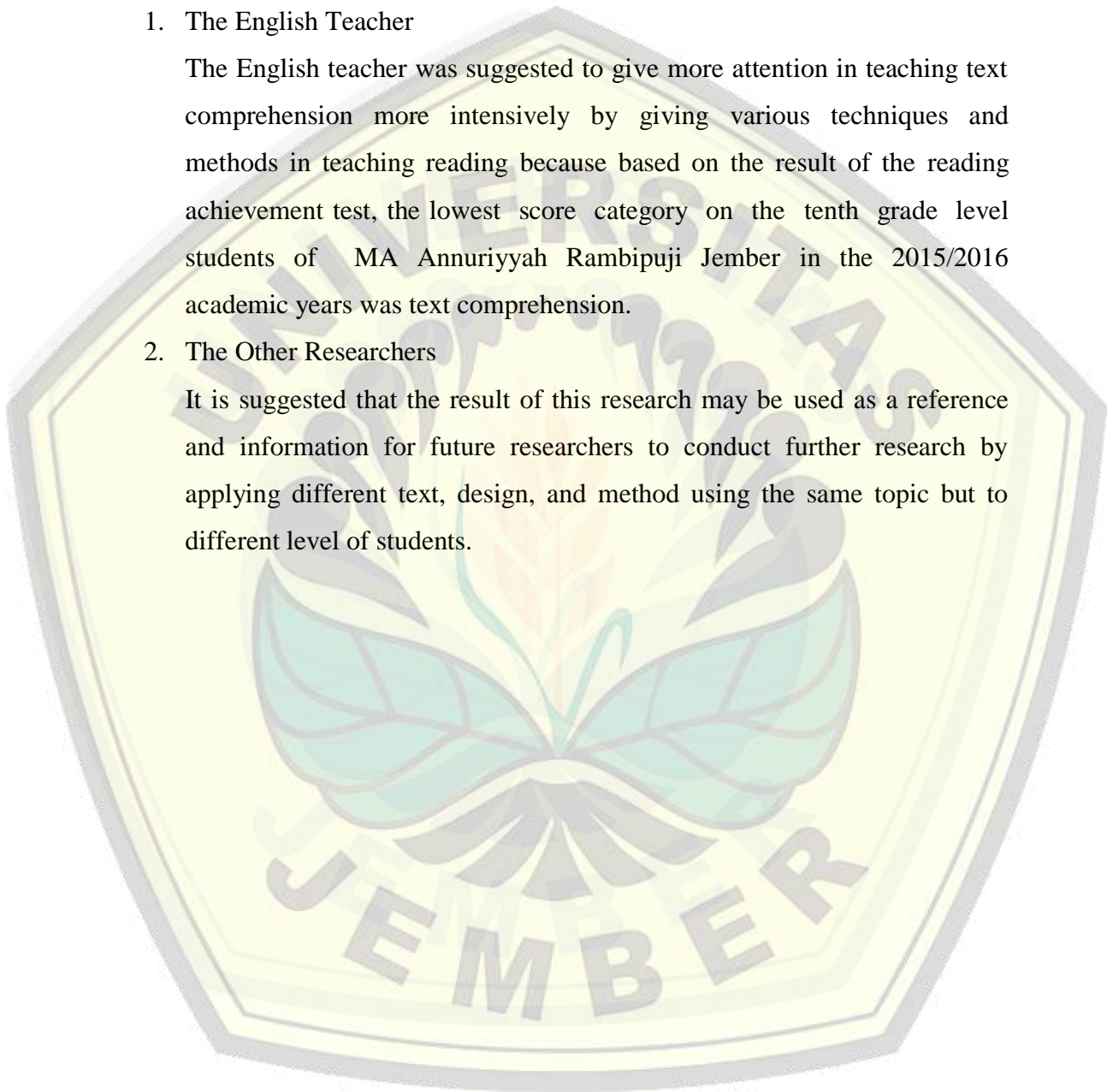
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Appendix 1

Title	Problem	Variable	Indicators	Data resources	Research methods
A Descriptive Study on the Tenth Grade Students' Reading Comprehension Achievement of Narrative text at MA Annuriyyah Rambipuji jember	How is the tenth grade students' reading comprehension achievement at MA Annuriyyah Rambipuji in the 2014/2015 academic year	Students' reading comprehension achievement	Thu students' score of reading comprehension test covering: • Comprehending word meaning • Comprehending sentence meaning • Comprehending paragraph meaning • Comprehending text meaning	Respondents: 1. the tenth grade students at MA Annuriyyah Rambipuji in the 2014/2015 academic year 2. Informant the English teacher of the tenth grade of MA Annuriyyah 3. Documents: - the name of the students - syllabus used at the tenth grade - example of lesson plan used by the English teacher	1. Research Design Descriptive Study 2. Area Determination Method Purposive Method 3. Respondent Determination Cluster Radom Sampling 4. Data Collection Methods - Test - Interview - Documentation 5. Data Analysis Methods $E = \dfrac{n}{N} \times 100\%$ E = the students' reading comprehension achievement n = the scores of reading comprehension test obtained by the students N = the total score of the reading comprehension

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Appendix 2

INTERVIEW GUIDE

This interview was conducted at the beginning of the study (preliminary study) to gain the supporting data related to the English teaching learning process and the problems found in the classroom. The following questions were used as a guide during the interview:

Interviewer   : Ahmad Hubil Hoir

Interviewee   : Ema Hidayati, S.Pd.

Day/Date   : Monday, September 7th 2015

No.	Questions	Answers
1.	As an English teacher of the tenth grade, what curriculum do you use in teaching learning English?	My class is taught by using Institutional-Based Curriculum 2006.
2.	Are all language skills taught to the students? Why?	Yes, of course, but not all language skills are emphasized to be taught because as we know that not all language skills being tested in UN (Ujian Nasional).
3.	What kinds of the text you teach in the tenth grade?	So far, my students had learned a recount text, narrative text and procedure text.
4.	How many times did you taught a narrative text?	Three times, two in reading section and once on listening section.
5.	How did you evaluate your student's reading comprehension in narrative text?	By giving my students some task to translate some sentences on the story and find the meaning on some new words.
6.	Would you give me the Lesson Plan you made?	Yes. (The Lesson Plan is enclosed in Appendix 3)

7.	What teaching techniques and media do you use in teaching English?	In teaching my class, I use lecturer and sometimes the student make a group to work together. In addition, for a media usually I use conventional media.
8.	In choosing the material, how did you get those reading materials?	Of course, from the student worksheet or LKS and sometimes to add some material that relevant to the topic I took it from internet or another books.
9.	How do you score the students' achievement in English?	By doing a task on LKS, give a quiz and daily test to evaluate the students' understanding at the end of the topic.
10.	What type of reading task do you often evaluate to the students?	Usually I evaluate them using multiple-choice task.
11.	Have you assessed the students' reading achievement based on the aspects of reading?	I usually use general assessment to measure the students' achievement covering reading, listening, writing and grammar in general.
12.	Do you agree for me to do a research on student ability in reading achievement based on the reading aspects?	Yes, I do. I hope it will help me to know more the students' reading achievement based on the reading aspects
13.	What is the minimum score for the students to pass the English exam?	The minimum score of the English subject is about ≥ 70.

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA ANNURIYYAH
Kelas/Semester	: X/Gasal
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 45 menit

A. Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional pendek dan esai sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Membaca

5.1. Merespons makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan, dan lain-lain) resmi dan tak resmi secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

5.2. Merespons makna dan langkah retorika teks tulis esai secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

C. Indikator

1. Merespons monolog berbentuk *narrative*.
2. Bercerita di depan kelas.
3. Membaca teks berbentuk *narrative*.

D. Tujuan Pembelajaran

Setelah selesai mengikuti kegiatan pembelajaran, diharapkan peserta didik mampu:

1. Merespons makna dalam teks monolog berbentuk narrative.
2. Mengungkapkan dan membaca teks berbentuk narrative.
3. Menulis teks berbentuk narrative.

