



**A DESCRIPTIVE STUDY ON THE EIGHTH GRADE STUDENTS'  
READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT**

**THESIS**

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UNIVERSITAS JEMBER**

**2019**



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Universitas Jember

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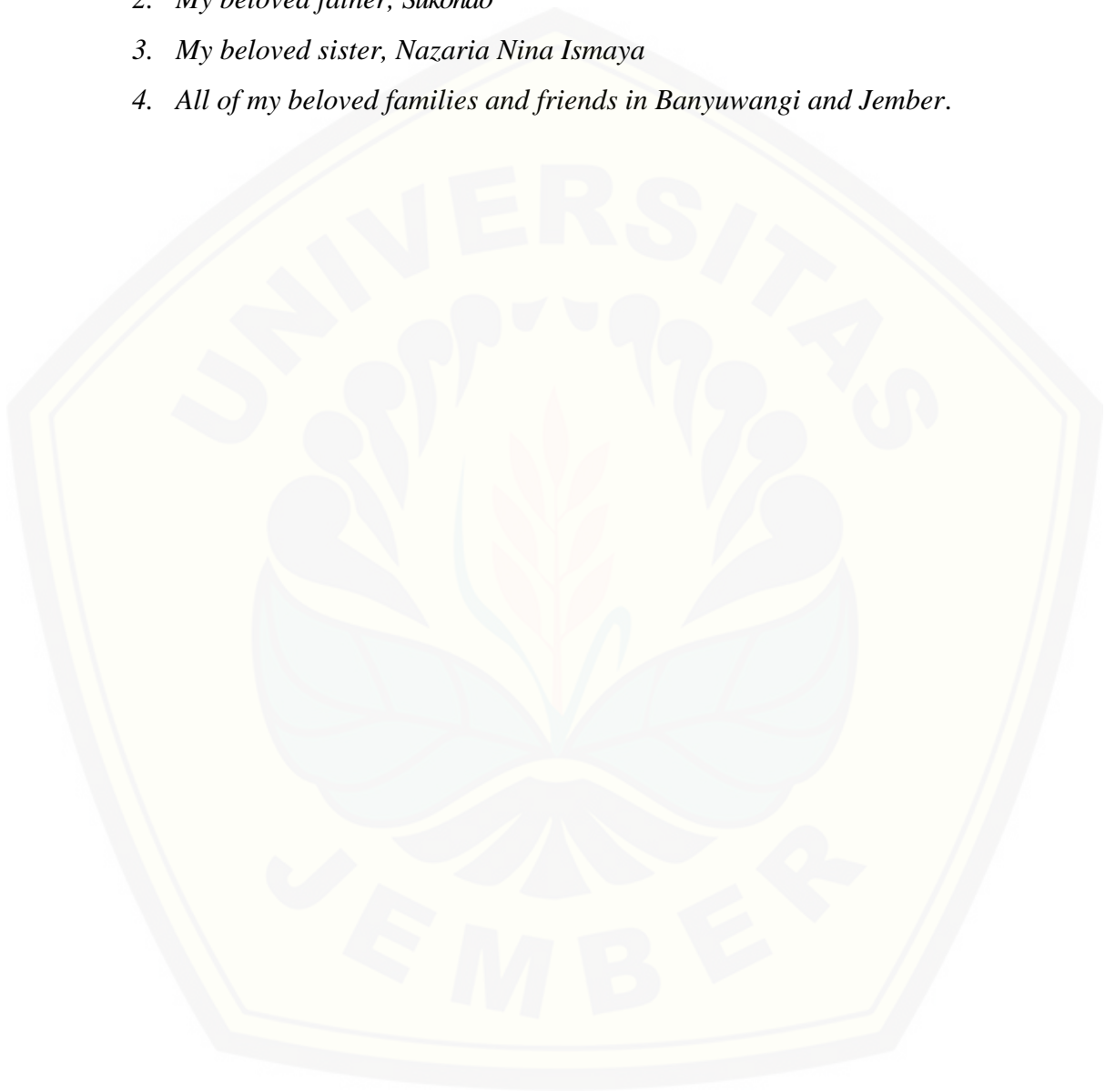
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**2019**

## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved mother, Siti Masrikah*
- 2. My beloved father, Sukondo*
- 3. My beloved sister, Nazaria Nina Ismaya*
- 4. All of my beloved families and friends in Banyuwangi and Jember.*



**MOTTO**

“Reading is essential for those who seek to rise above the ordinary.”

“Jim Rohn”



**STATEMENT OF THESIS AUTHENTICITY**

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

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the accepted thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic honor, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer

**CONSULTANTS' APPROVAL**

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The Writer



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## SUMMARY

**A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text;** Faiqotul Nur Aniyah; 110210401018; 49 pages; English Education Study Program; Language and Arts Department; Faculty of Teacher Training and Education, Universitas Jember.

Based on the interview of the preliminary study that was done with the English teacher of SMPN 01 Arjasa on February 27<sup>th</sup>, 2018, the researcher got information that the school has 24 classes consisting of 8 classes for grade IX, 8 classes for grade VIII, and 8 classes for grade VII. In addition, she taught a narrative text however, she did not use the aspects of reading in assessing their reading achievement. Moreover, she told that the students needed an English dictionary all the time to learn and find the meaning of the words. It made their reading skill going slowly. They were also hard to get the point and information from the narrative text. Consequently, the students lost their interest and the pleasure of reading. The students considered that reading was not an exciting activity. By this case, the researcher conducted a further research to know the score of reading comprehension of SMPN 01 Arjasa. Instead of teaching, the researcher only gave a test to the students to obtain their score in reading comprehension of narrative text. Considering the explanation above, the researcher was interested in conducting a research entitled "A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text".

