



**THE STUDY OF THE 8th GRADE STUDENTS'
READING COMPREHENSION ACHIEVEMENT
OF NARRATIVE TEXTS AT SMPN 2 BANGOREJO BANYUWANGI**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018**



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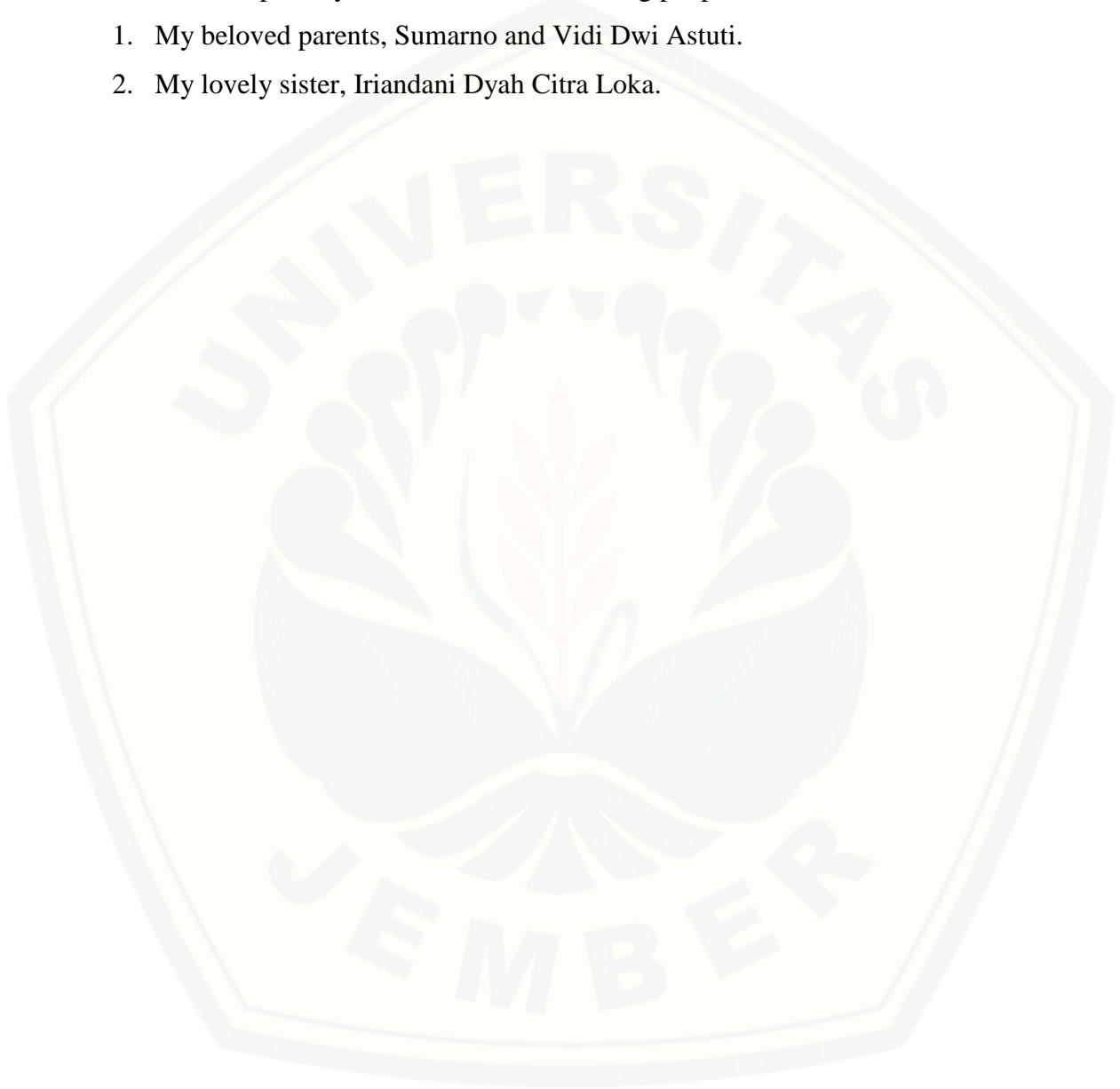
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2018

DEDICATION

This thesis is proudly dedicated to the following people:

1. My beloved parents, Sumarno and Vidi Dwi Astuti.
2. My lovely sister, Iriandani Dyah Citra Loka.



MOTTO

“Reading gives us someplace to go when we have to stay where we are”.

(Mason Cooley)



Source: <http://www.motivatingquotesaboutbooksandreading.com>

CONSULTANTS' APPROVAL

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LETTER OF STATEMENT

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

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT who has given me His blessing and guidance. Therefore, I could finish my thesis entitled “The Study of the 8th Grade Students’ Reading Comprehension Achievement of Narrative Texts at SMPN 2 Bangorejo Banyuwangi.” Secondly, I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember university.
2. The head of the Language and Arts Education Department.
3. The head of the English Education Program.
4. My first consultant, Drs. Sugeng Ariyanto, M.A. and my second consultant, Asih Santihastuti, S.Pd, M.Pd. for their time, guidance, valuable advice, patience, willingness, and motivation that had led me compile and finish my thesis.
5. My academic consultan, Eka Wahjuningsih S.Pd, M.Pd., who has guided me throughout my study years.
6. The Principal, the English teacher, and the 8th grade students of SMPN 2 Bangorejo Banyuwangi 2016/2017 academic year who helped me obtain the research data;

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

Jember, December 2017

The Writer

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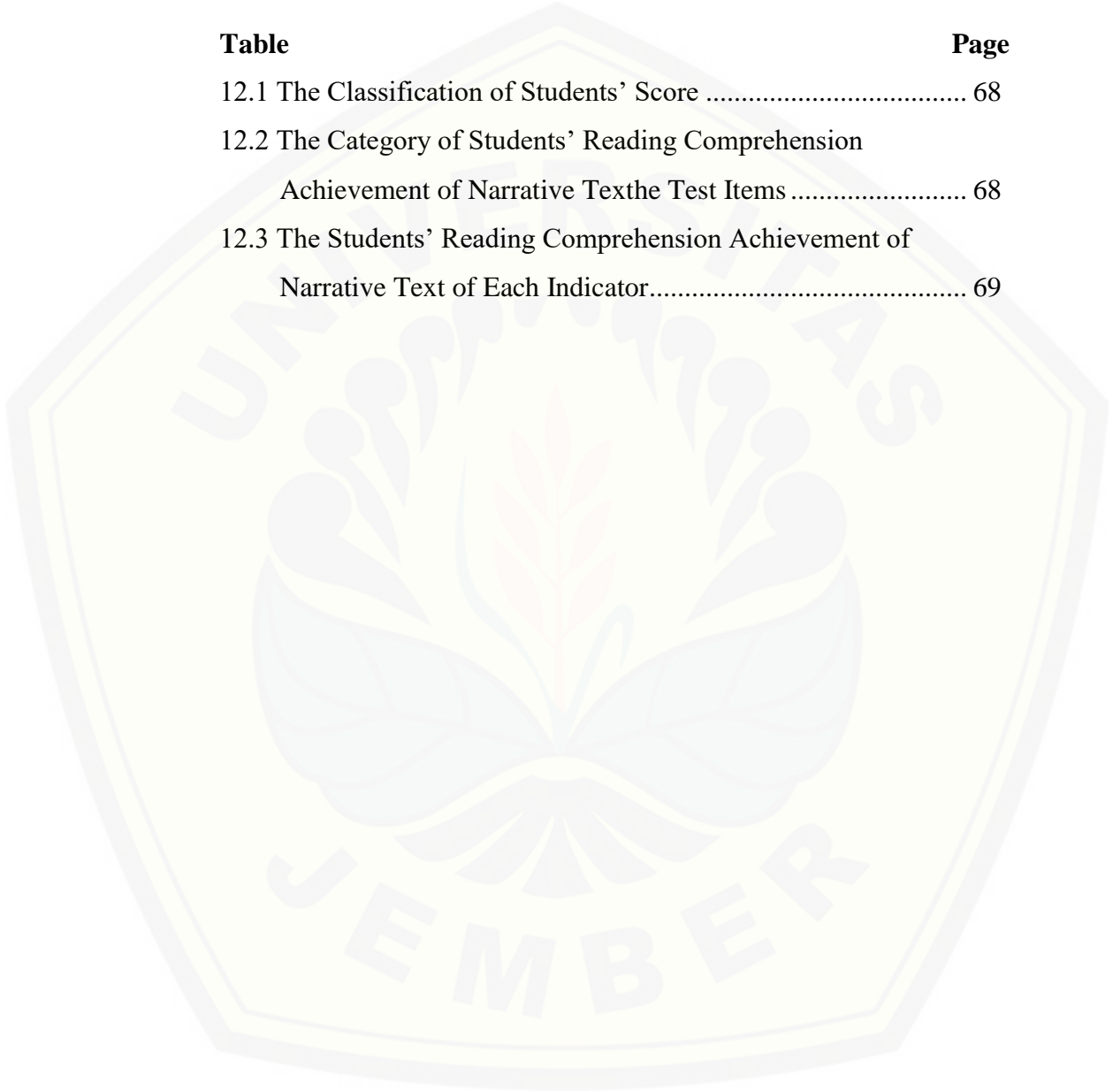
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SUMMARY

The Study of the 8th Grade Students' Reading Comprehension Achievement of Narrative Texts at SMPN 2 Bangorejo Banyuwangi; Ferit Diana; 100210401097; 2017; 77 pages; English Language Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This study was intended to describe the 8th grade students' reading comprehension achievement at SMPN 2 Bangorejo Banyuwangi. Specifically, this research was purposed to measure the students' reading comprehension covering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Narrative texts were used as the materials to conduct the test. The research area was determined by using the purposive method and the researcher used cluster random sampling to choose the subjects of this research since the data were collected from the students' reading comprehension as the primary data, interview, and documentation.

Based on the results of the students' reading comprehension test, especially in narrative text covering the four indicators namely word, sentence, paragraph, and text comprehension were categorized as "fair". The students' average got 60 up to 83 with the mean score 65.33. The highest percentage of four indicators was word comprehension with the percentage of 74.58% which belonged to "good" category. Then, the percentage of the sentence comprehension was 67.08% which belonged to "fair" category. The percentage of paragraph comprehension was 64.28% was categorized as "fair". Meanwhile, the lowest percentage of four indicators was text comprehension with the percentage 53.8% that was classified as "poor" category.

In conclusion, the 8th grade students' reading comprehension at SMPN 2 Bangorejo Banyuwangi was categorized as "Fair". It means the students still have problems in comprehending the reading text. Thus, the English teacher needs to pay attention and gives more exercises related to the reading comprehension of narrative texts to increase their reading comprehension achievement especially in paragraph, sentence, and text comprehension.

CHAPTER I INTRODUCTION

This chapter presents the discussion of some aspects dealing with the topic of the research, such as: research background, research problem, research objective, and research contribution.

1.1 Background of the Research

English is the one of the important subject in the school. There are four skills that should be mastered in teaching English, they are: listening, speaking, reading, and writing. Teaching those skills should be integrated with teaching language components such as: grammar, vocabulary, and pronunciation. Without grammar very little conveyed, without vocabulary nothing can be conveyed. In order that the students can use English words properly to get message across or at least to understand English contexts. One of skill as the level of understanding of a text or message is by reading. In short, to have a good reader of english, a learner has to have good grammar and pronunciation, and sufficient vocabulary.

According to the School-Based Curriculum 2006 (*KTSP*), reading is one of the language skills that is taught to develop the students communication, both spoken and written form to reach the level of the functional literacy.

Reading comprehension is very important, students have to comprehend variety kind of texts to support their ability in reading. However, it can be difficult for the students to comprehend the text as each text has different rethoric. According to Snow (2002:14), texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and then knowledge and abilities of the reader, and on the activities in which the reader is engaged. It means the students need to comprehend the English written text provided in various sources like books or articles in order to improve their knowledge and achievement in English. Reading becomes one of the important skills that should be mastered by the EFL (English as a

Foreign Language) students in learning English. Lai *et al.*, (2008:154) point out that for foreign language (EFL) learners, reading is an even more complicated process because they usually don't have enough language background and knowledge that they can bring to the task of acquiring literacy as do first language learners. In order to be good reader, the EFL students have to train themselves and the teachers should know how their students' reading comprehension. However, it is not easy for EFL students as the readers to comprehend the whole text well in a sentence, so that the teachers have to do some methods or technique to convey and train the students in mastering reading comprehension.