E. Karakter Siswa yang Diharapkan

1. Gemar membaca
2. Mandiri
3. Kerja keras
4. Rasa ingin tahu
5. Jujur
6. Peduli sosial

F. Materi Pembelajaran

Narrative Text

The Honest Princess

Once upon a time, there lived a princess called Tanya. She lived in a very big castle. The King and Queen wanted her to marry a handsome knight called Norman, who would often visit them to discuss the land they shared, so Tanya and Norman saw plenty to each other.

However Tanya didn't love Norman. Although they had known each other, Tanya couldn't love him because Norman was very boastful.

One day Princess Tanya was talking to Norman about the new decorations which the King and Queen were going to make in the castle. Suddenly, Norman changed the topic and said, "Tanya, I really love you. I want to spend the rest of my life with you." Tanya was shocked, but she said, "Norman, you are a handsome knight, but I like to be honest with people, so I'm going to tell the truth. I' m going to tell you what I don't like about you. Firstly, you're a show-off. You like boasting about the clothes you wear when really a person's clothes aren't that important. Secondly, you spit in the street which is disgusting. Lastly, I'm not going to marry you just because my parents tell me to. I'm going to marry a man I really love."

Norman was shocked but he reflected long on what the princess had said. He actually felt bad about her opinion of him, but he soon cheered up when he realized that all the things she mentioned were things he could change. He thought that his personality didn't annoy her, but his behavior did.

Therefore Norman began trying not to brag about his clothes, and started to feel happy in more modest clothing. He also learned not to spit in the street. And finally he went to talk to the King and Queen to ask them not to talk to Princess Tanya about him, and that way she wouldn't feel pressured into marrying him. Then Tanya and Norman continued spending time together. Princess Tanya gradually began to notice the change in Norman's habits.

No longer after that, Princess Tanya tried to notice other details about Norman and to like him. Eventually, Princess Tanya fell in love and married him. They lived happily.

from: *http://www.shortstories.net/story-thehonest-princess/*

G. Metode Pembelajaran

1. Informasi (ceramah)
2. Latihan
3. Tanya jawab
4. Presentasi
5. *Roleplay*
6. Diskusi

H. Langkah-Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

a. Apersepsi
1) Guru memeriksa daftar absensi.
2) Peserta didik diajak ke laboratorium bahasa.

b. Motivasi
Guru mengajukan pertanyaan-pertanyaan yang mengaitkan materi sebelumnya dengan materi yang akan dipelajari.

2. Kegiatan Inti

a. Eksplorasi
1) Guru menggunakan berbagai pendekatan dan media pembelajaran untuk menyampaikan materi narrative.
2) Guru melibatkan peserta didik berpartisipasi aktif dalam kegiatan pembelajaran.

b. Elaborasi
1) Guru memfasilitasi peserta didik mendengarkan CD yang berisi monolog narrative, kemudian melengkapi transkripnya.
2) Guru memfasilitasi peserta didik menceritakan kembali monolog yang didengar.
3) Guru membiasakan peserta didik membaca teks berbentuk narrative.
4) Guru memfasilitasi peserta didik mencari arti kata dan menjawab pertanyaan

berdasarkan bacaan.
5) Guru memfasilitasi peserta didik membuat cerita narrative.
c. Konfirmasi
1) Guru memberikan umpan balik positif dan penguatan secara lisan maupun tertulis.
2) Guru membantu kesulitan yang dihadapi peserta didik dalam bercerita di depan kelas.

3. Kegiatan Penutup
a. Membuat rangkuman/kesimpulan.
b. Penugasan/pekerjaan rumah: peserta didik diminta mempelajari materi Unit 2.

I. Sumber dan Media Pembelajaran

1. Buku paket Bahasa Inggris X SMA
2. Buku Kreatif Bahasa Inggris 1a SMA/MA terbitan CV VIVA PAKARINDO
3. Buku-buku Bahasa Inggris yang relevan
4. CD Listening Kreatif Bahasa Inggris 1a SMA/MA
5. Lingkungan sekitar

J. Penilaian
1. Penilaian Performance (Kinerja)
Nilai keaktifan peserta didik selama proses pembelajaran.
2. Penilaian Hasil Kerja
a. Nilai hasil kegiatan yang telah dilakukan.
b. Nilai hasil uji kompetensi (task).
c. Nilai hasil soal-soal latihan yang dibuat sendiri oleh guru mata pelajaran.
d. Nilai hasil ulangan harian (test).
3. Alat Penilaian
a. Kegiatan-kegiatan dalam buku Kreatif Bahasa Inggris 1a SMA/MA.
b. Soal-soal uji kompetensi (task) dalam buku Kreatif Bahasa Inggris 1a SMA/MA.
c. Soalsoal latihan yang dibuat sendiri oleh guru mata pelajaran.
d. Soal-soal ulangan harian (test) dalam buku Kreatif Bahasa Inggris 1a SMA/MA.

Jember, 08 Juli 2015

Mengetahui,
Kepala Madrasah,   Guru Mata Pelajaran,

ABABAL GHUSSOH, M.Pd.   **EMA HIDAYATI, S.Pd**

The Tenth Grade's English Daily Examination Score of MA Annuriyyah Rambipuji in the 2015/2016 Academic Years

No.	Name	Class A		No.	Name	Class B		No.	Name	Class C	
		Score 1	Score2			Score 1	Score2			Score 1	Score2
1.	AJS	90	75	1.	AKH	90	94	1.	AR	78	64
2.	AMR	86	76	2.	AS	75	77	2.	ABD	71	74
3.	AH	62	71	3.	A	70	82	3.	AA	73	75
4.	AFN	79	79	4.	AF	73	70	4.	AFA	69	76
5.	CNH	78	84	5.	DIL	70	92	5.	AH	74	75
6.	DSF	72	72	6.	DAM	63	73	6.	AR	77	71
7.	EFH	76	80	7.	DS	73	77	7.	AS	73	92
8.	EFH	64	74	8.	DNF	70	78	8.	DK	79	77
9.	FK	70	71	9.	FH	73	82	9.	DFY	64	69
10.	HM	69	77	10.	IW	69	85	10.	FI	70	78
11.	HF	76	76	11.	IA	73	73	11.	HSD	83	87
12.	M	80	95	12.	KZ	75	70	12.	IH	83	81
13.	NK	74	97	13.	LZ	75	95	13.	INA	76	78
14.	NFP	76	79	14.	LANS	68	77	14.	IWD	69	77
15.	NK	73	75	15.	LTF	75	94	15.	LM	80	63
16.	NL	66	97	16.	M	70	75	16.	LE	81	61
17.	NAM	70	91	17.	ML	80	77	17.	MAT	78	80
18.	RN	71	71	18.	RAH	78	84	18.	MHA	66	79
19.	RR	76	75	19.	RR	73	77	19.	MM	87	64
20.	RADY	62	73	20.	RA	75	76	20.	MS	69	83

No.	Name	Class A		No.	Name	Class B		No.	Name	Class C	
		Score 1	Score2			Score 1	Score2			Score 1	Score2
21.	RJ	96	83	21.	SB	78	78	21.	MD	74	77
22.	SANS	68	77	22.	SKD	73	90	22.	MH	66	87
23.	SIS	76	81	23.	SA	75	75	23.	NA	81	80
24.	SNA	72	72	24.	SM	73	78	24.	RN	77	93
25.	SANS	69	78	25.	SNA	78	76	25.	RF	77	79
26.	UH	91	79	26.	SLTA	75	75	26.	SK	71	89
27.	URD	64	78	27.	VAE	77	74	27.	SF	92	78
28.	VF	68	80	28.	WT	80	78	28.	SM	67	74
29.	WF	78	91	29.	AL	78	93	29.	SN	74	72
30.	SAA	86	86	30.	MZZ	65	77	30.	SWM	87	79
31.	SAA	62	77					31.	TKQ	73	77
32.	SH	71	89					32.	UL	90	96
								33.	UH	73	75
								34.	Y	78	77
	Total	2370	2560		Total	2221	2401		Total	2580	2637
	Average	74.06	80.01		Average	74.03	80.03		Average	75.87	77.56

Appendix 5

TRY OUT TEST

Subject : English   Name : _____
Grade/ Semester: X/1   Class : _____
Time   : 45 minutes

Read the following text carefully then answer the questions by choosing a, b, c, d or e as the best answer based on the text!

This text below is for questions no. 1 to 10

The Honest Princess

Once upon a time, there lived a princess called Tanya. She lived in a very big castle. The King and Queen wanted her to marry a handsome knight called Norman, who would often visit them to discuss the land they shared, so Tanya and Norman saw plenty to each other.

However Tanya didn't love Norman. Although they had known each other, Tanya couldn't love him because Norman was very boastful.

One day Princess Tanya was talking to Norman about the new decorations which the King and Queen were going to make in the castle. Suddenly, Norman changed the topic and said, "Tanya, I really love you. I want to spend the rest of my life with you." Tanya was shocked, but she said, "Norman, you are a handsome knight, but I like to be honest with people, so I'm going to tell the truth. I' m going to tell you what I don't like about you. Firstly, you're a show-off. You like boasting about the clothes you wear when really a person's clothes aren't that important. Secondly, you spit in the street which is disgusting. Lastly, I'm not going to marry you just because my parents tell me to. I'm going to marry a man I really love."

Norman was shocked but he reflected long on what the princess had said. He actually felt bad about her opinion of him, but he soon cheered up when he realized that all the things she mentioned were things he could change. He thought that his personality didn't annoy her, but his behaviour did.

Therefore Norman began trying not to brag about his clothes, and started to feel happy in more modest clothing. He also learned not to spit in the street. And finally he went to talk to the King and Queen to ask them not to talk to Princess Tanya about him, and that way she wouldn't feel pressured into marrying him. Then Tanya and Norman continued spending time together. Princess Tanya gradually began to notice the change in Norman's habits.

No longer after that, Princess Tanya tried to notice other details about Norman and to like him. Eventually, Princess Tanya fell in love and married him. They lived happily.

Taken from: LKS Kreatif Bahasa Ingrris SMA/MA Kelas X Semester Gasal, page 28

1. Who is Tanya?
   a. a Handsome Knight.
   b. a King.
   c. a Queen.
   d. a Prince.
   e. a Princess.
2. How did the King and Queen know Norman?
   a. Norman often visit the king and queen to discuss the land they shared.
   b. Norman propose to marry the queen.
   c. Norman is the king's son form big castle.
   d. They often discussed together about the castle they shared.
   e. Norman is the handsome knight who save the castle.
3. "…who would often visit them to <u>discuss</u> the land they shared."
   The underlined word has a close meaning with …
   a. chat.
   b. angry.
   c. mad.
   d. meet.
   e. notice.
4. Why did Tanya not love Norman at the first time?
   a. Because he was very boastful.
   b. Because he was handsome.
   c. Because he is a knight.
   d. Because he is a king.
   e. Because he was very rude.
5. What is the main idea of the third paragraph?
   a. Norman made a decoration about the castle.
   b. Tanya didn't like Norman's habits.
   c. Tanya will marry to Norman soon.
   d. The king told Tanya to marry with Norman.
   e. Norman wanted to marry the queen.
6. "Tanya was <u>shocked</u>, but she said, "Norman, you are a handsome knight?"
   The synonym of the underlined word is …
   a. unconscious.
   b. sleep.
   c. surprised.
   d. fell.
   e. think.
7. Which is TRUE according to the text?
   a. Tanya really loved Norman for the first time.
   b. The king and the queen wanted to share the castle with Tanya.
   c. Norman personality didn't annoy princess, but his behaviour did.
   d. Norman had a good habits before he meet Tanya.
   e. Tanya felt pressured to marry to Norman.

8. Norman had a bad habits, except …
   a. He liked boasting about the clothes.
   b. He was a show off.
   c. He spat on the street.
   d. He felt happy in more modest clothing.
   e. He thought a person's clothes aren't that important.
9. What is mainly discussed in the fifth paragraph?
   a. Norman began to change his bad habit.
   b. Norman was shocked and changes his bad habit.
   c. Norman asked the king and queen to ask them to talk about him.
   d. Tanya loved Norman after spending their time together.
   e. Tanya wanted to marry with Norman.
10. What can we learn from the text above?
    a. People can change their habits from bad to be good.
    b. We can share our land if we want to.
    c. He king has the power to pressure his princess.
    d. The habits of someone cannot be change.
    e. It is bad if we talk too much.

The following text is for questions no. 11 to 20

The Tiger Who Would Be King

One morning the tiger woke up in the jungle and told his mate that he was king of beasts. "Leo, the lion, is king of beasts," she said. "We need a change," said the tiger. "The creatures are crying for a change." The tigress listened but she could hear no crying, except that of her cubs. "I'll be king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honour." "Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den. "Come out," he roared," and greet the king of beasts! The king is dead, long live the king!" Inside the den, the lioness woke her mate. "The king is here to see you," she said. "What king?" he inquired, sleepily. "The king of beasts," she said. "I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not knot know which they were fighting for, and some fought for both, and some fought whoever was nearest and some fought for the sake of fighting. "What are we fighting for?" someone asked the aardvark. "The old order," said the aardvark. "What are we dying for?" someone asked the zebra. "The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon a jungle in which nothing stirred except a macaw and a cockatoo, reaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Taken from: Developing English Competencies for SMA/MA Grade X, page 89

11. How many characters are there in the story?
    a. 2.
    b. 4.
    c. 6.
    d. 8.
    e. 10.
12. Where did the story take place?
    a. In the farm field.
    b. In the jungle.
    c. In the morning.
    d. In the night.
    e. In the zoo.
13. Why did the tiger tell his mate that he was king of beasts?
    a. Because he wanted a change of the king.
    b. Because he wanted to be the king.
    c. Because he wanted to fooled the king.
    d. Because he wanted to marry the tigress.
    e. Because he wanted to pretend as a lion.
14. What does the second paragraph mainly discuss?
    a. The lazy Lion on his own den.
    b. The lifeless of the Lion king.
    c. The Tiger came to the Lion's den for a meal.
    d. The Tiger provoked a fight with the lion.
    e. The Tiger prowled through the jungle.
15. "I am the king of beasts," roared Leo and he <u>charged</u> out of … (paragraph 2)
    The unlined word has a close meaning with …
    a. excited.
    b. gained.
    c. refilled.
    d. rushed.
    e. thrilled.
16. The following statement is TRUE based on the passage above, EXCEPT?
    a. The Lion fight to defend his crown.
    b. The Lion is king of the beast.
    c. The Lion lost the fight to the Tiger.
    d. The Tiger is king of the beast.
    e. The Tiger pretend to be the Lion.

17. What did happened to the other animals when Leo and tiger was fighting?
    a. They didn't know what to do.
    b. They fought for the Tiger.
    c. They fought on side with the Lion.
    d. They just watched Leo and Tiger fighting.
    e. They took part in the fighting between them.
18. Who won the fight according to the passage?
    a. The aardvark.
    b. The lion.
    c. The tiger.
    d. The tigress.
    e. The zebra.
19. What is the main idea on the last paragraph?
    a. All the beast was dead except the Tiger.
    b. Lion finally won the fight to the Tiger.
    c. Macaw and a Cockatoo was screaming in horror.
    d. The war was over when the moon rose.
    e. Tiger will be the king of the jungle.
20. What is the moral of the story?
    a. Fighting always injures you even if you won.
    b. Lion is the king of the beast on the jungle.
    c. Never gives up if you want to be the king.
    d. Proud of your honour will make you strong.
    e. The Jungle is the place for fighting.

Questions 21-30 refer to the following text.

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men. …

Taken from: Developing English Competencies for SMA/MA Grade X, page 92

21. Who was half-man and half-monster?
    a. Beowulf.
    b. Grendel.
    c. The Dragoon.
    d. The King.
    e. The Knight.
22. One day, <u>he</u> went to the King's castle. (paragraph 1)
    The word he on that sentence refers to …
    a. Beowulf.
    b. Grendel.
    c. The Dragoon.
    d. The King.
    e. The Knight.
23. Why did Beowulf come to Denmark?
    a. He wanted to be a king.
    b. He wanted to be a knight.
    c. He wanted to help the king.
    d. He wanted to kill the Dragon.
    e. He wanted to meet the Grendel.
24. What is the main idea on the second paragraph?
    a. Beowulf and his men went to sleep.
    b. Beowulf went to Denmark to help the king.
    c. Grendel killed Beowulf with his sword.
    d. The battle between Grendel and Beowulf.
    e. The King and his men tried to kill Grendel.
25. What did Beowulf do to Grendel when he fought him?
    a. He escaped when met Grendel.
    b. He fought Grendel and pulled off an arm.
    c. He fought Grendel with his armour.
    d. He killed Grendel helped by his men.
    e. He killed Grendel with special weapon.
26. What did Grendel's mother do when she find out about her son's death?
    a. She was frustrated his son was dead.
    b. She was sad and went to kill Beowulf.
    c. She went to the castle and killed a knight.
    d. She went to the castle and killed Beowulf.
    e. She went to the castle and killed the king.