Prior to this study, a preliminary study was done on 25th February 2017. The researcher interviewed the English teacher related to the information needed. Based on the information which was delivered by the English teacher (see Appendix 2), the school still uses KTSP curriculum (*Kurikulum Tingkat Satuan Pendidikan*). The genres of text which were taught in the 8th grade students were recount and narrative text in the second semester and descriptive and recount text in the first semester. She taught reading comprehension used lecturing and discussing. She also informed she asked the students by obligating to bring dictionary while they were having the English class. The purpose was to help the students to find meaning of the unknown/unfamiliar words more easily. Further, in teaching reading she explained the generic structure and language feature in the text. Next, she taught the students reading comprehension by giving the exercises related to the text given to the students. The exercises were in the form of multiple choice questions and sometimes it was in the form of essay questions. Although she used to teach and gave the students' exercises related to reading comprehension, she had never measured the students reading comprehension achievement specifically. It meant that she did not measure the students' reading comprehension achievement based on the components of reading, namely: word meaning, sentence meaning, paragraph meaning, and text meaning.

Considering the descriptions above, the researcher was interested in conducting this study at SMPN 2 Bangorejo Banyuwangi to know how the ability of

the 8th grade students in mastering word, sentence, paragraph, and the whole text comprehension, especially in narrative texts. It was chosen based on the KTSP curriculum and one of the text types which was taught in the 8th grade. Moreover, this school was chosen because there was no researcher who conducted this research. Therefore, the researcher decided to conduct a research entitled, “*The Study of the 8th Grade Students’ Reading Comprehension Achievement of Narrative Texts at SMPN 2 Bangorejo Banyuwangi*”.

1.2 The Problem of the Research

1.2.1 How was the reading comprehension achievement of the 8th grade students of SMPN 2 Bangorejo Banyuwangi?

1.3 The Objective of the Research

1.3.1 To describe the 8th grade students’ reading comprehension achievement at SMPN 2 Bangorejo Banyuwangi.

1.4 The Research Contributions

1.4.1 The Practical Contribution

The results of the research are supposed to be beneficial for the English teacher as the information to know the students’ reading comprehension ability about narrative text. Besides, it is also useful to know the students’ ability in comprehending word, sentences, paragraph, and the whole text as the indicator. Further, the teacher might know the students’ limitation of the four indicators then she could help the students to overcome their limitation in reading comprehension.

1.4.2 The Empirical Contribution

The result of this study can give information dealing with the students’ English reading comprehension ability in narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some aspects dealing with a review of related literature. It includes: theoretical review, conceptual review, and previous study review.

2.1 Theoretical Review

2.1.1 Reading Comprehension Definitions

Reading is one of the basic subjects taught at school. It is also one of important skills to master in learning English. Its primary purpose is to improve the students' ability to understand English as it is used in written material that can support the process of mastering the other skills and improving knowledge. It is not advisable if reading word by word with full understanding moreover reading rapidly without understanding. It is better if the balance between two which can govern reading ability. The readers have an active role to get the information stated in the text. According to Grellet (1996:3), understanding a written text means extracting the required information from it as efficiently as possible. Reading can be also defined as an activity in which the reader gets information or message stated by the writer in their writing.

The main purpose of reading is also comprehending the text. Comprehension means understanding what is heard or read. According to Grabe and Stoller (2013: 8), comprehension is the ultimate goal of all reading. It means that understanding the idea stated by the writer by recognizing and gathering the idea stated by the author.

Pang *et al.* (1993: 14) point out comprehension is the process of deriving meaning from connected text. Therefore, comprehension is not a passive process, but an active process. The students as reader actively translate the written text which involves words knowledge or vocabulary. Reading comprehension skills are important for students to become effective readers (Grabe and Stoller, 2002: 177). It means that when the students read the text, they have to make sure that they get the

point, get the information, and understand what the text tells about. Accordance with this idea, Snow (2002:11) states reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting means the ability to understand the message stated implicitly or explicitly in the text. Whereas constructing is the ability to interpret the message stated in the text.

2.1.2 Word Comprehension

According to Wood (1991:125), to get sense of the text, the first step is the reader has to identify the smallest unit of meaning. His statement supports that word is very important thing in a text. It could be a factor that affects the students' reading comprehension. In this case, the students are demanded to have more vocabularies to make them easier in comprehending the words meaning.

Below the example of word comprehension's question includes the following answer:

“Sure enough, a **huge** tiger was tugging at the rope”. The word “**huge**” has similar meaning with.....

- a. big.
- b. unique.
- c. amazing
- d. small

The answer is “a” because “huge” has the same meaning with “big.”

2.1.3 Sentence Comprehension

Concerning sentence comprehension, there are some patterns in a sentence that need to be understood by the reader. According to Grellet (1996:15), the central parts of a sentence are subject + verb. A verb tells what the subject is doing. The subject can be a person, animal, or thing

The following is the example question for sentence comprehension:

What did the tiger sneak around the donkey?

- a. The tiger tried to scare the donkey.
- b. The tiger wanted to make a new friend.
- c. The tiger wondered the power of the donkey.
- d. The tiger did not want to make the donkey angry.

2.1.4 Paragraph Comprehension

According to McWhorter (2001: 40), paragraph is a group of related sentences that develops one main idea thought about a single topic. To understand a paragraph there are three basic parts namely: topic sentence, supporting sentences, and concluding sentence. Those types of sentences play an important and different role.

2.1.4.1 Identifying Topic Sentence

McWhorter (1989: 107) notes that most often the topic sentence is placed in the first sentence of a paragraph. Bram (1995: 13) states a good paragraph normally focuses on only one central idea that is expressed in the topic sentence. Generally, the topic sentence is presented in the first sentence of paragraph, but sometimes it can be found in the middle or in the last of the paragraph. Wong (1999:386) argues that a topic sentence in a paragraph states the main idea. It means finding out the main ideas or the main point stated in a paragraph.

The following is the example question of the topic sentence.

1. What is the topic of the paragraph above?
2. What does the first paragraph mainly talk about?
3. What is the main idea of the first paragraph?

2.1.4.2 Identifying Supporting Details

In a paragraph, the topic sentence must be followed by the supporting details to develop and explain it considering that carries main information. In accordance with this idea, Wong (1999:366) maintains that supporting details are facts, examples, explanations, definitions and any other kind of details that develop or supports the main information or topic sentence.

2.1.4.3 Identifying Concluding Sentence

Beside the topic sentence and the supporting details there is also a concluding sentence that is put in the last of the paragraph. According to Wong (1999: 366), the concluding sentence is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph.

2.1.5 The Whole Text Comprehension

In this indicator, the reader might face difficulties to read and combine the main idea in each paragraph and then conclude it into text comprehension. Wood (1991:125) claims that one way to recognize and understand the whole text is by understanding the parts first, the smallest units meaning, and then to combine them to understand the whole. It means that the students need to comprehend the whole text meaning in order to know the complete information and comprehension about the texts.

Below the example questions for the whole text comprehension:

1. From the text, we can learn that...
2. What is the moral of the story above?
3. What can be concluded from the text above

2.2 Conceptual Review

2.2.1 The 8th Students' Reading Comprehension Achievement

According to Johnson (2002: 3), comprehension skills are strategies a reader uses to construct meaning and retrieve information from a text. It means that the 8th grade students as the readers have an active role to gain an overall understanding of what is described in the text. The reading comprehension in this research dealt with the students' reading comprehension after they had learned reading narrative text. In order to measure the students' reading comprehension were based on the reading

material taught to the students which covered four reading indicators namely: word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension which was provided in narrative text.

2.2.2 The Definitions of Narrative Text

In this research, the narrative texts were used as the reading materials of the test. It was taught in the second semester based on the KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Then, the types of narrative texts chosen were legends and fables. Those types were chosen because were commonly taught in the 8th grade students. A narrative text is a kind of text that tells about story to entertain the readers. Furthermore, Goatly (2000:3) explains that like recount and procedure, a narrative text also involves sequences of events as the part of the story. The purpose of narrative text is to entertain or amuse the readers or listeners.

There are some generic structures of narrative text as follows:

1. Orientation is about opening of the text where the characters and the setting of the story introduced.
2. Complication is where the problems of story happened. Usually there is a conflict.
Resolution is the end of the story where the problem is solved.

Besides that, a narrative text has the language features. The explanation is explained below:

1. Using simple past tense

For example: A tiger **ran** out from the mountain, Once upon there **was** no donkey in Guizhou.

2. Using temporal sequences

For example: once upon time, last year, long time ago

There are some kinds of narrative text namely legend, fairy tale, fables, and myth. Those types are explained as follows:

1. Legend is a story of human actions also it can be places or events. According to Sukatman (2011:11), legends usually deals with the history of a certain places. The example of famous is Malin Kundang, The Legend of Tangkuban perahu.
2. Fairy tale is story about magical creatures. A fairy tale typically features such characters as fairies, goblins, elves, trolls, dwarves, giants and usually magic or enchantments. For example: Cinderella, Snow White.
3. Fables is a short story which is making a moral point. The characters of these story are animals supposed to speak and act like human beings (Sukatman, 2011:11). It contains moral value by meant to teach children a lesson.
4. Myth is defined as the sacred and purified story. Sukatman (2011:1) explains Myth usually tells about a supernatural story in relation of human beliefs or cultures. The example of Myth is Nyi Roro Kidul.

The example of narrative text:

Orientation	Once upon there was no donkey in Guizhou. So someone shipped one there, but finding no use for it, he set it loose at the foot of the mountain.
Complication	<p>A tiger ran out from the mountain. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from a distance. Sometimes later the tiger ventured a little nearer.</p> <p>One day the tiger came out again. Just then the donkey gave a loud bray. Thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while he sneaked back and watched the donkey carefully. He wanted to know its strength. He found that though it had a huge body it seemed to have no special ability. After a few days, the tiger gradually became accustomed to its braying and was no longer afraid. Sometimes he even came near and circled around the donkey.</p>
Resolution	<p>Later the tiger became bolder. Once he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked him wildly.</p> <p>Seeing this, the tiger was very gleeful. "Such a big</p>

	thing as you can do so little! With a roar he pounced down on the donkey and ate it up.
--	---

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)

2.2.3 Some Factors that Affect the EFL Students' Reading Skill

English is considered as second language after the first language Bahasa Indonesia. There are some factors that affect EFL students in reading. Students have to comprehend a variety kind of texts for the sake of improving their achievement in reading.

According to Wilawan (2012:46), there are two strategies used by ESL/ EFL students. They are bottom-up and top down strategy. Bottom-up means the learners process words and their meanings, as well as connection between words at the basic level of sentence. whereas top-down is the learners use their knowledge to predict what will be in the text and their understanding of affixation to guess meaning.

The first factor that affects the EFL students' reading skill is vocabulary. Mikulecky (2008) points out that reading comprehension depends on vocabulary knowledge and vice versa. It means that the students can understand the reading materials better if they have more vocabularies in their mind. As the consequence, the students which have lack vocabulary will be difficult in comprehending the written text.

The second factor is grammatical knowledge. Tunmer and Bowey (cited in Wahyuningsih, 2012:3) claim that grammatical awareness facilitates reading. It means that in reading a written text, the students as a reader should also concern about the grammatical structure of the sentence besides the words which put together in a sentence. In addition, Wahyuningsih (2012:3) says that the ability to gain sentence meaning from sentence structure helps students to comprehend the reading text second language better. It means that, the students who have better ability in sentence structure are able to construct the meaning of the sentence they read easily. In other

words, when the students lack of grammatical knowledge they face some difficulty in comprehending the meaning of the text.

The next factor that influences the students' reading comprehension achievement is background knowledge. Carrel (in Wahyuningsih, 2012:7) explains that a text is difficult to understand when the readers have no experience about what text is about or concerning with. It means they read in the texts, they difficult in comprehending the text. In addition, the reader should know the content and the theme of a text whether it is about sociology, health, economics, and so forth to understand what the text tells about. By knowing the theme of the text, the readers are able to imagine then relate with their background knowledge until they can catch the idea or what the text tells about.

In conclusion, the students' reading comprehension achievement is affected by some basic factors namely vocabulary, grammatical knowledge, and background knowledge. Those factors affect the students' reading comprehension achievement whether it is good, fair, or low.

2.2.4 Problems in Reading Comprehension

There are some problems that usually students face in reading comprehension. According to Boroughs (2012:2), students with weak verbal memory may also have difficulties interpreting sentence because they are not able to hold the words in mind long enough process to their meaning. They have to understand the meaning in complex sentence, sentence with many clauses, or sentence where the subject is separated from the predicate.

Dealing with the comprehension, vocabulary is the important part in reading activity. The English teacher of SMPN 2 Bangorejo informed basically the students find the difficulties to understand the text because they lack in vocabulary. This problem may happen because the students less practice in reading. It is also difficult for the students to comprehend the sentence, and paragraph if they cannot understand

the meaning of the words. Accordance with this idea, Wilawan (2012:46) states that there are two strategies in reading to help the students in reading comprehension. they are bottom-up and top-down. It means the readers use their knowledge of the genre to predict what will be in the text (top-down), and their understanding of affixation to guess meaning (bottom-up)

McNamara (2009:30) has observed that the students face problem in sentence level comprehension. When the students as the readers read a written text, they may understand each word and even each sentence, but fail to understand the relationships between the sentence and the meaning of the text as whole. It means that the students not only know the meaning of each word but also they have to understand word formed in sentence as whole text meaning.

Therefore, if the students cannot understand the meaning of word in the text, it is difficult to comprehend sentence because they cannot relate the words in a sentence. Those problems may happen in reading and may affect comprehension of the other components of reading because they relate each other. For example, when the students as the reader have problems in word comprehension, it can affect their comprehension in sentences, paragraphs, even in a text. Therefore, the students need to know their problem in reading comprehension in order to improve their comprehension in reading.

2.2.5 Teaching Reading for the 8th Grade at SMPN 2 Bangorejo Banyuwangi

In SMPN 2 Bangorejo, the English teacher has applied curriculum KTSP (*kurikulum tingkat satuan pendidikan*) in teaching English to the 8th grade and the 9th grade. According to the School-Based Curriculum 2006 (*KTSP*), reading is one of the language skills that is taught to develop the students communication, both spoken and written form to reach the level of the functional literacy.

In teaching reading, the standard competence and the basic competence of the eight grade as follows:

Standard Competence	Basic competence
<p>Membaca</p> <p>1. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>

(Depdiknas, 2006)

The standard competences for the 8th grade students of teaching reading state that in comprehending the written text, there are two types of text. They are recount text and narrative text. In this research, narrative text was used as the test material as stated in the standard competence. According to the English teacher at SMPN 2 Bangorejo the teaching English material took from English text book and Student Workbook. The English text book was published by “Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud” entitled “English in Focus for 8th Grade”. Then, the students’ workbook was “Bahasa Inggris Kelas VIII Semester 2” which published by “Intan Pariwara”.

In teaching English of the 8th grade at SMPN 2 Bangorejo Banyuwangi, the English teacher used lecturing and discussing. She always prepares the lesson plan at

the beginning of semester. She also explained the generic structure and language feature in the genre of narrative text. Next, she teaches the students reading comprehension by giving the exercises related to the text given to the students. The exercises were in the form of multiple choice questions and sometimes it was in the form of essay questions based on the students' worksheet or LKS and she asked them to make group.

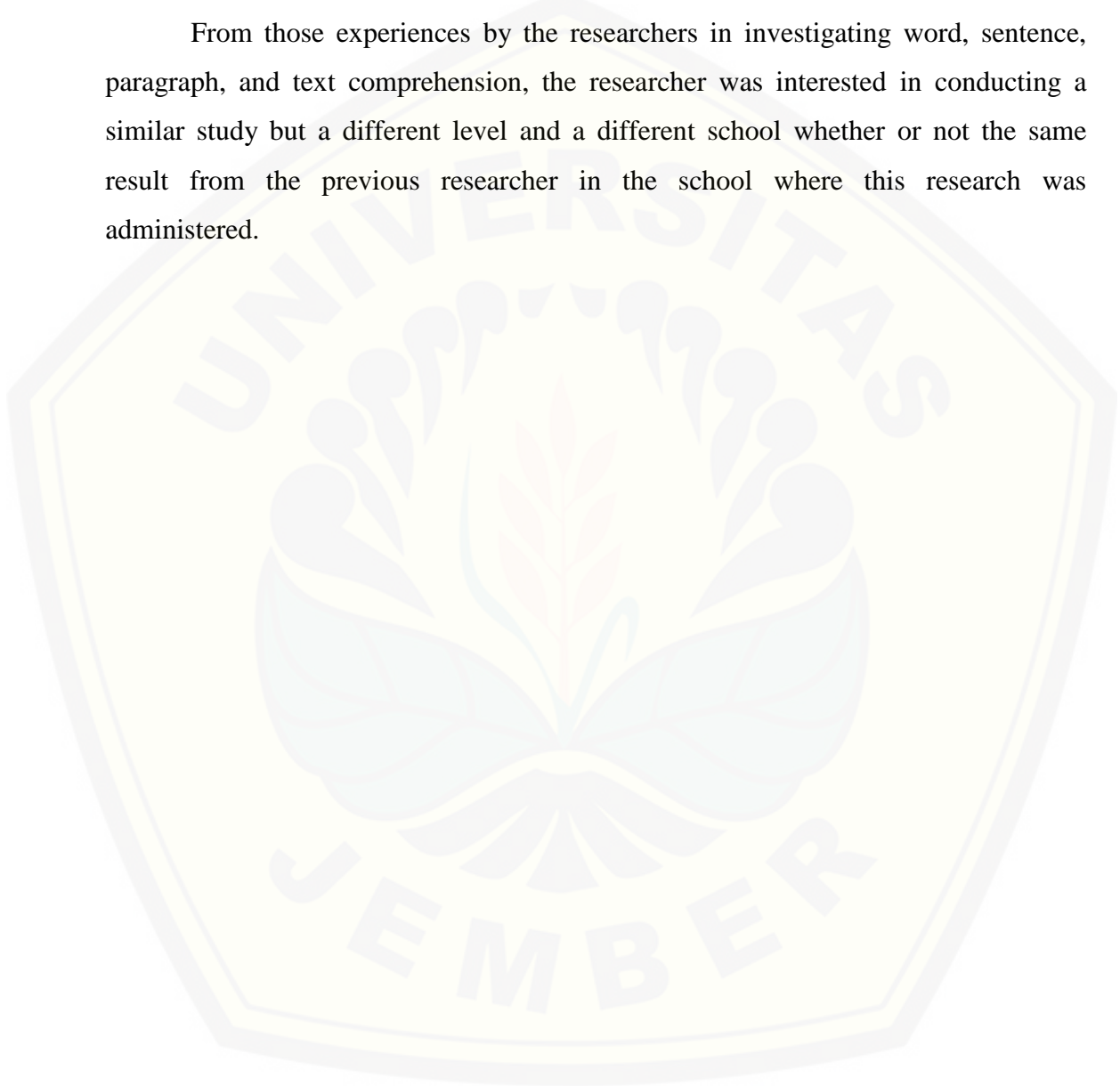
2.3 Previous Study Review

The previous study was conducted by Ifah (2010) and Annisa (2010), the students of FKIP Jember University. The first researcher was Ifah (2010) who conducted her research to the 9th grade students at SMPN 1 Jember. She investigated that the students' reading comprehension achievement in report text were categorized as "Good" with percentage 84.00%. The students in average got 83.33 up to 93.33 in the reading comprehension test. She added that the classification of the students' reading score in that school was 81-90. More than 80% students showed their good reading comprehension on all reading indicators. From the data obtained by Ifah, from the whole indicators, the students performed well in word comprehension (88.75%). It was the highest percentage. Next, it was followed by sentence (86.25%) and paragraph comprehension (81.42%). The lowest percentage was in comprehending the text (78.57%), but it was categorized as "Fair".

Moreover, the second research was conducted by Annisa to the 11th Language Class at SMA Muhammadiyah 3 Jember students. She reported that reading comprehension of report text was not easy for 11th Language Class. From her result, the students' word (70.20%) and sentence comprehension (66.84%) were categorized as "Fair". Meanwhile, paragraph (58.60%) and text comprehension (57.14%) and those were categorized as "Poor". The average percentage of the whole indicators provided was 64.42%. The students got score in range 60-74 which was classified as "Fair" category. It meant although they were students of Language Class which had

much more time to learn English, They could not fulfill the standard English score which was 75. It was belonged to the minimum score of “Good” level based on the English score classification of SMA Muhammadiyah 3 Jember.

From those experiences by the researchers in investigating word, sentence, paragraph, and text comprehension, the researcher was interested in conducting a similar study but a different level and a different school whether or not the same result from the previous researcher in the school where this research was administered.



CHAPTER III RESEARCH METHODS

This chapter presents the research method which covers research design, research context, research respondents, data collection method, and data analysis method.

3.1 Research Design

The design of the research was descriptive study dealing with qualitative research design. According to McMillan (1992: 144), a descriptive study simply describes a phenomenon. It dealt with collecting information and describing the real condition in the learning process. The research was intended to describe the 8th grade students' reading comprehension ability at SMPN 2 Bangorejo Banyuwangi. It related with students' reading comprehension which covered the aspects of word, sentence, paragraph, and whole text comprehension. Some procedures to conduct the research design that are arranged as follows:

1. Determining the research topic.
2. Determining the research area by using purposive method.
3. Determining the respondent by using cluster random sampling.
4. Finding the data collection methods which consist of interview, reading comprehension test, and documentation.
5. Constructing the narrative text reading comprehension test and the answer key which covers word, sentence, paragraph, and text comprehension.
6. Revising the narrative text reading comprehension test if it is necessary before it is being delivered to the students.
7. Administering the reading comprehension test to the respondents.
8. Analyzing the results of reading comprehension test to collect the data about the students' reading comprehension achievement.

9. Discussing the result of the data analysis.
10. Drawing a conclusion based on the results of the data analysis to answer the research problem.

3.2 Research Context

The research area of this research was determined by using purposive method. According to Fraenkel and Wallen (1996:100), in the purposive method, the researchers used their judgement in selecting the sample that they believe based on prior information. The research was conducted at SMPN 2 Bangorejo Banyuwangi based on the some reasons. Firstly, the school Principal and the English teacher gave permission to the researcher to conduct this research. Secondly, the researcher was interested in knowing the students' ability, especially in reading comprehension achievement of narrative texts. Thirdly, the school could provide the data needed.

3.3 Research Respondents

Determining the respondents of the research means determining the individuals who can be representativ as the data resources. The population of this research was the 8th grade students at SMPN 2 Bangorejo in the 2016/2017 academic year. Based on the interview with the English teacher, it was known there were 151 students of the 8th grade students which were divided into 5 classes (A-E). Each class consisted of 30-31 students that was taught by the same English teacher. However, this research did not use all of the population. Based on the English teacher of SMPN 2 Bangorejo Banyuwangi, all of the classes in the 8th grade had an equal ability in English subject.

Cluster random sampling was applied in choosing the respondents of this research. Fraenkel *et al.* (2012: 96) point out cluster random sampling involves the random selection of groups or areas rather than the selection of individual from the population. In this case, the respondents of this research were the students of VIII E grade. This class was chosen since the mean score of existing classes (A-E) of the 8th

grade students were almost the same. Before determining the respondents, the researcher did the homogeneity test to know the homogeneity of the population and analyzed the result of homogeneity test by using ANOVA, especially using one way ANOVA. The one way ANOVA was used to determine whether there was a significant different between the means of two or more unrelated groups.

There are six assumptions that are required for a one way ANOVA to give a valid result. The six assumptions were as follows:

- Your independent variable should be measured at the interval or ratio level.
- Your independent variable should consist of two or more categorical, independent groups (in independent sample t-test is more commonly used for two groups).
- You should have independence of observations, which means that there is no relationship between the observations in each group or between the groups themselves.
- There should be significant outliers.
- Your dependent variable should be approximately normally distributed for each category of the independent variable.
- There needs to be homogeneity of variances.

(Hidayat: 2012)

The procedure in SPSS Statistics was bellows:

1. Opening the spread sheet variable views in SPSS 16 program, then make two variables data in this spread sheet.
 - a. The first variable: class (with the data type was numeric, width 8, decimal places: 0).
 - b. The second variable: score (type of data numeric, width 8, decimal places: 0).
 - c. For class variable, click **Column Values**, then you see **Labels of Value**, then put number 1 for VIII A, number 2 for VIII B, number 3 for VIII C, number 4 for VIII D, number 5 for VIII E.
2. Entry all the data to **Data View**.
3. Click **Analyze > Compare Means > One Way ANOVA**.

4. In the list at the left, click on the variable that corresponds to your dependent variable (the one that was measured). Move it into **Dependent List** by clicking on the upper arrow button.
5. Now select the **Independent Variable** from the list at the left and click on it. Move it into the **Factor** box by clicking on the lower arrow button.
6. Click on the **Post Hoc** button to specify the type of multiple comparisons that you would like to perform.
7. Consult your text book to decide which post hoc test is appropriate such as **Tukey test**.
8. Click **Continue** button to return to the One Way ANOVA dialog box. Then click on the **Option** button in the One Way ANOVA.
9. Click in the check box to the left of **Descriptive** (to get descriptive statistics), **Homogeneity of Variances** (to get a test of the assumption of homogeneity of variances) and **Means Plot** (to get a graph of the means of the condition).
10. Click **Continue** to return to the One Way ANOVA dialog box, in the One Way ANOVA dialog box, click on the button to perform the analysis of variance.
Since the result of the ANOVA test was significant (more than 0.05), it means that the population was homogenous. Then, the researcher chose class E by lottery. (see appendix 3)

3.4 Data Collection Method

3.4.1 Interview

In this research, before carrying the information or the data, the researcher observed the school after getting the permission from headmaster and the English teacher of SMPN 2 Bangorejo. The researcher used the interview to complete data of the research. According to McMillan (1992:132), interview is a form of data collection in which questions are asked orally and the subject responses are recorded. The researcher conducted the interview with the English teacher of the 8th Class at SMPN 2 Bangorejo Banyuwangi in the preliminary study on 2nd February 2017 to get

the information. According to Arikunto (2006:155), there are three kinds of interview. Those are unstructured interview, structured interview, and free structured interview. First, unstructured interview is an interview which does not use a set of questions. It means that there is no set of question list used. The interview may ask everything as long as they are relevant to the data that will be obtained. Second, structured interview is an interview in which the interviewer should prepare a set of systematical questions to do the interview. Third, free structured interview is the combination between unstructured interview and structured interview. It means that the interviewer can develop the questions as long as they are still related to the topic or data that will be taken.