27. What did Beowulf use to kill Grendel's mother?
    a. He burned her with a torch.
    b. He hit her with dragon's treasure.
    c. He killed her with a mighty sword.
    d. He killed her with a special sword.
    e. He put on his armour and killed her.
28. How long did Beowulf become king?
    a. fourteen years.
    b. fifteen years.
    c. forty years.
    d. fifty years.
    e. fifty five years.
29. What attacked the people in Beowulf's country?
    a. a dragon.
    b. a monster.
    c. a witch.
    d. Grendel.
    e. Grendel's mother.
30. Which is TRUE based on the story above?
    a. Beowulf and his men killed the dragon.
    b. Beowulf become the king for twenty years.
    c. Beowulf killed Grendel and his mother.
    d. Beowulf killed Grendel and the king.
    e. Beowulf kill the king to become the king.
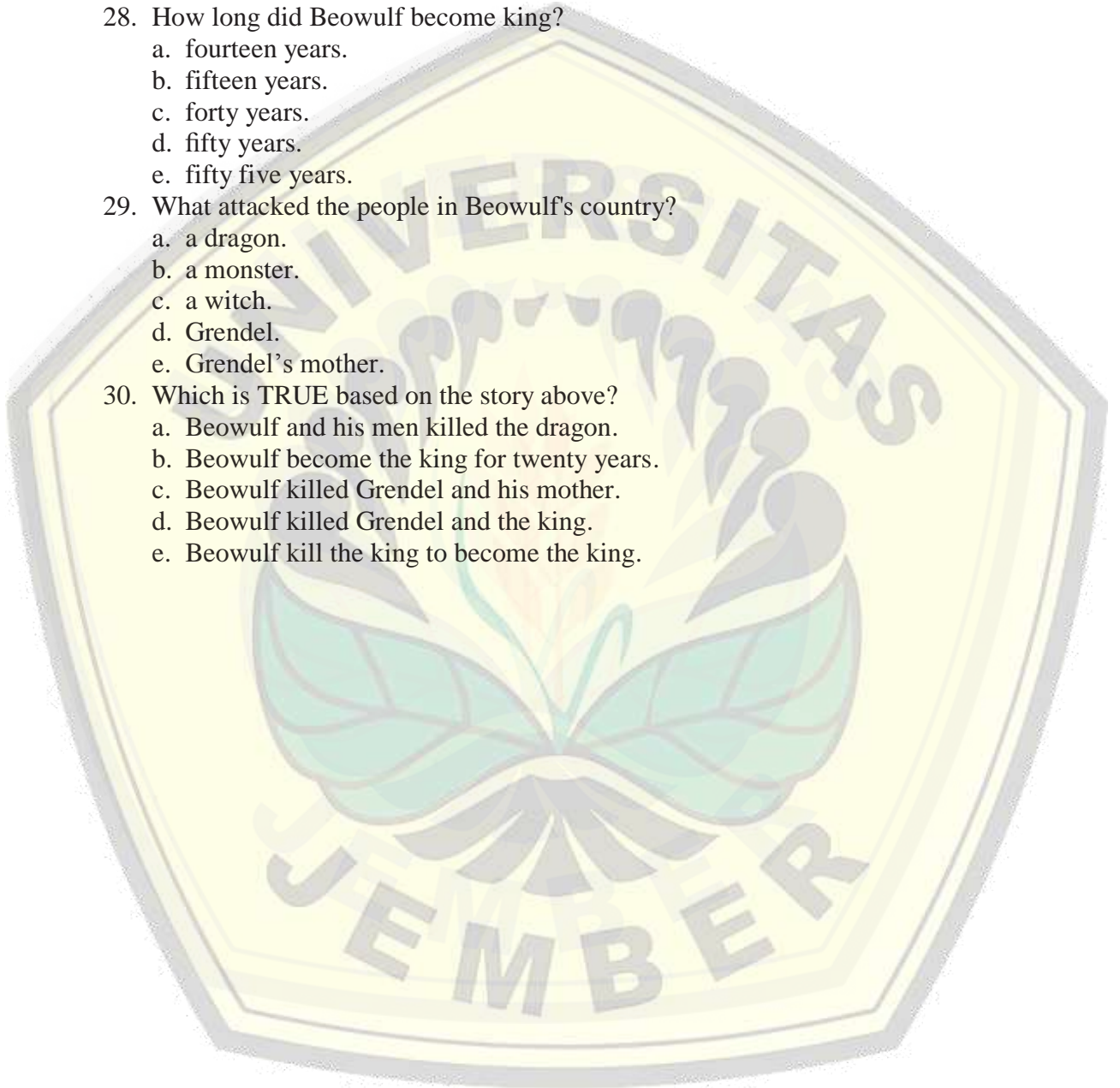
Appendix 6

THE ANSWER KEY OF THE TRYOUT TEST

1. E
2. A
3. B
4. A
5. A
6. C
7. C
8. D
9. A
10. A
11. D
12. B
13. B
14. D
15. D
16. D
17. E
18. C
19. A
20. A
21. B
22. A
23. C
24. D
25. B
26. C
27. D
28. D
29. A
30. C
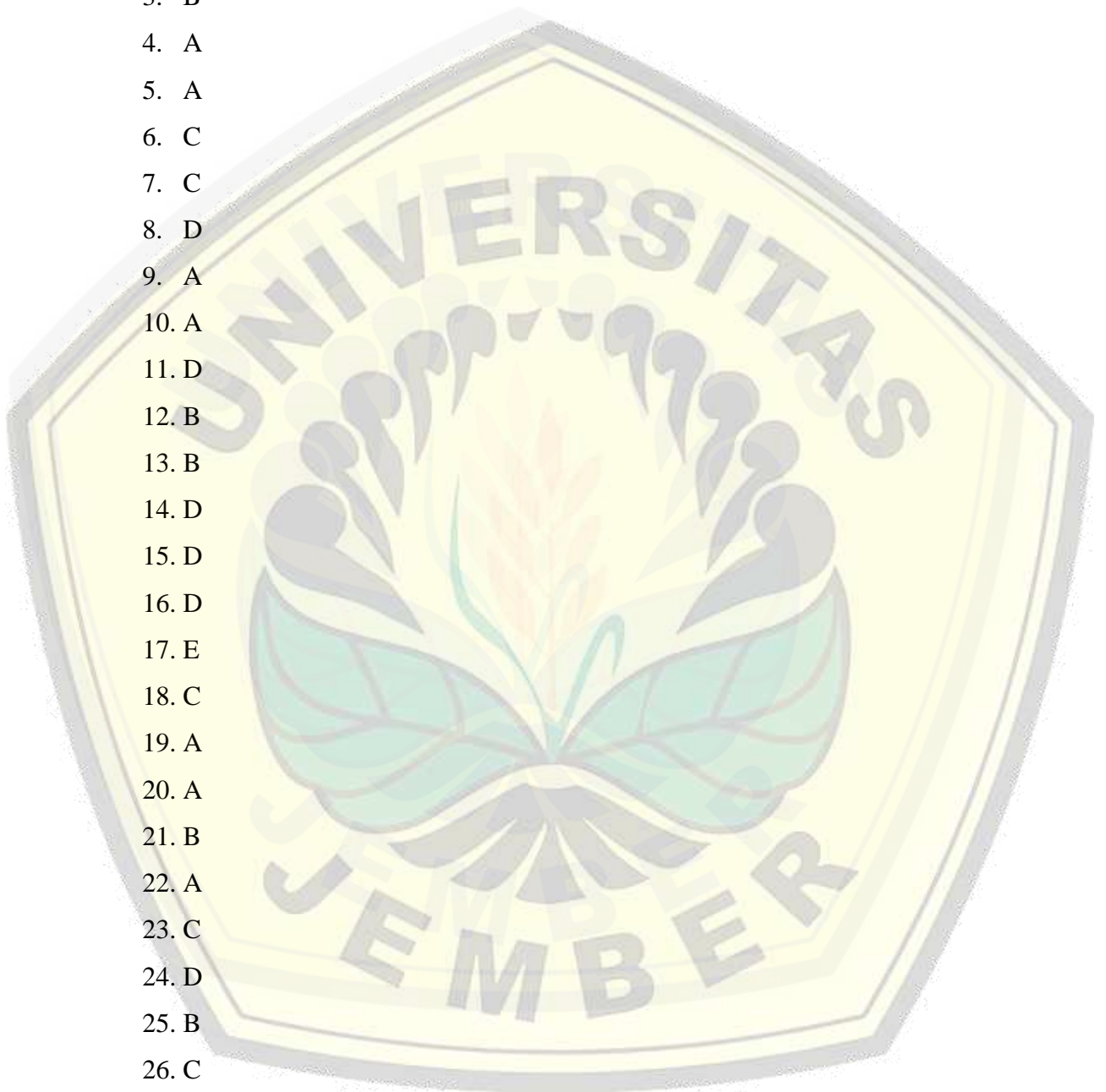
Appendix 7

READING COMPREHENSION ACHIEVEMENT TEST

Subject : English   Name : _____

Grade/ Semester: X/1   Class : _____

Time   : 45 minutes

Read the following text carefully then answer the questions by choosing a, b, c, d or e as the best answer based on the text!

This text below is for questions no. 1 to 9

The Honest Princess

Once upon a time, there lived a princess called Tanya. She lived in a very big castle. The King and Queen wanted her to marry a handsome knight called Norman, who would often visit them to discuss the land they shared, so Tanya and Norman saw plenty to each other.

However Tanya didn't love Norman. Although they had known each other, Tanya couldn't love him because Norman was very boastful.

One day Princess Tanya was talking to Norman about the new decorations which the King and Queen were going to make in the castle. Suddenly, Norman changed the topic and said, "Tanya, I really love you. I want to spend the rest of my life with you." Tanya was shocked, but she said, "Norman, you are a handsome knight, but I like to be honest with people, so I'm going to tell the truth. I' m going to tell you what I don't like about you. Firstly, you're a show-off. You like boasting about the clothes you wear when really a person's clothes aren't that important. Secondly, you spit in the street which is disgusting. Lastly, I'm not going to marry you just because my parents tell me to. I'm going to marry a man I really love."

Norman was shocked but he reflected long on what the princess had said. He actually felt bad about her opinion of him, but he soon cheered up when he realized that all the things she mentioned were things he could change. He thought that his personality didn't annoy her, but his behaviour did.

Therefore Norman began trying not to brag about his clothes, and started to feel happy in more modest clothing. He also learned not to spit in the street. And finally he went to talk to the King and Queen to ask them not to talk to Princess Tanya about him, and that way she wouldn't feel pressured into marrying him. Then Tanya and Norman continued spending time together. Princess Tanya gradually began to notice the change in Norman's habits.

No longer after that, Princess Tanya tried to notice other details about Norman and to like him. Eventually, Princess Tanya fell in love and married him. They lived happily.

Taken from: LKS Kreatif Bahasa Ingrris SMA/MA Kelas X Semester Gasal, page 28

1. How did the King and Queen know Norman?
    a. Norman often visit the king and queen to discuss the land they shared.
    b. Norman propose to marry the queen.
    c. Norman is the king's son form big castle.
    d. They often discussed together about the castle they shared.
    e. Norman is the handsome knight who save the castle.
2. "…who would often visit them to <u>discuss</u> the land they shared."
    The underlined word has a close meaning with …
    a. chat.
    b. angry.
    c. mad.
    d. meet.
    e. notice.
3. Why did Tanya not love Norman at the first time?
    a. Because he was very boastful.
    b. Because he was handsome.
    c. Because he is a knight.
    d. Because he is a king.
    e. Because he was very rude.
4. What is the main idea of the third paragraph?
    a. Norman made a decoration about the castle.
    b. Tanya didn't like Norman's habits.
    c. Tanya will marry to Norman soon.
    d. The king told Tanya to marry with Norman.
    e. Norman wanted to marry the queen.
5. "Tanya was <u>shocked</u>, but she said, "Norman, you are a handsome knight?"
    The synonym of the underlined word is …
    a. unconscious.
    b. sleep.
    c. surprised.
    d. fell.
    e. think.
6. Which is TRUE according to the text?
    a. Tanya really loved Norman for the first time.
    b. The king and the queen wanted to share the castle with Tanya.
    c. Norman personality didn't annoy princess, but his behaviour did.
    d. Norman had a good habits before he meet Tanya.
    e. Tanya felt pressured to marry to Norman.
7. Norman had a bad habits, except …
    a. He liked boasting about the clothes.
    b. He was a show off.
    c. He spat on the street.
    d. He felt happy in more modest clothing.
    e. He thought a person's clothes aren't that important.

8. What is mainly discussed in the fifth paragraph?
   a. Norman began to change his bad habit.
   b. Norman was shocked and changes his bad habit.
   c. Norman asked the king and queen to ask them to talk about him.
   d. Tanya loved Norman after spending their time together.
   e. Tanya wanted to marry with Norman.
9. What can we learn from the text above?
   a. People can change their habits from bad to be good.
   b. We can share our land if we want to.
   c. He king has the power to pressure his princess.
   d. The habits of someone cannot be change.
   e. It is bad if we talk too much.

The following text is for questions no. 10 to 17

The Tiger Who Would Be King

One morning the tiger woke up in the jungle and told his mate that he was king of beasts. "Leo, the lion, is king of beasts," she said. "We need a change," said the tiger. "The creatures are crying for a change." The tigress listened but she could hear no crying, except that of her cubs. "I'll be king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honour." "Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den. "Come out," he roared," and greet the king of beasts! The king is dead, long live the king!" Inside the den, the lioness woke her mate. "The king is here to see you," she said. "What king?" he inquired, sleepily. "The king of beasts," she said. "I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not knot know which they were fighting for, and some fought for both, and some fought whoever was nearest and some fought for the sake of fighting. "What are we fighting for?" someone asked the aardvark. "The old order," said the aardvark. "What are we dying for?" someone asked the zebra. "The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon a jungle in which nothing stirred except a macaw and a cockatoo, reaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Taken from: Developing English Competencies for SMA/MA Grade X, page 89

10. How many characters are there in the story?
    a. 2.
    b. 4.
    c. 6.
    d. 8.
    e. 10.
11. Where did the story take place?
    a. In the farm field.
    b. In the jungle.
    c. In the morning.
    d. In the night.
    e. In the zoo.
12. Why did the tiger tell his mate that he was king of beasts?
    a. Because he wanted a change of the king.
    b. Because he wanted to be the king.
    c. Because he wanted to fooled the king.
    d. Because he wanted to marry the tigress.
    e. Because he wanted to pretend as a lion.
13. "I am the king of beasts," roared Leo and he <u>charged</u> out of … (paragraph 2)
    The unlined word has a close meaning with …
    a. excited.
    b. gained.
    c. refilled.
    d. rushed.
    e. thrilled.
14. The following statement is TRUE based on the passage above, EXCEPT?
    a. The Lion fight to defend his crown.
    b. The Lion is king of the beast.
    c. The Lion lost the fight to the Tiger.
    d. The Tiger is king of the beast.
    e. The Tiger pretend to be the Lion.
15. What did happened to the other animals when Leo and tiger was fighting?
    a. They didn't know what to do.
    b. They fought for the Tiger.
    c. They fought on side with the Lion.
    d. They just watched Leo and Tiger fighting.
    e. They took part in the fighting between them.
16. Who won the fight according to the passage?
    a. The aardvark.
    b. The lion.
    c. The tiger.
    d. The tigress.
    e. The zebra.