The interview of this research was used to obtain the needed data related to the teaching of reading especially about narrative text to 8th grade at SMPN 1 Bangorejo in the 2016/2017 academic year. It dealt with curriculum applied at the school, the materials of reading which had been taught to the students, the types of the reading exercises, and the English text books used by the English teacher in teaching English to this class (see Appendix 2).

3.4.2 English Reading Comprehension Test

Test is commonly used to measure how well the students' English reading comprehension. Their scores would be analyzed as one of the collection data. McMillan (1992: 114) said a test is an instrument that presents to each subject as a set of questions that requires the completion of cognitive task. In this research, reading comprehension was used since its purpose was to measure and gain the students' score related to their ability in reading comprehension of narrative texts. According Djiwandono (1996: 16), there are five kinds of tests based on its purpose, they are proficiency test, diagnostic test, achievement test, placement test, and try out test. Achievement test was applied in this research in order to measure the students' reading achievement. The purpose of this test was to measure how successful individual students' or group students' in achieving the objective. Mc.Millan

(1992:117) stated that achievement test is able to measure what have been learned by the students and indeed to measure the progress of the students.

Further, in order to gain the valid and reliable test, the researcher applied validity and reliability. Further, Hughes (2003:26) stated that a test is said to be valid if it measures accurately what is intended to measure. In this research, content validity by constructing the test questions that are given by the examiner based on the four indicators which were measured, they were: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. In relation to the reliability of the test, Heaton (1991:162) stated that in order to be reliable, a test must be consistent in measurements. It dealt with the students' test score and answers of the test items administered in the first test must be consistent with their scores and answers in the next test. Since the test had content validity the researcher administered the try out of the test materials to obtain reliability. The try out was given to another class which was not being investigated. This class was the VIII D grade students' of SMPN 2 Bangorejo Banyuwangi in the 2015/ 2016 academic year. This class consists of 30 students. The test was already reliable if the reliability is more than 0.50. The result of the try out test was analyzed by using split half method then the result of it was analyzed by using the product moment formula:

$$\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy}	= the reliability coefficient for half of the test items
N	= the total number of participants
$\sum XY$	= the total number of odd items and even items
$\sum X$	= the total number of odd items
$\sum Y$	= the total number of even items

(Arikunto, 2010:226)

Further, to get the reliability coefficient of the whole test, the following formula (Spearman-Brown Formula) is used in this research:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

(Arikunto, 2010:224)

It is important to investigate the suitability of the test items constructed in the test, whether the items are easy, difficult, or average. Therefore the researcher analyzed by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = Facility Value (index of difficulty)

R = the number of correct answer

N = the number of the students taking the test

(Heaton, 1990:178)

The category of difficulty index can be explained as follow:

<0.30 = Difficult

0.31 – 0.7 = Fair

>0.71 = Easy

(Hingorjo and Jaleel, 2012:145)

Objective test was chosen to measure the students' ability in reading comprehension. According to Hughes (2003: 19), an objective test is kind of test which can give the reliability. The kind of objective test that was applied in this reading comprehension test was in the form of multiple choice test. As stated by Hughes (2003: 59), the most obvious multiple choice test is the scoring will be perfectly reliable and easy to score.

The test consisted of 30 items in the form of multiple choices. There were 3 texts in the reading test. The researcher used two types of narrative texts. They were legend and fable. Those texts covered 8 items for word comprehension, 8 items for sentence comprehension, 7 items for paragraph comprehension, 7 items for text comprehension. The reading test was given 80 minutes. The test materials were made based on the research indicators. Dealing with scoring, the students' score was

obtained from the number of the correct answer which was divided by total number of test items multiplied by 100, so the total score of the test items was 100 points.

3.4.3 Documentation

The researcher used another important method to obtain the data such as documentation. According to Nimkulrat (2007:50), documentation is data or artifact which is used to support the primary data of the research. In this research, documentation was used to get data that support the main data. It was related with the syllabus and the names of the respondents.

3.5 Data Analysis Method

The data collected from the reading comprehension test were analyzed by scoring the students' reading comprehension test which was done per students' reading sheet. After that, the researcher used this following formula:

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

Notes:

E: : the percentage of students' reading comprehension achievement

n : the frequency of the students.

N : the total number of the students taking the test.

(Adapted from Ali, 2002:184)

After analyzing the students' scores by using the percentage formula above, classifying the students' score into several categories (see Appendix 12).

Table 3.1 The Classification of The Students' Score

Students' Score	Category
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Poor
0-49	Failed

(Adapted from Depdiknas, 2006)

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter focuses on the research's result and discussion covers the result of interview, documentation, the result of tryout, the result of reading comprehension test, and the discussion of the research result.

4.1 The Result of Interview

Before carried out this study, the interview was conducted on 25th February 2017 with the 8th grade English teacher of SMPN 2 Bangorejo Banyuwangi. The interview was conducted in the form of Bahasa Indonesia to get information and data clearly. The interview was mostly about reading comprehension.

Based on the information given by the English teacher, she used School-Based curriculum 2006 KTSP (*Kurikulum Tingkat Satuan Pendidikan*). In teaching English, the school applied 2006 curriculum to the 8th grade students' since they were in the first grade of Junior High School. According to her information, she had taught the students narrative text as one material give in the even semester. In the teaching learning process, the English teacher gave the students a text, then asked them to read and find the unfamiliar word in the dictionary. She also explained the generic structure and language feature. She used students' worksheet or LKS (*Lembar Kerja Siswa*) namely Bahasa Inggris Kelas VIII semester 2 and textbooks namely English in Focus for 8th Grade. She informed that she used to train the students' reading comprehension ability by asking them to answer a set of questions in the form of multiple choices and sometimes in the form of essay questions.

In addition, the English teacher used lecturing and discussing in teaching reading in the classroom. She gave the materials to the students first and then she explained about the whole content in reading text. Sometimes she asked the students

to make groups of four or in pairs while she gave essay questions and then discussed them with the whole class. Besides, she used to test the students' reading comprehension ability by asking them to answer a set of questions in the form of multiple choices about the narrative texts. However, she had never measured the students' reading comprehension, specifically in four aspects such as: word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension.

4.2 The Result of Documentation

The documentation in this study was used as supporting data. The documents were the names of the respondents of the research, the teacher's syllabus to get more information about material that have been taught and the student' score of English reading test that have been given by the teacher. It was used to determine whether the 8th grade students were homogeneous or not. The result showed that the score of the 8th grade students were homogeneous. The research analyzed data by using ANOVA. Since the result of the ANOVA was significant (more than 0.5). It meant the population was homogenous (see Appendix 3). It also can be seen the mean score of the 8th grade students were almost similar from daily examination (see Appendix 13-17).

4.3 The Result of Try Out Test

The researcher conducted try out test to know whether reading test material was appropriate or not before it was delivered to the respondents being observed. The try out test was distributed to the class D. This class was chosen by lottery since the mean score of class VIII A to VIII D were almost similar.

The try out test consisted of 30 items in the form of multiple choice with four options. The test items were intended to measure the students' reading achievement, especially on narrative text. They were given 2x40 minutes to do try out test. The result of try out test also included the analysis of test validity, the analysis of

difficulty index of test item, and the reliability coefficient are explained in the following parts.

4.3.1 The Analysis of Test Validity

Validity of the test related with content validity in which the content of test was constructed based on the reading material of the 8th grade students in the form of narrative text which was taught in the second semester based on the School-Based Curriculum 2006 (*KTSP*). According to Curriculum 2006 for Junior High School, the students are able to comprehend the meaning of a short functional written text and simple essay written text in English in the genres of *recount and narrative* in daily life context to access knowledge. The researcher constructed the test by considering the indicators to be measured covering word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. The reading material test also was consulted and discussed with the English teacher and consultants to administer the students of the 8th grade.

4.3.2 The Analysis of Difficulty Index

The try out test consisted of 30 items in the form of multiple choice in which each item had 4 options. There were four types of comprehension questions used. There were 8 items of word comprehension, 8 items of sentence comprehension, 7 items of paragraph comprehension, and 7 items of text comprehension. The researcher used descriptive statistics in the form of percentage to analyze the data. It was divided into 3 levels (difficulty, easy, and average).

Based on the result of the difficulty index analysis showed there were test items which categorized as average, difficult, and easy. There were 1 item (item number 2) which was categorized as easy because the index difficulty reached 0.73 and 1 item (item number 9) was categorized as difficult because it had 0.26 (see appendix 10).

It could be concluded that there was no item which was needed to be deleted or revised, because most of the items were in sufficient category and the rest were categorized as easy and difficult. Moreover, the time allocation provided was appropriate for the students in doing the test within the available time (80 minutes).

4.3.3 The Analysis of Reliability Coefficient

The researcher analyzed reliability coefficient by using split-half odd even method. The researcher signed the test items into odd (X) and even (Y) numbers. The division of odd and even number can be seen on Appendix 8.

Based on the calculation, it was found that the result of the reliability coefficient of the half test was 0.35. Moreover, the researcher used Spearman-Brown formula to find the reliability of the whole test.

The result showed that the reliability coefficient of the whole test was 0.52. According to Saukah *et.al* (1997:210), teacher-made test for classroom purposes is considered adequate if it has a reliability coefficient of 0.50. It can be concluded that the reading test test in this research was considered as reliable because $0.52 > 0.50$. Therefore, the test items could be administered because the result of the test items was considered as reliable and there was no need for the researcher to make any changes to the test items.

4.4 The Result of the Reading Comprehension Test

The reading comprehension test was administered in order to gain information related to the students' reading comprehension achievement. It was conducted on 15th June 2017. The E class was chosen randomly because the mean score of the whole class of the 8th were almost the same. The reading comprehension test was administered to the students in the form of multiple choice with four options. It consisted of 30 items which were classified based four indicators, namely: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. There were 8 items for word comprehension, 8 items for sentence

comprehension, 7 items for paragraph comprehension, 7 items for text comprehension. The test materials were taken from *Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS*. This text book was not being used in the English teaching learning activity in SMPN 2 Bangorejo Banyuwangi. The researcher gave the same score of each item provided in the test. The scoring of test was given based on the number of correct answers which was divided by total number of test items multiplied by 100. The students' score of reading comprehension test of narrative text was presented in the Appendix 11. It were also classified based on the students' score into several categories (see Appendix 12).

Based on the result of Table 12.2 (see Appendix 12), it revealed that the total number of students taking reading comprehension test was 30 students. The result showed that only 2 students (6.7%) who got score in the range of 80-100 that was categorized as "Excellent". Then, there were 9 students (30%) who got 70-79, and they were categorized as "Fair". While, there were 14 students (46.7%) who got 60-69 and categorized as fair. Related to the last category, there were 5 students (13.3%) were categorized as "Poor", who obtained score between 50-59. It could be concluded that most of the students, as many as 14 students got scores between 60-69 which was categorized as "Fair" based on the classification level. Thus, there were 11 students who could reach the minimum standard score of English subject which was 70.

The result on Table 12.3 (see Appendix 12) presented the students' reading comprehension achievement of narrative text based on each indicator covering word, sentence, paragraph, and text comprehension. The highest percentage of four indicators was the word comprehension (74.58%). It was categorized as "Good". It means that the students' who belonged to this group got score in range of 70-79. Then, the percentage of the students' achievement in sentence comprehension was 67.08%. It means that 67.08% of the students' achievement were categorized as "Fair" in comprehending the sentence while reading. They obtained the score in the interval 60-69. Next, it was followed by paragraph comprehension which the

percentage of the students' achievement was 64.28%. The percentage showed that the students got "Fair" score in the range of 60-69. The last that was the lowest percentage of four indicators was text comprehension with the percentage of 50.59%. In other word, there were 53.8% students had "Poor" ability in comprehending the text in the interval 50-59.

4.5 Discussion of the Research Result

According to the result of the data analysis, the result of the students' reading comprehension achievement in narrative text belonged to "Fair" category. The result showed the percentage of the students' achievement was 65.33% in the interval scores between 60-69 (see Appendix12). It covered the students' achievement in word, sentence, paragraph, and text comprehension. The students' reading comprehension result in narrative text based on four indicators is described briefly in the following section.

4.5.1 The Students' Achievement in Word Comprehension

The students' word comprehension achievement was the highest percentage (74.58%) and classified as "Good" category. The students got score 70-79. It meant that the most of the 8th grade students in this school could comprehend the words in the text well and they had good vocabulary knowledge. According to Mickulecky (2008), reading comprehension depends on vocabulary knowledge and vice versa. It means that the students can understand the reading materials better if they have more vocabularies in their mind. There were some reasons why students achieve good scores in comprehending the words. Based on the information from the English teacher, she gave a text and asked them to underline the unfamiliar word. Next, the teacher asked them to find the meaning in the dictionary or they might discuss with their friends. It made the students used to find the meaning of the difficult words so that they have more vocabularies in their mind while reading. It made them easier to

remember the meaning of the words after they learned them often. This kind of activities could help the students to improve their vocabulary.

4.5.2 The Students' Achievement in Sentence Comprehension

The students' reading comprehension achievement in sentence comprehension was categorized as "Fair" with the percentage 67.08% and the students got score in range 60-69. Related to the information from the English teacher, the students sometimes find difficulty in comprehending sentence meaning. It was because the students used to determine the meaning of the sentence by translating word by word. They only focused on finding the meaning of the unfamiliar word provided in the text. Thus, they found problem in comprehending the sentence meaning as a whole. They could not find the words' meaning relation or connection. Besides, they failed to grasp the meaning among the word connections. According to Wilawan (2012:46), in order to understand a passage, ESL/ EFL readers use the bottom-up strategy, they process words and their meanings, as well as connection between words at the basic level of the sentence.

4.5.3 The Students' Achievement in Paragraph Comprehension

Dealing with the result of students' achievement in comprehending paragraph, it showed the percentage was 64.28%. It was categorized as "Fair". The students got score in range 60-69. Related to the fair level of the students' word comprehension and sentence comprehension achievement, it might become the effect in comprehending the paragraph provided in the text.

Based on the research data of the students' reading comprehension on paragraph meaning, the students face difficulties in comprehending the topic sentence when it unstated in a paragraph. In line with this Wilawan (2012:46) states that for most readers, particularly EFL readers who have more limited linguistic and discourse knowledge, determining implied main idea is much difficult and can be problematic rather than finding explicit main idea. It could be affected by the teacher

rare to give the students exercises in finding or understanding unstated idea. The teacher informed that the students who less to practice reading so that they are difficult in finding the idea of the paragraph or in summarizing what is the paragraph tells the reader about.

4.5.4 The Students' Achievement in Text Comprehension

Dealing with students' achievement in comprehending text, the percentage showed 53.8%. It was the lowest indicator and categorized as "Poor". The students who belonged to this group got score in range of 50-59. It might happened because they know most of the words in a text, however they difficult in combining the words meaning into text comprehension. As Carrel (in Wahyuningsih, 2012:7) explains that a text is difficult to understand when the readers have no experience about what text is about or concerning with. It means that, based on the research findings, the students who could comprehend the text well were ever experienced and familiar not only the words in the text but also about the topic and the theme. On the other hand, the students who did not have any experience or text background knowledge were difficult in comprehending the text.

Related to the previous study, this research had similar result. It revealed that the highest percentage was in word comprehension. It means that the students could comprehend the words in the text well and they have good vocabularies. Then, it was followed by sentence comprehension and paragraph comprehension. From the whole indicators, the lowest score was in text comprehension. The previous research was done by Ifah and Annisa. All of them were conduct descriptive study. However, the category in reading comprehension achievement of this research was different from the previous research. In this research, the students' reading comprehension achievement was categorized as "Fair". In addition, the result study was done by Ifah, the students' reading comprehension achievement were categorized as "Good". Meanwhile, the result study from Annisa, it was obtained the achievement of reading comprehension from the students were "Poor" category. It might happen because:

firstly, the standard minimum score from each school was different. Secondly, the different level of the students from each school.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research result based on the data analysis of the research.

5.1 Conclusion

Based on the result of data analysis, the students' reading comprehension achievement at SMPN 2 Bangorejo Banyuwangi was categorized as "Fair" with the percentage 65.33%. The students' score was 60-69. There was 74.58% of students who were categorized as "Good" in word comprehension. Then, the students who were categorized as "Fair" in sentence comprehension with the percentage 67.08%. In paragraph comprehension achievement, they got 64.28% which belonged to "Fair" Category. However, their reading achievement in text comprehension reached 53.8% and it belonged to "Poor" category.

From the four indicators, it could be concluded that the students performed well in word comprehension, because it was the highest percentage (74.58%) categorized as "Good". Meanwhile the lowest achievement was in text comprehension with the percentage 53.8% that was classified as "Poor".

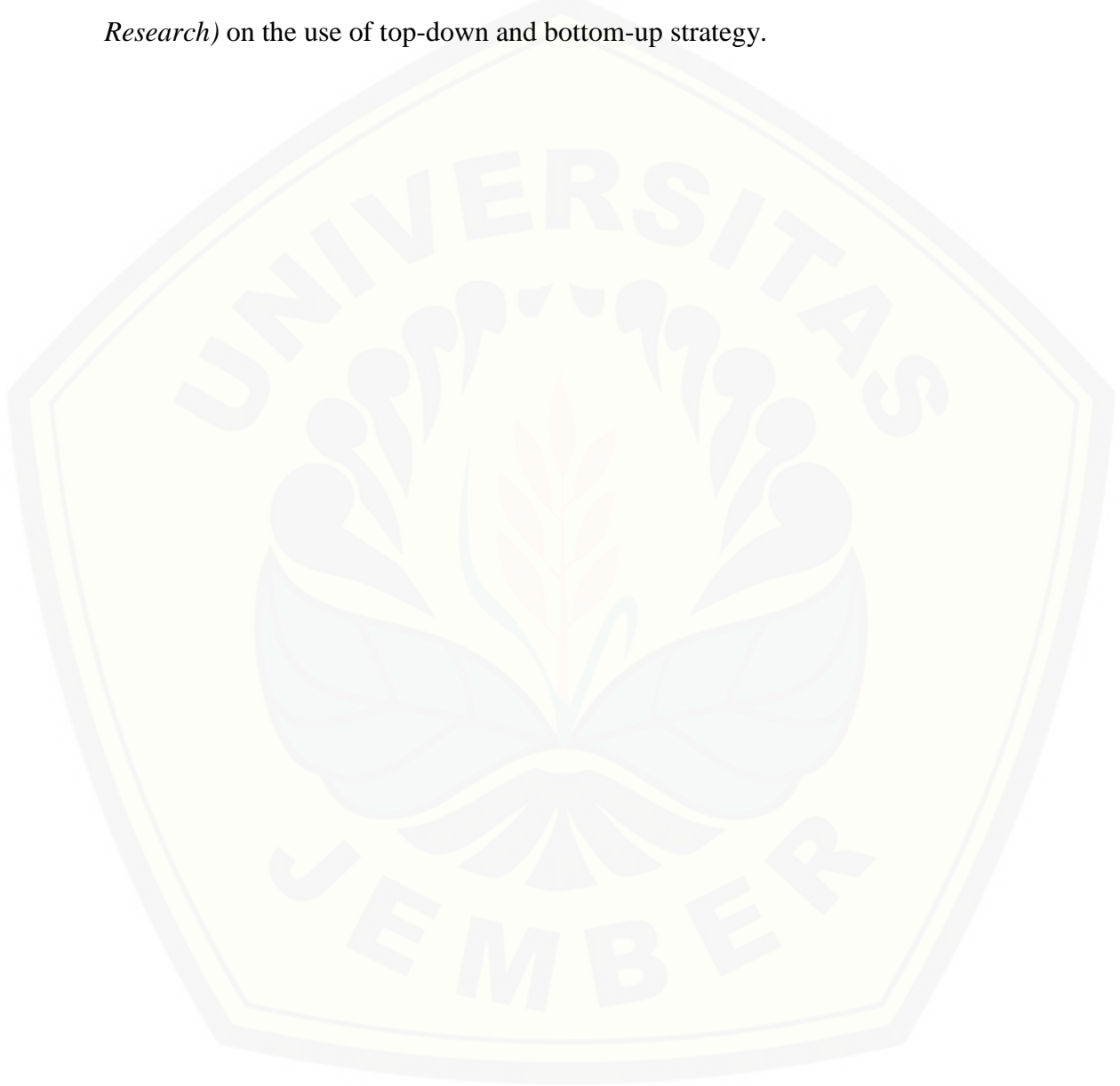
5.2 Suggestions

a. The English Teacher

The English teacher is suggested to improve the students' reading comprehension particularly in narrative text. The English teacher needs to pay attention and gives more exercises about narrative text to the students in order to increase their reading comprehension achievement especially in sentence, paragraph and text. because those indicators were still low rather than word comprehension. Besides, most students got difficulties in comprehending the sentence, paragraph, and text.

b. The Future Researcher

The result of this study can be used as reference to conduct further research dealing with similar problem by using comparative study or CAR (*Classroom Action Research*) on the use of top-down and bottom-up strategy.



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Appendix 1

MATRIX

TITLE	PROBLEM	PHENOMENON	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Study of Reading Comprehension Achievement at the 8 th Grade Students of SMPN 2 Bangorejo Banyuwangi	How is the 8 th grade students' reading comprehension Achievement at SMPN 2 Bangorejo Banyuwangi in 2016/ 2017	The students' reading comprehension achievement	The students' reading score of reading comprehension achievement covering the students' ability in: <ul style="list-style-type: none"> • Comprehending words • Comprehending sentences • Comprehending paragraphs • Comprehending texts 	1.Respondent: The eight grade students of SMPN 2 Bangorejo Banyuwangi in the 2016/ 2017 academic year 2.Informant: The eight grade English teacher of SMPN 2 Bangorejo Banyuwangi 3.Document: <ul style="list-style-type: none"> • Syllabus • LKS 	1.Research Design Descriptive Research 2.Area Determination Purposive Method 3.Respondent Determination Cluster Random Sampling 4.Data Collection Methods <ul style="list-style-type: none"> • Interview • Reading Comprehension test • Documentation 5.Data analysis using t-test formula independent sample t-test $E = \frac{n}{N} \times 100\%$ n: the number of the correct answer of reading test obtained by students. N: the total score of test items. 100: the constant number (Ali, 1993: 186)

Appendix 2**A. Interview Guide**

Interviewer : Ferit Diana

Informant : Mujiyati S, Pd

NO	The Researcher's Questions	The English Teacher's Answers
1	What curriculum do you use in teaching English?	Institutional Based Curriculum (KTSP) for Junior High School.
2	How often do you teach English in a week?	Five times in a week. I teach all class VIIIA to VIIE
3	What is the time allocation?	The time allocation is 2x40 minute
4	What books do you use in teaching English?	I use the students' worksheets (LKS Bahasa Inggris Kelas VIII Semester 2) and for the Textbook, I use "English in Focus for 8 th Grade".
5	What kinds of text do you teach to your students?	Based on KTSP in this semester (even semester) I teach narrative text and recount text
6	What techniques do you use in teaching English?	I use lecturing and discussing. sometimes ask the students to make group or discuss with their friend
7	How do you teach reading skill to your students especially in narrative text?	I give them a text. Then, I ask them to read. If they find difficult word I ask them to open dictionary. Next, I explain the generic structure and language feature. After that I ask them to do the task in LKS. If there are some questions in the form of

		essay, I ask them to make group and discuss with their friend.
8	How do you administer reading test to the students?	I usually give them some texts with sets of questions based on the text given and then I ask them to answer the questions in the form of multiple choice.
9	Have you ever measured the students' reading comprehension based on each component such as word, sentence, paragraph, and text comprehension?	No, I have not. I just test their reading comprehension in general
10	What problems do the students usually find in reading comprehension?	They usually find difficult word and it makes them difficult to comprehend the text because it could be they less practice, find the new words in reading, or they may forget the meaning.
11	How do you overcome the problem?	I asked them to underline the unfamiliar word. Then, open the dictionary.
12	How many test items do you administer to the students?	I usually give the students 20 questions in the form of multiple choice.
13	How do you overcome the problem?	I ask them to underline the unfamiliar words and then ask them to read again. Next, they can relate with the other words or sentences

		and guess the meaning of the unfamiliar words. If they still confuse about the meaning, usually I ask them to open dictionary.
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B. Documentation Guide

No.	The Supporting Data	Data Resources
1	The teacher's syllabus	School document
2	The names of the students of grade VIII	School document
3	The students' English score	School document

Appendix 3

The Result of the Homogeneity Test

No	VIII A	No	VIII B	No	VIII C	No	VIII D	No	VIII E
1	75	1	73	1	72.5	1	74.5	1	75
2	78	2	74	2	82.5	2	79	2	78
3	78.5	3	72	3	78	3	81	3	78.5
4	80	4	77	4	77	4	80	4	80
5	76.5	5	75	5	77.5	5	78.5	5	76.5
6	79.5	6	76.5	6	76	6	82.5	6	79.5
7	79	7	78	7	74.5	7	82	7	79
8	76	8	73.5	8	80.5	8	82	8	76
9	74.5	9	76	9	88.5	9	73.5	9	74.5
10	76	10	74.5	10	80	10	69	10	76
11	75	11	75	11	72	11	77	11	75
12	78	12	81.5	12	80	12	71	12	78
13	81	13	82	13	75	13	72.5	13	81
14	76	14	73	14	77.5	14	73.5	14	76
15	66	15	74	15	77.5	15	81.5	15	66
16	76.5	16	77	16	67.5	16	70	16	76.5
17	79	17	74	17	84	17	76	17	79
18	74	18	80	18	78.5	18	78	18	74
19	82.5	19	80.5	19	75	19	77.5	19	82.5
20	74	20	75	20	68.5	20	75.5	20	74
21	82.5	21	78	21	75	21	84	21	82.5
22	76	22	80	22	67.5	22	79.5	22	76
23	79.5	23	85	23	75	23	77.5	23	79.5
24	70.5	24	75.5	24	79	24	70	24	70.5
25	75	25	78	25	86.5	25	73	25	75
26	82.5	26	80	26	77.5	26	76.5	26	82.5
27	78.5	27	79.5	27	83	27	79.5	27	78.5
28	80	28	80	28	79.5	28	82.5	28	80
29	75	29	71	29	72.5	29	79	29	75
30	79.5	30	75	30	77.5	30	74	30	79.5
				31	75				

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.213	4	146	0.308

The orientation to take the decision was:

- If the value of significance lower than 0.05 ($\text{sig} < 0.05$), the population was heterogeneous (not homogenous)
- If the value of significance higher than 0.05 (> 0.05), the population was homogenous

Based on the output, the researcher got the value of significance in the test of homogeneity of variances table was 0.308. It was higher than 0.05. Based on the result and orientation above, the researcher got the conclusion that all of the populations on the 8th grade students were homogenous.