17. What is the main idea on the last paragraph?
    a. All the beast was dead except the Tiger.
    b. Lion finally won the fight to the Tiger.
    c. Macaw and a Cockatoo was screaming in horror.
    d. The war was over when the moon rose.
    e. Tiger will be the king of the jungle.

Questions 18-25 refer to the following text.

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men. …

Taken from: Developing English Competencies for SMA/MA Grade X, page 92

18. One day, <u>he</u> went to the King's castle. (paragraph 1)
    The word he on that sentence refers to …
    a. Beowulf.
    b. Grendel.
    c. The Dragoon.
    d. The King.
    e. The Knight.
19. Why did Beowulf come to Denmark?
    a. He wanted to be a king.
    b. He wanted to be a knight.
    c. He wanted to help the king.
    d. He wanted to kill the Dragon.
    e. He wanted to meet the Grendel.

20. What is the main idea on the second paragraph?
    a. Beowulf and his men went to sleep.
    b. Beowulf went to Denmark to help the king.
    c. Grendel killed Beowulf with his sword.
    d. The battle between Grendel and Beowulf.
    e. The King and his men tried to kill Grendel.
21. What did Beowulf do to Grendel when he fought him?
    a. He escaped when met Grendel.
    b. He fought Grendel and pulled off an arm.
    c. He fought Grendel with his armour.
    d. He killed Grendel helped by his men.
    e. He killed Grendel with special weapon.
22. What did Beowulf use to kill Grendel's mother?
    a. He burned her with a torch.
    b. He hit her with dragon's treasure.
    c. He killed her with a mighty sword.
    d. He killed her with a special sword.
    e. He put on his armour and killed her.
23. How long did Beowulf become king?
    a. fourteen years.
    b. fifteen years.
    c. forty years.
    d. fifty years.
    e. fifty five years.
24. What attacked the people in Beowulf's country?
    a. a dragon.
    b. a monster.
    c. a witch.
    d. Grendel.
    e. Grendel's mother.
25. Which is TRUE based on the story above?
    a. Beowulf and his men killed the dragon.
    b. Beowulf become the king for twenty years.
    c. Beowulf killed Grendel and his mother.
    d. Beowulf killed Grendel and the king.
    e. Beowulf kill the king to become the king.

Appendix 8

THE ANSWER KEY OF THE READING ACHIEVEMENT TEST

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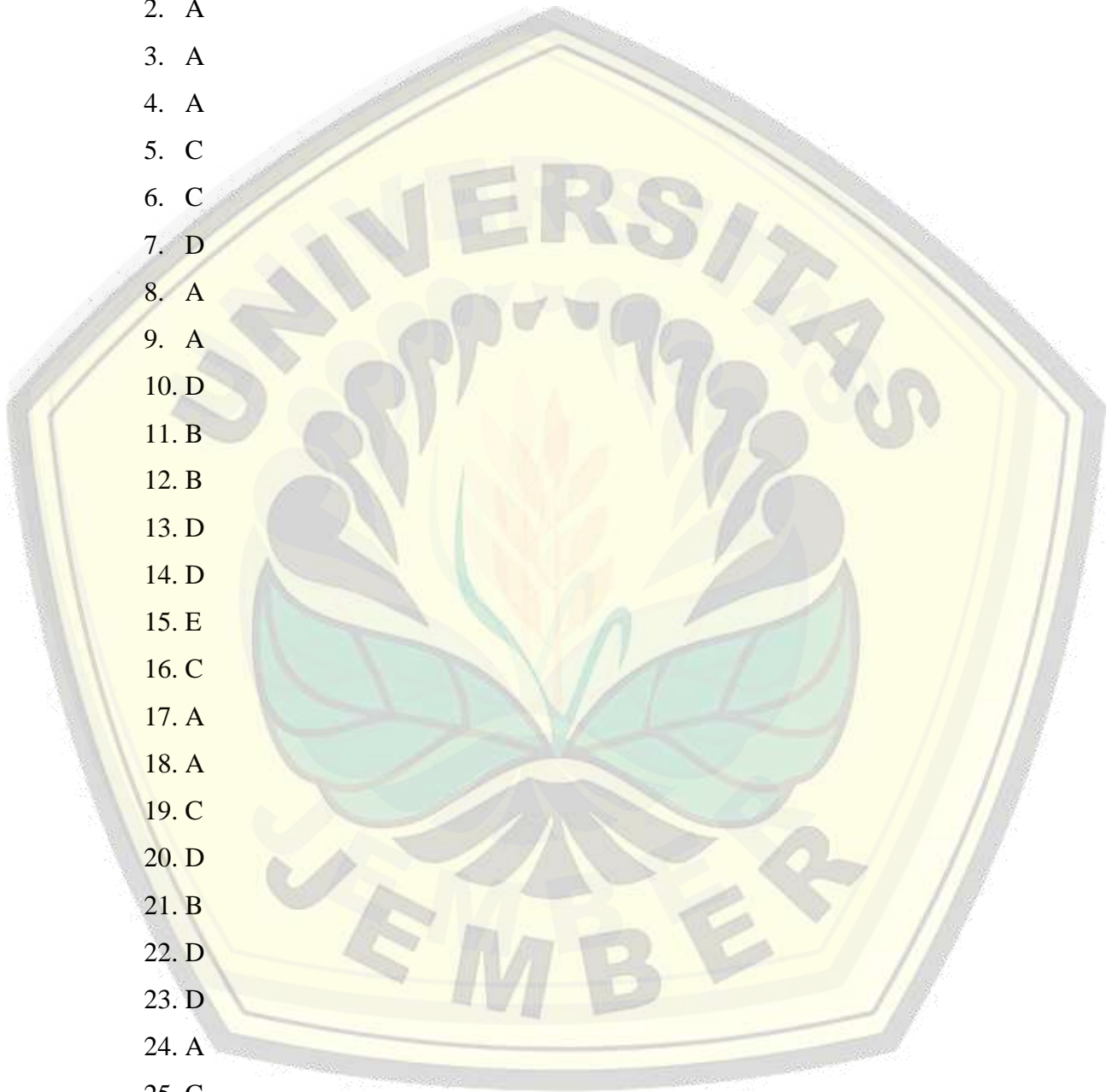
Appendix 9

1. **The Distribution of the Try Out test items**

The indicators of	Items	Number
Word Comprehension	11	1 3 6 11 12 15 18 21 22 28 29
Sentence Comprehension	9	2 4 8 13 17 23 25 26 27
Paragraph Comprehension	5	5 9 14 19 24
Text Comprehension	5	7 10 16 20 30
Total	30	

2. **The Distribution of the Reading Comprehension Achievement test items**

The indicators of	Items	Number
Word Comprehension	9	3 6 11 12 15 18 22 28 29
Sentence Comprehension	8	2 4 8 13 17 23 25 27
Paragraph Comprehension	4	5 9 19 24
Text Comprehension	4	7 10 16 30
Total	25	

Appendix 10

Difficulty Index of Each Test Items and Its Interpretation in Try Out Test

Test Items Number	Student's Score	N	R	F.V	Criteria
1	85	30	25	0.83	Easy
2	64	30	18	0.60	Average
3	88	30	26	0.87	Easy
4	70	30	20	0.67	Average
5	85	30	25	0.83	Easy
6	70	30	20	0.67	Average
7	34	30	8	0.27	Difficult
8	73	30	21	0.70	Average
9	73	30	21	0.70	Average
10	76	30	22	0.73	Easy
11	70	30	20	0.67	Average
12	70	30	20	0.67	Average
13	73	30	21	0.70	Average
14	34	30	8	0.27	Difficult
15	76	30	22	0.73	Easy
16	73	30	21	0.70	Average
17	43	30	11	0.37	Average
18	70	30	20	0.67	Average
19	70	30	20	0.67	Average
20	70	30	20	0.67	Average
21	31	30	7	0.23	Difficult
22	58	30	16	0.53	Average
23	61	30	17	0.57	Average
24	64	30	18	0.60	Average
25	58	30	16	0.53	Average
26	70	30	20	0.67	Average
27	73	30	21	0.70	Average
28	85	30	25	0.83	Easy
29	73	30	21	0.70	Average
30	31	30	7	0.23	Difficult

Notes:

FV   : the index of difficulty (facility Value)

R   : the number of correct answer

N   : the number of the students taking test

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Appendix 11

YAYASAN ANNURIYYAH KALIWINING
MADRASAH ALIYAH ANNURIYYAH
TERAKREDITASI
NSM : 131235090040   NPSN : 20580261
RAMBIPUJI – JEMBER

JL. RAYA DHARMAWANGSA NO. 86 TELP (0331) 712441 RAMBIPUJI - JEMBER 68152

DAFTAR NILAI PESERTA DIDIK MA. ANNURIYYAH
BERDASARKAN PENGETAHUAN (KI-3)
TAHUN PELAJARAN 2015/2016

KELAS/PROGRAM   : X.A (SEPULUH) / UMUM
MATA PELAJARAN   : BAHASA INGGRIS
SEMESTER   : GANJIL

Nomor		Nama	ULANGAN HARIAN					UJIAN		NILAI RAPORT *	CATATAN URAIAN KOMPETENSI (DESKRIPSI)
Urut	Induk		1	2	3	4	Rata-rata	Tengah Semester	Blok Akhir		
1	1635	Ajeng Julia Sari	90	75							
2	1636	Alfia Mawaddatur Rohma	86	76							
3	1637	Alfiatul Hasanah	62	71							
4	1638	Alifiyum Fawaidatun N	79	79							
5	1639	Carima Nabiris Hazka	78	84							
6	1644	Dina Syifa'ul F	72	72							
7	1645	Elok Faikotul H	76	80							
8	1646	Endang Fatmawati	64	74							
9	1647	Firdatul Khofifah	70	71							
10	1649	Halimatul Mutiah	69	77							
11	1650	Husniatul Fikri	76	76							
12	1659	Munawaroh	80	95							
13	1660	Namiratul Khoiriyah	74	97							
14	1661	Nilna Fithra Pashety	76	79							
15	1662	Nur Kholifah	73	75							
16	1663	Nur Laili	66	97							
17	1664	Nurul Ainiyah Mustafida	70	91							
18	1665	Rani Nuryati	71	71							
19	1668	Rislah Roshifi	76	75							
20	1669	Rizky Amelia Dwi Yanti	62	73							
21	1670	Roudatul Jannah	96	83							
22	1672	Sifa Ayu Novita Sari	68	77							
23	1676	Siti Ifatus Soleha	76	81							
24	1679	Siti Nur Azizah	72	72							
25	1681	Syarifah Avcarina	69	78							
26	1682	Ulfatul Hasanah	91	79							
27	1683	Umi Rusdiana Dewi	64	78							
28	1684	Vian Fitanti	68	80							
29	1687	Wardatul Fitria	78	91							
30	1688	Shela Ayunda Aprilia	86	86							
31	1689	Shely Ayunda Aprilia	62	77							
32	1670	Sofiyatul Hasanah	71	89							
33											
34											
35											
36											
37											
38											
39											
40											

Mengetahui,
Kepala Madrasah,

AINAL GHUSSOK, M.Pd.

Rambipuji,_____
Guru Mata Pelajaran,

_____

Appendix 12

YAYASAN ANNURIYYAH KALIWINING
MADRASAH ALIYAH ANNURIYYAH
TERAKREDITASI
NSM : 131235090040   NPSN : 20580261
RAMBIPUJI – JEMBER

JL. RAYA DHARMAWANGSA NO. 86 TELP (0331) 712441 RAMBIPUJI - JEMBER 68152

DAFTAR NILAI PESERTA DIDIK MA. ANNURIYYAH
BERDASARKAN PENGETAHUAN (KI-3)
TAHUN PELAJARAN 2015/2016

KELAS/PROGRAM : X.B (SEPULUH) / UMUM
MATA PELAJARAN : BAHASA INGGRIS
SEMESTER : GANJIL

Nomor		Nama	ULANGAN HARIAN					UJIAN		NILAI RAPORT *	CATATAN URAIAN KOMPETENSI (DESKRIPSI)
Urut	Induk		1	2	3	4	Rata-rata	Tengah Semester	Blok Akhir		
1	1631	Ade Khofiatul Himmah	94	96							
2	1632	Afifatus Silvia	75	77							
3	1633	Afriza	70	82							
4	1634	Aghits Di'landini	73	70							
5	1640	Dauhatul Ilma Liah	70	92							
6	1641	Deby Aisyatul M	63	73							
7	1642	Dela Silvia	73	77							
8	1643	Dihqoh Nabillah Farah	70	78							
9	1648	Fitrotul Hasanah	73	82							
10	1651	Irma Wati	69	85							
11	1652	Izza Afkarina	73	67							
12	1653	Kunti Zakiyah	75	61							
13	1654	Laelatus Zakiyah	75	98							
14	1655	Lia Ainun Nainis S.	68	77							
15	1656	Luluk Tarina Fauziyah	75	94							
16	1657	Maisaroh	69	75							
17	1658	Marwatul Lailiyah	80	77							
18	1666	Reza Alifatul Hasanah	78	84							
19	1667	Rifatul Riskiyah	73	77							
20	1671	Rufiana Askiyana	75	76							
21	1673	Sinta Bela	78	78							
22	1674	Sinta Kurmila Dewi	73	90							
23	1675	Siti Aisyah	73	75							
24	1677	Siti Maryam	73	78							
25	1678	Siti Nur Aini	78	76							
26	1680	Siwi Listya Tri A	75	75							
27	1685	Voni Agustin Erawati	77	74							
28	1686	Warda Tunnisa	80	77							
29	1687	Ainul Lutfiyah	78	93							
30	1688	Mava Zatus Zariroh	65	77							
31											
32											
33											
34											
35											
36											
37											
38											
39											
40											

Kepala Madrasah,

MA
MADRASAH ALIYAH
ANNURIYYAH   GHOFFOR, M.Pd.
TERAKREDITASI

Rambipuji,_____
Guru Mata Pelajaran,

_____

Appendix 12

YAYASAN ANNURIYYAH KALIWINING
MADRASAH ALIYAH ANNURIYYAH
TERAKREDITASI
NSM : 131235090040   NPSN : 20580261
RAMBIPUJI – JEMBER

JL. RAYA DHARMAWANGSA NO. 86 TELP (0331) 712441 RAMBIPUJI - JEMBER 68152

DAFTAR NILAI PESERTA DIDIK MA. ANNURIYYAH
BERDASARKAN PENGETAHUAN (KI-3)
TAHUN PELAJARAN 2015/2016

KELAS/PROGRAM : X.C (SEPULUH) / UMUM
MATA PELAJARAN : BAHASA INGGRIS
SEMESTER : GANJIL

Nomor		Nama	ULANGAN HARIAN					UJIAN		NILAI RAPORT *	CATATAN URAIAN KOMPETENSI (DESKRIPSI)
Urut	Induk		1	2	3	4	Rata-rata	Tengah Semester	Blok Akhir		
1	1718	ABDUR ROHMAN	78	64							
2	1719	ABDURROHMAN	71	74							
3	1720	AFIFATUL ARIFAH	73	75							
4	1721	AHMAD FEBRI ARDIANSYAH	69	76							
5	1722	AHMAD HAKIKI	74	75							
6	1723	AHMAD RAFIQI	77	71							
7	1724	ANIS SOLIHAH	73	92							
8	1725	DEWI KUMALASARI	79	77							
9	1726	DIKI FERDI YANTO	64	69							
10	1727	FAIZATUL IZMAH	70	78							
11	1728	HALIMATUS SYA'DIAH	83	87							
12	1729	IEZZATUL HASANAH	83	81							
13	1730	IFA NUR AFIFAH	76	78							
14	1731	INDAH WULAN DARI	69	77							
15	1732	LAILATUL MUSRIFAH	80	63							
16	1733	LILIS ERNAWATI	81	61							
17	1734	M. ALI TOHA	78	80							
18	1735	M. HAFID ANWAR	66	79							
19	1736	M. MUHDAR	87	64							
20	1737	MEGA SILVIA	69	83							
21	1738	MUHAMMAD DANI	74	77							
22	1739	MUHAMMAD HAMDI	66	87							
23	1740	NOVI ATIM	81	80							
24	1741	RITA NURIYAH	77	93							
25	1742	ROIHAN FAIS	77	79							
26	1743	SATIA KAWAN	71	89							
27	1744	SITI FATIMAH	92	78							
28	1745	SITI MUNAWAROH	67	74							
29	1746	SITI NURFADILA	74	72							
30	1747	SITI WARDATUL MAGHFIROH	87	79							
31	1748	TIHA KUTUBUNG QOYYIMAH	73	77							
32	1749	ULFATUL LAILA	90	96							
33	1750	USWATUN HASANAH	73	75							
34	1751	YUNIFATIN	78	77							
35											
36											
37											
38											
39											
40											