Appendix 4

Name: _____

Class: _____

TRY OUT TEST

Subject : English
Skill : Reading
Genre : Narrative
Time Allocation : 2x40 minutes
Class/semester : VIII/2

Read the following text carefully to answer questions number 1 to 10.

A long time ago, Mount Slamet was very high. It was so high that it could reach the sky. People heard that they could take the stars if they were on top of the mountain. But no one dared to go there.

The people were **afraid** that the Gods in heaven would be angry if people took the stars. However, the beauty of the stars made some monkeys dared to go to the top of the mountain. Led by their king, **they** went there and took some stars. Then, the sky became dark at night. People were sad and the gods were angry.

Batara Guru was a leader of the gods. He held meeting. He invited Batara Narada, Batara Brama, Batara Bayu, and others. Batara Narada had an idea how to stop the monkeys. They would ask Ki Semar to help them.

Ki Semar was actually one of the gods. He was even older than Batara Guru, but Ki Semar did not live in heaven. He lived on earth with his children, Gareng, Petruk, and Bagong. Ki Semar had a **great** supernatural power that he could cut the top of the mountain easily. But first, he wanted to give a lesson to the naughty monkeys. He

then set a plan with his children to trap the monkeys. They had to be punished for stealing the stars.

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)

TASK 1: Choose the best answer of the questions by circling a, b, c, d or e of the options provided in each items correctly.

1. What does the first paragraph mainly tell us about?
 - a. The high of Mount Slamet.
 - b. The amazing of Mount Slamet.
 - c. The definition of Mount Slamet.
 - d. The story of Mount Slamet.
2. “The people were **afraid**....” (paragraph 2).
The word “**afraid**” has the opposite with the word...
 - a. dare.
 - b. curious.
 - c. brave.
 - d. careful.
3. What did make people afraid to climb the mountain?
 - a. They did not want to make the Gods angry.
 - b. They keep the mountain save.
 - c. Mount Slamet was very high.
 - d. There were many monkeys .
4. “.....**they** went there and took some stars” (paragraph 2).
The word “**they**” refers to?
 - a. People.
 - b. Gods.
 - c. Stars.

- d. Monkeys.
5. What is the third paragraph about?
- Gods asked Ki semar to help monkeys.
 - Batara guru held the meeting
 - Ki semar did not live in heaven.
 - People was sad and the Gods were angry.
6. Who asked Ki Semar to stop the monkeys?
- Batara Guru
 - Batara Brama
 - Batara Bayu
 - Batara Narada
7. “Ki Semar had a **great** supernatural power.” (paragraph 4).
The word “**great**” can be replaced by...
- huge.
 - felicitious.
 - fabulous.
 - amazing.
8. What did the naughty monkeys get if they steal?
- He will help them.
 - He will invite them.
 - He will punish them.
 - He will held meeting with the monkeys.
9. The following statements are true, **EXCEPT**?
- Batara Guru was a leader of the Gods.
 - Ki Semar live on the earth.
 - Gareng, Petruk, Bagong had plan to trap the the naughty monkeys.
 - The monkeys did not dare to steal the stars.
10. What is the moral value of the story above?
- We have to give a lesson to the naughty monkeys.

- b. We have to listen to parents' advice.
- c. We have to keep Mount Slamet.
- d. We should not seal stars.

Read the following text carefully to answer questions number 11 to 20.

Once upon a time there lived a group of elephants were crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

The rats decided to tell the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the rats' life saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)

TASK 2: Choose the best answer of the questions by circling a, b, c, d or e of the options provided in each items correctly.

11. What does paragraph 1 tell us about?
- a. There lived elephants and rats.
 - b. Elephants crossing the jungle.
 - c. Elephants destroyed rats' home.
 - d. Elephants and rats are neighbors.
12. Why did the rat's king want to meet the elephant chief?
- a. Because rat's king wanted to be a friend.

- b. Because elephant herds unknowingly destroyed rats' home.
- c. Because elephants were trapped by the elephant-hunter one day.
- d. Because rat's king wanted to save elephant herd.
13. What did the elephant's king do after he heard story from the rat?
- a. He didn't care about the rats.
- b. He saved the live of rat.
- c. He wanted to trapp the rats.
- d. He apologized to the rats.
14. "the elephant's king **apologized**..." (paragraph 2).
The word "**apologized**" means...
- a. agree.
- b. help.
- c. sorry
- d. refuse.
15. What is the main idea of the third paragraph?
- a. Elephants were trapped by the hunter.
- b. The rat's death.
- c. How the rat's king saved the elephants.
- d. The rat's king approach the elephant's king.
16. "He **summoned** on of the elephants of his herd" (paragraph 3).
The word "**summoned**" can be replaced by....
- a. called.
- b. blow.
- c. spread.
- d. inform.
17. ".....**they** danced with joy and thank the rats" (last paragraph).
The word "**they**" refers to....
- a. The rats.

- b. The Hunters.
 - c. The herds.
 - d. The kings.
18. How can the elephant's king be free from net?
- a. The group of elephant help him.
 - b. The elephant's king go freely.
 - c. The rats cut the net.
 - d. The hunter let him go.
19. What does the text tell us about?
- a. The kings.
 - b. Rats.
 - c. Elephants.
 - d. Rats and elephants.
20. From the text we can conclude?
- a. We should not trap the elephants.
 - b. We should not disturb each other house.
 - c. We should help each other.
 - d. We should take care of rats and elephant

Read the following text carefully to answer questions number 21 to 30.

Once upon time, when drinking at the side of stream, a thirsty little ant fell into the water and got carried away. "Help, help. I cannot get out!" cried the ant.

Fortunately a kind bird, a dove saw that the ant is in danger. She plucked a leaf of tree with her beak and placed it on the water just in front of the ant. "Get on the leaf ant and I'll carry you to safety." Said the dove. Then, the ant quickly climbed on the leaf and the dove immediately rose into the air with the leaf in her beak.

Some days later, when the ant was looking for food at the bottom of a tree, he suddenly heard a cruel looking man stalking forward the tree. He had a big gun, which he kept pointing up in the air, ready to shoot.

Quickly and with all the strenght, the ant ran up the tree, calling to the bird to fly away. The bird was out of the sight in a moment.

The ant was so happy because he had been able to warn his friend, the bird and so save it from terrible death.

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII

SMP/MTS)

TASK 3: Choose the best answer of the questions by circling a, b, c, d or e of the options provided in each items correctly.

21. What is the text about?
- A kind dove.
 - A dove and an ant.
 - A cruel man and his gun.
 - Terrible death.
22. "...with her beak and placed **it** on the water just in front of the ant." (paragraph 2).
The word "**it**" refers to...
- Dove.
 - Ant.
 - Tree.
 - Leaf.
23. What is the main idea of the second paragraph?
- A dove helped an ant from danger.
 - An ant fell into the water.
 - An ant was searching for food.
 - A cruel man want to kill the dove.
24. Why did the dove want to help the ant?
- Because the ant was kind.
 - Because the ant fell into water.
 - Because the ant asked for help to her.

- d. Because they both were friend.
25. What does the third paragraph mainly talk about?
- Dove saved ant's life.
 - Ant saved dove's life.
 - There is a hunter ready to shoot dove.
 - Both ant and dove are happy.
26. "...he suddenly heard a cruel looking..." (paragraph 3)
The word "he" refers to..
- A dove
 - An ant
 - A hunter
 - A bird
27. In which paragraph you can find ant helped back dove?
- Paragraph 2
 - Paragraph 3
 - Paragraph 4
 - Paragraph 5
28. What did the ant do to help dove from danger?
- Calling the bird to fly away.
 - Giving to the dove instruction.
 - Asking for the hunter to not shoot..
 - Asking for help to other animal.
29. Which of the following sentence is **TRUE** based on the text above?
- The hunter want to shoot ant.
 - The dove got carried away into the water.
 - Ant climbed the tree to save his life.
 - Ant helped the dove from the hunter.
30. What can we learn from the story above?
- We cannot kill a dove.

- b. We should help each other.
- c. We should call our friend.
- d. We should avoid terrible death.

Answer Keys

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

The Distribution of The Test Item

No	Indicators	Total Items	Items Number
1.	Word Comprehension	8	2,6,14,16,17,22,24,27
2.	Sentence Comprehension	8	4,8,12,13,18,23,26,28
3.	Paragraph Comprehension	7	3,5,8,11,15,21,25
4.	Text Comprehension	7	1,9,10,19,20,29,30
Total		30	

Appendix 5

Name: _____

Class: _____

READING TEST

Subject : English
Skill : Reading
Genre : Narrative
Time Allocation : 2x45 minutes
Class/semester : VIII/2

Read the following text carefully to answer questions number 1 to 10.

Once upon time, when drinking at the side of stream, a thirsty little ant fell into the water and got carried away. "Help, help. I cannot get out!" cried the ant.

Fortunately a kind bird, a dove saw that the ant is in danger. She plucked a leaf of tree with her beak and placed it on the water just in front of the ant. "Get on the leaf ant and I'll carry you to safety." Said the dove. Then, the ant quickly climbed on the leaf and the dove immediately rose into the air with the leaf in her beak.

Some days later, when the ant was looking for food at the bottom of a tree, he suddenly heard a cruel looking man stalking forward the tree. He had a big gun, which he kept pointing up in the air, ready to shoot.

Quickly and with all the strenght, the ant ran up the tree, calling to the bird to fly away. The bird was out of the sight in a moment.

The ant was so happy because he had been able to warn his friend, the bird and so save it from terrible death.

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)

TASK 1: Choose the best answer of the questions by circling a, b, c, d or e of the options provided in each items correctly.

1. What is the text about?

- a. A kind dove.

- b. A dove and an ant.
 - c. A cruel man and his gun.
 - d. Terrible death.
2. "...with her beak and placed **it** on the water just in front of the ant." (paragraph 2).
The word "**it**" refers to...
- a. Dove.
 - b. Ant.
 - c. Tree.
 - d. Leaf.
3. What is the main idea of the second paragraph?
- a. A dove helped an ant from danger.
 - b. An ant fell into the water.
 - c. An ant was searching for food.
 - d. A cruel man want to kill the dove.
4. Why did the dove want to help the ant?
- a. Because the ant was kind.
 - b. Because the ant fell into water.
 - c. Because the ant asked for help to her.
 - d. Because they both were friend.
5. What does the third paragraph mainly talk about?
- a. Dove saved ant's life.
 - b. Ant saved dove's life.
 - c. There is a hunter ready to shoot dove.
 - d. Both ant and dove are happy.
6. "...he suddenly heard a cruel looking..." (paragraph 3)
The word "he" refers to..
- a. A dove
 - b. An ant
 - c. A hunter

- d. A bird
7. In which paragraph you can find ant helped back dove?
- Paragraph 2
 - Paragraph 3
 - Paragraph 4
 - Paragraph 5
8. What did the ant do to help dove from danger?
- Calling the bird to fly away.
 - Giving to the dove instruction.
 - Asking for the hunter to not shoot..
 - Asking for help to other animal.
9. Which of the following sentence is **TRUE** based on the text above?
- The hunter want to shoot ant.
 - The dove got carried away into the water.
 - Ant climbed the tree to save his life.
 - Ant helped the dove from the hunter.
10. What can we learn from the story above?
- We cannot kill a dove.
 - We should help each other.
 - We should call our friend.
 - We should avoid terrible death.

Read the following text carefully to answer questions number 11 to 20.

Once upon a time there lived a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

The rats decided to tell the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the rats' life saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)

TASK 2: Choose the best answer of the questions by circling a, b, c, d or e of the options provided in each items correctly.