Rambipuji,_____
Guru Mata Pelajaran,

Appendix 12

The Result of Reading Comprehension Achievement Test

No.	WC		SC		PC		TC		Reading Comprehension Test Score
	n	n x 4	n	n x 4	n	n x 4	n	n x 4	
1.	6	24	6	24	4	16	2	8	72
2.	6	24	6	24	3	12	3	12	72
3.	4	16	6	24	3	12	2	8	60
4.	4	16	6	24	3	12	2	8	60
5.	8	32	9	36	1	4	3	12	84
6.	6	24	5	20	4	16	2	8	68
7.	7	28	7	28	2	8	2	8	72
8.	6	24	6	24	3	12	2	8	68
9.	7	28	8	32	2	8	2	8	76
10.	4	16	7	28	3	12	4	16	72
11.	5	20	8	32	1	4	2	8	64
12.	6	24	6	24	3	12	1	4	64
13.	8	32	6	24	3	12	2	8	76
14.	8	32	7	28	2	8	2	8	76
15.	7	28	2	8	1	4	0	0	40
16.	7	28	6	24	2	8	1	4	64
17.	7	28	6	24	3	12	1	4	68
18.	2	8	8	32	3	12	2	8	60
19.	6	24	5	20	2	8	2	8	60
20.	3	12	8	32	2	8	2	8	60
21.	3	12	3	12	2	8	2	8	40
22.	3	12	7	28	2	8	3	12	60
23.	8	32	8	32	3	12	3	12	88
24.	8	32	5	20	3	12	2	8	72
25.	3	12	4	16	1	4	2	8	40
26.	7	28	7	28	3	12	1	4	72

Appendix 12

No.	WC		SC		PC		TC		Reading Comprehension Test Score
	n	n x 4	n	n x 4	n	n x 4	n	n x 4	
27.	3	12	7	28	1	4	2	8	52
28.	7	28	5	20	3	12	1	4	64
29.	6	24	8	32	2	8	2	8	72
30.	6	24	5	20	3	12	2	8	64
31.	3	12	4	16	2	8	1	4	40
32.	6	24	7	28	3	12	1	4	68
Total	180	720	198	792	78	312	61	244	2068
Avg.	5.63	22.50	6.19	24.75	2.44	9.75	1.91	7.63	64.63

Notes:

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

n :Total correct answer

The Tenth Grade Students' Reading Comprehension Achievement

No.	WC			SC			PC			TC			Σn	ΣN	Reading Comprehension Test Score
	n	N	ΣWC	n	N	ΣSC	n	N	ΣPC	n	N	ΣTC			
1.	6	8	75%	6	9	67%	4	4	100%	2	4	50%	18	25	72
2.	6	8	75%	6	9	67%	3	4	75%	3	4	75%	18	25	72
3.	4	8	50%	6	9	67%	3	4	75%	2	4	50%	15	25	60
4.	4	8	50%	6	9	67%	3	4	75%	2	4	50%	15	25	60
5.	8	8	100%	9	9	100%	1	4	25%	3	4	75%	21	25	84
6.	6	8	75%	5	9	56%	4	4	100%	2	4	50%	17	25	68
7.	7	8	88%	7	9	78%	2	4	50%	2	4	50%	18	25	72
8.	6	8	75%	6	9	67%	3	4	75%	2	4	50%	17	25	68
9.	7	8	88%	8	9	89%	2	4	50%	2	4	50%	19	25	76
10.	4	8	50%	7	9	78%	3	4	75%	4	4	100%	18	25	72
11.	5	8	63%	8	9	89%	1	4	25%	2	4	50%	16	25	64
12.	6	8	75%	6	9	67%	3	4	75%	1	4	25%	16	25	64
13.	8	8	100%	6	9	67%	3	4	75%	2	4	50%	19	25	76
14.	8	8	100%	7	9	78%	2	4	50%	2	4	50%	19	25	76
15.	7	8	88%	2	9	22%	1	4	25%	0	4	0%	10	25	40
16.	7	8	88%	6	9	67%	2	4	50%	1	4	25%	16	25	64
17.	7	8	88%	6	9	67%	3	4	75%	1	4	25%	17	25	68
18.	2	8	25%	8	9	89%	3	4	75%	2	4	50%	15	25	60
19.	6	8	75%	5	9	56%	2	4	50%	2	4	50%	15	25	60
20.	3	8	38%	8	9	89%	2	4	50%	2	4	50%	15	25	60
21.	3	8	38%	3	9	33%	2	4	50%	2	4	50%	10	25	40
22.	3	8	38%	7	9	78%	2	4	50%	3	4	75%	15	25	60

No.	WC			SC			PC			TC			Σn	ΣN	Reading Comprehension Test Score
	n	N	ΣWC	n	N	ΣSC	n	N	ΣPC	n	N	ΣTC			
23.	8	8	100%	8	9	89%	3	4	75%	3	4	75%	22	25	88
24.	8	8	100%	5	9	56%	3	4	75%	2	4	50%	18	25	72
25.	3	8	38%	4	9	44%	1	4	25%	2	4	50%	10	25	40
26.	7	8	88%	7	9	78%	3	4	75%	1	4	25%	18	25	72
27.	3	8	38%	7	9	78%	1	4	25%	2	4	50%	13	25	52
28.	7	8	88%	5	9	56%	3	4	75%	1	4	25%	16	25	64
29.	6	8	75%	8	9	89%	2	4	50%	2	4	50%	18	25	72
30.	6	8	75%	5	9	56%	3	4	75%	2	4	50%	16	25	64
31.	3	8	38%	4	9	44%	2	4	50%	1	4	25%	10	25	40
32.	6	8	75%	7	9	78%	3	4	75%	1	4	25%	17	25	68
Total	180	256		198	288		78	128		61	128		517	800	2068
Avg.	70,31%			68,75%			60,94%			47,66%			64,63%		61,91

Notes:

WC   : Word Comprehension   ΣWC   : The correct answer of Word Comprehension

SC   : Sentence Comprehension   ΣSC   : The correct answer of Sentence Comprehension

PC   : Paragraph Comprehension   ΣPC   : The correct answer of Paragraph Comprehension

TC   : Text Comprehension   ΣTC   : The correct answer of Text Comprehension

n   : The correct answer of each indicator

N   : Total items of each indicator

Σn   : Total number of the correct answer of each indicator

ΣN   : Total number of items of each indicator

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Appendix 14

YAYASAN ANNURIYYAH KALIWINING
MADRASAH ALIYAH ANNURIYYAH
TERAKREDITASI

NSM : 131235090040   NPSN : 20580261

RAMBIPUJI – JEMBER

JL. RAYA DHARMAWANGSA NO. 86 TELP (0331) 712441 RAMBIPUJI - JEMBER 68152

SURAT KETERANGAN
Nomor : 096/MA.An/E.7/XII/2015

Yang bertanda tangan di bawah ini :

Nama   : ABABAL GHUSSOH, M.Pd.

Jabatan   : Kepala Madrasah

Menerangkan bahwa :

Nama   : AHMAD HUBIL HOIR

NIM   : 100210401118

Semester   : IX (sembilan)

Program Studi   : FKIP-UNEJ Bahasa Inggris

Telah menyelesaikan penelitian dalam penyusunan tesis di Madrasah Aliyah Annuriyyah Rambipuji mulai tanggal 16 Nopember hingga 17 Desember 2015 dengan judul "**A DESCRIPTIVE STUDY OF THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT AT MA ANNURIYYAH RAMBIPUJI JEMBER**".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 28 Desember 2015
Kepala Madrasah,

ABABAL GHUSSOH, M.Pd.