11. What does paragraph 1 tell us about?
 - a. There lived elephants and rats.
 - b. Elephants crossing the jungle.
 - c. Elephants destroyed rats' home.
 - d. Elephants and rats are neighbors.
12. Why did the rat's king want to meet the elephant chief?
 - a. Because rat's king wanted to be a friend.
 - b. Because elephant herds unknowingly destroyed rats' home.
 - c. Because elephants were trapped by the elephant-hunter one day.
 - d. Because rat's king wanted to save elephant herd.
13. What did the elephant's king do after he heard story from the rat?
 - a. He didn't care about the rats.
 - b. He saved the live of rat.
 - c. He wanted to trapp the rats.
 - d. He apologized to the rats.
14. "the elephant's king **apologized**..." (paragraph 2).
The word "**apologized**" means...
 - a. Agree.
 - b. Help.

- c. Sorry
 - d. Refuse.
15. What is the main idea of the third paragraph?
- a. Elephants were trapped by the hunter.
 - b. The rat's death.
 - c. How the rat's king saved the elephants.
 - d. The rat's king approach the elephant's king.
16. "He **summoned** on of the elephants of his herd" (paragraph 3).
The word "**summoned**" can be replaced by....
- a. Called.
 - b. blow.
 - c. Spread.
 - d. Inform.
17. ".....**they** danced with joy and thank the rats" (last paragraph).
The word "**they**" refers to....
- a. The rats.
 - b. The Hunters.
 - c. The herds.
 - d. The kings.
18. How can the elephant's king be free from net?
- a. The group of elephant help him.
 - b. The elephant's king go freely.
 - c. The rats cut the net.
 - d. The hunter let him go.
19. What does the text tell us about?
- a. The kings.
 - b. Rats.
 - c. Elephants.
 - d. Rats and elephants.

20. From the text we can conclude?
- We should not trap the elephants.
 - We should not disturb each other house.
 - We should help each other.
 - We should take care of rats and elephant

Read the following text carefully to answer questions number 21 to 30.

A long time ago, Mount Slamet was very high. It was so high that it could reach the sky. People heard that they could take the stars if they were on top of the mountain. But no one dared to go there.

The people were **afraid** that the Gods in heaven would be angry if people took the stars. However, the beauty of the stars made some monkeys dared to go to the top of the mountain. Led by their king, **they** went there and took some stars. Then, the sky became dark at night. People were sad and the gods were angry.

Batara Guru was a leader of the gods. He held meeting. He invited Batara Narada, Batara Brama, Batara Bayu, and others. Batara Narada had an idea how to stop the monkeys. They would ask Ki Semar to help them.

Ki Semar was actually one of the gods. He was even older than Batara Guru, but Ki Semar did not live in heaven. He lived on earth with his children, Gareng, Petruk, and Bagong. Ki Semar had a **great** supernatural powere that he could cut the top of the mountain easily. But first, he wanted to give a lesson to the naughty monkeys. He then set a plan with his children to trap the monkeys. They had to be punished for stealing the stars.

(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)
TASK 2: Choose the best answer of the questions by circling a, b, c, d or e of the options provided in each items correctly.

21. What does the first paragraph mainly tell us about?
- The high of Mount Slamet.
 - The amazing of Mount Slamet.

- c. The definition of Mount Slamet.
- d. The story of Mount Slamet.
22. “The people were **afraid**....” (paragraph 2).
The word “**afraid**” has the opposite with the word...
- a. dare.
- b. curious.
- c. brave.
- d. careful.
23. What did make people afraid to climb the mountain?
- a. They did not want to make the Gods angry.
- b. They keep the mountain save.
- c. Mount Slamet was very high.
- d. There were many monkeys .
24. “.....**they** went there and took some stars” (paragraph 2).
The word “**they**” refers to?
- a. People.
- b. Gods.
- c. Stars.
- d. Monkeys.
25. What is the third paragraph about?
- a. Gods asked Ki semar to help monkeys.
- b. Batara guru held the meeting
- c. Ki semar did not live in heaven.
- d. People was sad and the Gods were angry.
26. Who asked Ki Semar to stop the monkeys?
- a. Batara Guru
- b. Batara Brama
- c. Batara Bayu
- d. Batara Narada

27. “Ki Semar had a **great** supernatural power.” (paragraph 4).
The word “**great**” can be replaced by...
- a. huge.
 - b. felicitious.
 - c. fabulous.
 - d. amazing.
28. What did the naughty monkeys get if they steal?
- a. He will help them.
 - b. He will invite them.
 - c. He will punish them.
 - d. He will held meeting with the monkeys.
29. The following statements are true, **EXCEPT**?
- a. Batara Guru was a leader of the Gods.
 - b. Ki Semar live on the earth.
 - c. Gareng, Petruk, Bagong had plan to trap the the naughty monkeys.
 - d. The monkeys did not dare to steal the stars.
30. What is the moral value of the story above?
- a. We have to give a lesson to the naughty monkeys.
 - b. We have to listen to parents’ advice.
 - c. We have to keep Mount Slamet.
 - d. We should not seal stars.

Answer Keys

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

The Distribution of The Test Item

No	Indicators	Total Items	Items Number
1.	Word Comprehension	8	2,6,14,16,17,22,24,27
2.	Sentence Comprehension	8	4,8,12,13,18,23,26,28
3.	Paragraph Comprehension	7	3,5,8,11,15,21,25
4.	Text Comprehension	7	1,9,10,19,20,29,30
Total		30	

Appendix 6

The Odd (X) Number Scores of Each Items in Try Out

No	Numbers															Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	
1	1	0	1	0	1	0	1	1	1	0	0	1	0	0	0	7
2	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	8
3	0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	6
4	0	0	1	1	1	1	0	0	1	0	0	0	1	1	0	7
5	1	0	1	0	0	1	0	1	1	1	0	1	0	1	0	8
6	0	0	1	0	0	1	0	1	1	1	0	1	1	0	1	8
7	0	0	1	1	1	0	1	1	1	0	1	1	0	0	0	8
8	1	0	1	0	0	1	0	1	0	0	0	0	1	0	1	6
9	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	8
10	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	8
11	1	0	1	0	0	0	1	1	1	0	0	0	1	1	0	7
12	1	1	1	1	1	0	0	1	0	0	0	1	0	0	1	7
13	0	0	1	0	1	0	0	1	1	0	1	1	0	0	0	6
14	1	0	1	0	1	0	1	0	1	1	1	0	1	0	0	8
15	1	1	0	0	1	0	0	1	1	1	0	0	0	0	1	7
16	1	0	1	0	1	0	0	0	1	0	1	1	1	1	0	8
17	1	0	0	1	0	1	1	1	1	0	0	0	0	1	0	7
18	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	6
19	0	1	1	1	0	1	0	0	1	0	0	1	0	0	0	6
20	1	0	0	1	1	1	0	1	1	0	0	1	0	1	0	8
21	1	0	1	0	0	0	1	1	0	0	1	1	1	1	1	7
22	0	0	0	1	0	0	0	1	0	0	1	1	0	1	1	6
23	1	0	0	1	1	0	0	0	1	1	0	0	1	0	1	7
24	1	0	1	0	1	0	1	1	1	1	0	0	0	0	0	7
25	0	0	1	0	1	0	0	1	1	1	0	1	0	1	1	8
26	1	0	0	0	1	0	1	1	0	1	0	1	0	0	0	6
27	1	1	0	0	1	0	1	0	1	1	1	0	1	0	1	7
28	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	7
29	1	1	0	1	0	1	0	1	1	1	1	1	0	0	0	8
30	0	1	1	0	1	0	0	1	0	1	0	1	0	0	1	8
Total	19	10	17	13	16	14	13	20	19	15	11	18	12	13	13	214

Appendix 7

The Even (Y) Number Scores of Each Items in Try Out

No	Numbers															Total
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
1	1	1	0	1	0	1	1	1	0	0	1	0	1	0	0	8
2	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	9
3	1	0	1	0	0	0	0	1	0	1	1	0	1	1	0	7
4	1	1	0	1	0	0	0	0	1	1	1	1	0	0	1	8
5	0	1	1	0	1	1	1	1	0	0	0	1	1	0	1	9
6	1	0	1	0	0	0	1	1	1	1	0	0	1	1	0	8
7	1	1	0	1	0	0	0	0	1	1	1	1	0	1	0	8
8	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	7
9	1	0	0	1	0	0	0	1	1	1	1	0	1	1	0	8
10	1	1	1	0	1	0	1	0	1	0	0	0	0	1	1	8
11	1	1	0	1	0	1	1	1	0	1	0	1	0	1	0	9
12	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	9
13	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	8
14	1	1	1	0	0	1	0	1	0	1	1	1	0	0	0	8
15	0	1	0	0	1	1	1	0	1	1	0	0	0	1	1	8
16	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	9
17	0	0	1	0	0	0	1	1	1	1	1	0	1	0	1	8
18	1	0	1	0	1	0	1	1	1	0	1	1	0	1	0	9
19	0	1	1	1	0	1	0	0	0	1	0	0	1	1	1	8
20	1	1	0	0	0	1	1	1	0	1	1	0	0	1	0	8
21	0	1	1	1	1	0	0	0	1	0	0	1	1	0	1	8
22	1	0	0	0	0	0	1	1	1	1	1	0	1	1	0	8
23	1	1	1	1	0	0	0	1	1	1	0	1	0	0	1	9
24	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	8
25	1	1	1	0	1	0	0	0	0	0	1	0	1	1	0	7
26	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	8
27	1	0	0	1	1	0	0	0	1	1	1	1	0	0	1	8
28	0	1	1	0	0	1	1	1	0	1	0	0	1	1	1	9
29	0	1	0	1	0	0	1	0	0	0	1	1	1	1	1	8
30	1	1	1	1	1	1	0	0	0	1	0	1	0	1	0	9
Total	17	20	17	14	13	12	17	18	17	20	15	15	17	20	15	246

Appendix 8

The Division of Odd Even Numbers

No	Name	Scores		X ²	Y ²	XY
		Odd (X)	Even (Y)			
1	ABA	7	8	49	64	56
2	BSP	8	9	64	81	72
3	BY	6	7	36	49	42
4	DW	7	8	49	64	56
5	DF	8	9	64	81	72
6	EVA	8	8	64	64	64
7	EHK	8	8	64	64	64
8	ER	6	7	36	49	42
9	FM	8	8	64	64	64
10	FAL	8	8	64	64	64
11	FI	6	9	36	81	54
12	GK	7	9	49	81	63
13	HTF	6	8	36	64	48
14	IRU	8	8	64	64	64
15	IAK	7	8	49	64	56
16	JEP	8	9	64	81	72
17	JP	7	8	49	64	56
18	LNH	6	9	36	81	54
19	MHR	6	8	36	64	48
20	MAR	8	8	64	64	64
21	NJ	7	8	49	64	56
22	NL	6	8	36	64	48
23	PW	7	9	49	81	63
24	RRA	7	8	49	64	56
25	RAS	8	7	64	49	56
26	RAP	6	8	36	64	48
27	R	7	8	49	64	56
28	SAF	7	9	49	81	63
29	SD	8	8	64	64	64
30	WAD	8	9	64	81	72
	SUM	214	246	1546	2028	1760

Appendix 9

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30(1760) - (214)(246)}{\sqrt{\{30(1546) - (214)^2\}\{30(2028) - (246)^2\}}}$$

$$r_{xy} = \frac{52800 - 52644}{\sqrt{\{46380 - 45796\}\{60840 - 60516\}}}$$

$$r_{xy} = \frac{156}{\sqrt{(584)(324)}}$$

$$r_{xy} = \frac{156}{\sqrt{189216}}$$

$$r_{xy} = \frac{156}{434,9}$$

$$r_{xy} = 0.35$$

Note:

r_{xy} = reliability coefficient

$\sum XY$ = the total number of odd items and even items

$\sum X$ = the total number of odd items

$\sum Y$ = the total number of even items

N = the number of the respondents

(Arikunto, 2010:226)

Based on the calculation above, it was found that the result of the reliability coefficient of the half test was 0.35. Moreover, the researcher used Spearman-Brown formula for the sake of finding the reliability of the whole test as presented below:

$$r_{11} = \frac{2 r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2(0.35)}{1 + 0.35}$$

$$r_{11} = \frac{0.7}{1.35}$$

$$r_{11} = 0.52$$

(Arikunto, 2010:224)

Appendix 10

The Index Difficulty of Each Test Item and Its Interpretation

Item Number	N	R	F.V	Criteria
1	30	15	0.5	Average
2	30	22	0.73	Easy
3	30	13	0.433333	Average
4	30	15	0.5	Average
5	30	17	0.566667	Average
6	30	16	0.533333	Average
7	30	16	0.533333	Average
8	30	16	0.533333	Average
9	30	8	0.266667	Difficult
10	30	16	0.533333	Average
11	30	15	0.5	Average
12	30	16	0.533333	Average
13	30	14	0.466667	Average
14	30	16	0.533333	Average
15	30	15	0.5	Average
16	30	17	0.566667	Average
17	30	15	0.5	Average
18	30	15	0.5	Average
19	30	14	0.466667	Average
20	30	16	0.533333	Average
21	30	15	0.5	Average
22	30	14	0.466667	Average
23	30	16	0.533333	Average
24	30	15	0.5	Average
25	30	15	0.5	Average
26	30	14	0.466667	Average
27	30	15	0.5	Average
28	30	16	0.533333	Average
29	30	16	0.533333	Average
30	30	17	0.566667	Average

To gain information related to the index difficulty, whether each item of the test was categorized as easy, fair or difficult item, the researcher used the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = Facility Value (index of difficulty)
R = the number of correct answer
N = the number of the students taking the test

(Heaton, 1990:178)

The following range was the difficulty index which was used as the measurement of the proportion of test takers who answer the test items correctly.

The category of difficulty index can be explained as follow:

<0.30 = Difficult

0.31 – 0.7 = Fair

>0.71 = Easy

(Hingorjo and Jaleel, 2012:145)

Appendix 11

The Students' Reading Comprehension Achievement

NR	WC		SC		PC		TC		Σn	ΣN	Reading Test Score
	n	N	n	N	n	N	n	N			
1	7	8	5	8	5	7	2	7	19	30	63.33
2	5	8	6	8	5	7	4	7	20	30	66.67
3	6	8	5	8	5	7	6	7	22	30	73.33
4	5	8	5	8	6	7	4	7	20	30	66.67
5	6	8	5	8	4	7	3	7	18	30	60
6	8	8	6	8	4	7	4	7	22	30	73.33
7	5	8	5	8	4	7	5	7	19	30	63.33
8	8	8	5	8	5	7	5	7	23	30	76.67
9	5	8	7	8	4	7	3	7	19	30	63.33
10	7	8	5	8	5	7	4	7	21	30	70
11	6	8	5	8	4	7	3	7	18	30	60
12	6	8	5	8	3	7	4	7	18	30	60
13	7	8	6	8	6	7	5	7	24	30	80
14	5	8	5	8	6	7	6	7	22	30	73.33
15	7	8	5	8	2	7	5	7	19	30	63.33
16	5	8	5	8	3	7	4	7	17	30	56.67
17	8	8	7	8	6	7	4	7	25	30	83.33
18	5	8	5	8	5	7	2	7	17	30	56.67
19	7	8	6	8	4	7	5	7	22	30	73.33
20	6	8	7	8	5	7	3	7	21	30	70
21	6	8	6	8	4	7	2	7	18	30	60
22	5	8	5	8	3	7	2	7	15	30	50
23	7	8	5	8	6	7	2	7	20	30	66.67
24	6	8	6	8	4	7	4	7	20	30	66.67
25	6	8	5	8	5	7	3	7	19	30	63.33
26	6	8	4	8	6	7	4	7	20	30	66.67
27	5	8	6	8	3	7	2	7	16	30	53.33
28	3	8	4	8	4	7	4	7	15	30	50
29	6	8	5	8	5	7	5	7	21	30	70
30	5	8	5	8	4	7	4	7	18	30	60
Total	179	240	161	240	135	210	113	210	588	900	1960
M (%)	74.58		67.08		64.28		53.8		65.33		65.33

Note:

NR	: Number of Respondents
WC	: Word Comprehension
SC	: Sentence comprehension
PC	: Paragraph Comprehension
TC	: Text Comprehension
n	: The correct answer of each indicator
N	: The total items of each indicator
Σn	: The total numbers of the correct answers of each indicators
ΣN	: The total numbers of items of each indicators
T	: Total
M	: The mean score of Achievement

The calculation of the result of each indicator was presented as follows:

a) The Students' Achievement in Word Comprehension

$$\begin{aligned} \text{EWC} &= \frac{\Sigma n}{\Sigma N} \times 100\% \\ &= \frac{179}{240} \times 100\% \\ &= 74.58\% \end{aligned}$$

b) The Students' Achievement in Sentence Comprehension

$$\begin{aligned} \text{EWC} &= \frac{\Sigma n}{\Sigma N} \times 100\% \\ &= \frac{161}{240} \times 100\% \\ &= 67.08\% \end{aligned}$$

c) The Students' Achievement in Paragraph Comprehension

$$\begin{aligned} \text{EWC} &= \frac{\Sigma n}{\Sigma N} \times 100\% \\ &= \frac{137}{210} \times 100\% \\ &= 64.28\% \end{aligned}$$

d) The Students' Achievement in Text Comprehension

$$\begin{aligned} \text{EWC} &= \frac{\Sigma n}{\Sigma N} \times 100\% \\ &= \frac{136}{210} \times 100\% \\ &= 53.8\% \end{aligned}$$

Appendix 12

Table 12.1 The Classification of The Students' Score

Students' Score	Category
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Poor
0-49	Failed

(Adapted from Depdiknas, 2006)

The table below presents the students' scores in narrative text reading comprehension test based on the classification of the score level.

Table 12.2 The Category of Students' Reading Comprehension Achievement of Narrative Text.

No.	Category	Students' Reading Score	Frequency	%
1.	Excellent	80-100	2	6.7%
2.	Good	70-79	9	30%
3.	Fair	60-69	14	46.7%
4.	Poor	50-59	5	16.7%
5.	Failed	0-49	0	
Total			30	100

The percentage of score was gotten from the following formula:

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

Notes:

n : the frequency of the students.

N : the total number of the students taking the test.

100 : the constant number

Table 12.3 The Students' Reading Comprehension Achievement of Narrative Text of each Indicator

No	Indicators	The percentage of students' achievement	Interval	Category
1	Word comprehension	74.58%	70-79	Good
2	Sentence comprehension	67.08%	60-69	Fair
3	Paragraph comprehension	64.28%	60-69	Fair
4	Text comprehension	53.8%	50-59	Poor
	Narrative text reading achievement	65.33%	60-69	Fair

The percentage of score above was gotten from the following formula:

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

Notes:

E = The percentage of the students' reading comprehension achievement of each text

n = the total number of students' answer

N = the total number of the students taking the test

Appendix 13

**The Names of the 8th Grade Students of SMPN 2 Bangorejo Banyuwangi and
Previous Score of Daily English Test Given by the Teacher**

Class: VIII A

No	No. Induk	Nama Siswa	L/	UH	
			P	1	2
1	3182	ATR	L	75	80
2	3196	A R	P	70	75
3	3198	A N P	P	78	80
4	3202	B IM	L	77	70
5	3233	FI	L	60	70
6	3239	GRK	P	70	90
7	3248	IAP	P	80	90
8	3250	IA	L	75	70
9	3254	KE	P	80	90
10	3256	KOP	L	75	70
11	3257	KDS	L	85	80
12	3258	LKK	P	75	70
13	3259	LDS	P	70	90
14	3265	MJ	L	78	75
15	3266	MAG	P	75	65
16	3267	MCAL	P	77	88
17	3270	MHN	L	77	70
18	3273	MR	L	80	60
19	3285	NY	P	80	70
20	3290	OE	L	79	80
21	3294	PAGB	L	80	80
22	3295	PAV	P	78	80
23	3297	PP	P	79	75
24	3306	RBAS	L	80	80
25	3311	RUS	L	75	80
26	3315	SAL	P	80	85
27	3320	SJ	P	70	85
28	3327	TDA	L	80	75
29	3328	TAP	L	70	80
30	3330	TYS	L	75	70
Mean Score				76.23	77.51

Appendix 14

**The Names of the 8th Grade Students of SMPN 2 Bangorejo Banyuwangi and
Previous Score of Daily English Test Given by the Teacher**

Class: VIII B

No	No. Induk	Nama Siswa	L/	UH	
			P	1	2
1	3184	ABP	L	70	76
2	3186	ADA	L	70	78
3	3187	AYP	L	70	74
4	3190	AAP	P	80	74
5	3191	AIM	P	80	70
6	3200	ANS	P	79	74
7	3201	BDF	L	80	76
8	3207	BAF	L	75	72
9	3209	CDAC	P	77	75
10	3219	DA	L	75	74
11	3225	ES	L	65	85
12	3229	EEA	L	75	88
13	3231	FA	P	75	89
14	3237	FAS	L	70	76
15	3238	GP	L	70	78
16	3241	GOY	P	80	74
17	3255	KS	L	75	73
18	3262	LDP	L	80	80
19	3269	MIN	L	89	72
20	3275	MAR	L	70	80
21	3276	NAZ	P	80	76
22	3279	NS	P	85	75
23	3281	NADM	P	80	90
24	3292	PAL	L	78	73
25	3293	PW	P	80	76
26	3296	PA	P	80	80
27	3300	QA	L	70	89
28	3319	SB	L	75	85
29	3329	TA	L	70	72
30	3336	YDS	P	80	70
Mean Score				76.1	77.46

Appendix 15

**The Names of the 8th Grade Students of SMPN 2 Bangorejo Banyuwangi and
Previous Score of Daily English Test Given by the Teacher**

Class: VIII C

No	No. Induk	Nama Siswa	L/	UH	
			P	1	2
1	3180	AK	L	70	75
2	3181	AFD	P	80	85
3	3189	AMG	L	80	76
4	3193	AM	P	76	78
5	3204	BYP	L	77	78
6	3210	DRS	L	74	78
7	3213	DMI	L	74	75
8	3218	DPC	P	74	87
9	3224	EPS	P	90	87
10	3227	EAP	P	75	85
11	3061	FDJ	L	75	69
12	3235	FZA	P	90	70
13	3236	FC	P	80	70
14	3240	GM	L	85	70
15	3247	IA	L	80	75
16	3251	IMT	L	60	75
17	3260	LM	P	80	88
18	3264	MJP	L	80	77
19	3272	MS	L	80	70
20	3274	MBA	L	67	70
21	3278	NAEP	L	80	70
22	3280	NYA	P	65	70
23	3284	NRK	L	70	80
24	3288	NTL	P	78	80
25	3289	OSW	L	85	88
26	3298	PW	P	70	85
27	3303	RF	L	80	86
28	3304	RP	L	84	75
29	3312	SMR	L	70	75
30	3314	SAMUEL LUBIS B.	L	85	70
31	3337	SANDRA PRATAMA	L	70	80
Mean Score				76.68	77.4

Appendix 16

**The Names of the 8th Grade Students of SMPN 2 Bangorejo Banyuwangi
and Previous Score of Daily English Test Given by the Teacher**

Class: VIII D

No	No. Induk	Nama Siswa	L/	UH	
			P	1	2
1	3179	ABA	L	79	70
2	3203	BSP	L	78	80
3	3206	BY	L	82	80
4	3211	DW	L	80	80
5	3216	DF	P	79	78
6	3222	EVA	L	85	80
7	3223	EHK	P	85	79
8	3228	ER	P	79	85
9	3230	FM	P	70	77
10	3232	FAL	P	65	73
11	3234	FI	P	76	78
12	3242	GK	L	72	70
13	3243	HTF	L	75	70
14	3244	I U	L	72	75
15	3246	IAK	P	75	88
16	3252	JEP	L	70	70
17	3253	LNH	P	78	74
18	3263	MHR	L	80	76
19	3268	MAR	L	75	80
20	3271	NJ	P	70	81
21	3277	NL	P	80	88
22	3283	PW	P	79	80
23	3299	RRA	P	85	70
24	3301	RAS	L	70	70
25	3302	RAP	L	76	70
26	3305	R	L	78	75
27	3309	SAF	L	80	79
28	3321	SD	P	85	80
29	3323	WAD	L	78	80
30	3165	WAN	P	70	78
Mean Score				76.67	77.13

Appendix 17

**The Names of the 8th Grade Students of SMPN 2 Bangorejo Banyuwangi
and Previous Score of English Daily Test Given by the Teacher**

Class: VIII E

No	No. Induk	Nama Siswa	L/	UH	
			P	1	2
1	3183	APR	P	78	72
2	3188	ANP	P	80	76
3	3192	ADL	P	79	78
4	3194	ASM	P	80	80
5	3195	AYC	L	85	68
6	3197	ASD	P	79	80
7	3199	AR	P	74	84
8	3205	BRM	P	80	72
9	3212	DHS	L	65	84
10	3214	DDA	P	80	72
11	3215	DPA	P	70	80
12	3220	DTS	L	80	76
13	3221	ECR	P	70	92
14	3226	EJP	P	70	82
15	3245	IA	P	60	72
16	3249	IPN	P	75	78
17	3261	LI	L	78	80
18	3282	NPA	P	70	78
19	3286	NIM	P	85	80
20	3291	PYS	L	76	72
21	3307	RO	P	85	80
22	3308	RA	P	80	72
23	3318	SEP	P	79	80
24	3322	SOA	P	69	72
25	3324	SSA	P	80	70
26	3325	SA	P	77	88
27	3326	SN	P	75	82
28	3332	SWS	P	80	80
29	3327	SGM	P	80	70
30	3328	VBTM	P	79	80
Mean Score				76.6	77.7