The theoretical basis of this research adapted a number of theories. Chronologically, the theoretical basis that deals with reading comprehension that had been justified by Snow (2002:11). Second, the researcher utilized the theoretical basis about word comprehension as what stated by Wood (1991:125). Third, it was about sentence comprehension as what made obvious by Grellet (1996:15). Fourth, the researcher employed the perspective of paragraph comprehension that had been confirmed by McWhorter (1989: 40). The design of this research was categorized as descriptive study. According to McMillan (1992:

144), a descriptive study simply describes a phenomenon. It deals with collecting information and describing the real condition in the learning process. The research area of this research was determined by using purposive method. According to Fraenkel and Wallen (1996:100), in the purposive method, the researcher uses their judgement in selecting the sample that they believe based on prior information. Cluster random sampling was applied in choosing the respondents of this research. Fraenkel *et al.*, (1996: 96) points 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 eighth grade students are almost the same. Before determining the respondents, the researcher did the homogeneity test to know the homogeneity of the population and analyze the result of homogeneity test by using ANOVA, especially using one way ANOVA. The one way ANOVA was used to determine whether there is a significant different between the means of two or more unrelated groups.

In terms of data collection method, the researcher employed some related instruments, such as: interview, English reading comprehension achievement test, documentation. The gained data was analyzed by implementing a formula as what adapted from Ali (2002:184). 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 until 100 that were 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 and 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 was 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.

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 and 69 (See Appendix12). It covered the students' achievement in word, sentence, paragraph, and text comprehension. Based on the result of data analysis, the students' reading comprehension achievement at SMPN 01 Arjasa 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".

## CHAPTER I INTRODUCTION

This chapter presents some aspects related to the research. They are research background, research problem, research objective, research contribution, and research scope.

### 1.1 Research Background

Most of people around the world communicate with others using English either spoken or written form. In Indonesia, people still experience difficulties to communicate in English well because English is considered as a foreign language. Moreover, English is one of the foreign languages that Indonesian students have to master in teaching learning process. The government has decided that English as a compulsory subject for junior high schools and senior high schools.

In English teaching learning process, there are four skills that should be mastered by the students covering; listening, reading, writing, and speaking. Reading is one of the most essential skills to be mastered in language learning. It gives many benefits. One of the benefits of reading is a broad store of information. Being able to read English is essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life.

For junior high schools in Indonesia, the students learn reading skill to comprehend meaning in many types of text covering descriptive, report, procedure, narrative, and recount. Many students read English text for various purposes especially reading for pleasure; it is the easiest way to comprehend the written material, such as reading comic, novel, or magazine. It is like what is stated by Shepherd and Gregory (1997:3), that reading may be defined as an individual's inter-relationship with symbolic information. Reading is a communication process requiring a series of skills. Therefore, reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind.



Based on the interview of the preliminary study that was done with the English teacher of SMPN 01 Arjasa on February 27<sup>th</sup>, 2018, the researcher got information that the school has 24 classes consisting of 8 classes for grade IX, 8 classes for grade VIII, and 8 classes for grade VII. The teacher teaches by using 2006 Institutional-Based Curriculum. According to her information, there were narrative text, recount text, and descriptive text as the material given in the odd and even semesters. On the teaching and learning process, the teacher explained that the students needed to have more practice a lot in reading for their reading ability. Therefore, the teacher often used narrative text such as folktales and fable since the story is more interesting for them. In addition, she taught a narrative text however, she did not use the aspects of reading in assessing their reading achievement. Moreover, she told that the students needed an English dictionary all the time to learn and find the meaning of the words. It made their reading skill going slowly. They were also hard to get the point and information from the narrative text. Consequently, the students lost their interest and the pleasure of reading. The students considered that reading was not an exciting activity.

On the other hand, the English teacher uses lecturing method in the class. She cannot expect much that the students will pay attention to her. She only focuses on words or sentences meaning. The teacher explains about the whole content in the reading text, so the students do not really learn by themselves. Thus, the teacher becomes the center of learning in the teaching learning process.

Based on previous research that was conducted by Habibi (2014), it was stated that the reading comprehension of the eight grade students of SMPN 02 Ambulu was 78,16 % and categorized as good. By this case, the researcher conducted a further research to know the score of reading comprehension of SMPN 01 Arjasa. Instead of teaching, the researcher only gave a test to the students to obtain their score in reading comprehension of narrative text.

Considering the explanation above, the researcher was interested in conducting a research entitled “**A Descriptive Study on the Eighth Grade Students’ Reading Comprehension Achievement of Narrative Text**”. It was

important to do this research because the researcher wanted to know the students' reading comprehension achievement of narrative text in reading comprehension.

### **1.2 Research Problem**

Based on the background of the research, the problem of the research was formulated as follow:

1. How is the eighth grade students' reading comprehension achievement of narrative text at SMPN 01 Arjasa?

### **1.3 Research Objective**

Based on the problem of the research, the objective of the research was formulated as follow:

1. To describe the eighth grade students' reading comprehension achievement at SMPN 01 Arjasa

### **1.4 Research Contribution**

The results of the research were expected to be useful for the English teacher, the students, and the future researchers.

1. The English Teacher

Hopefully, the results of this research were expected to give some inputs to the English teacher in language teaching especially in encouraging students to have good comprehension in reading activity of narrative text.

2. The Students

The results of this research were useful for the students at SMPN 01 Arjasa as information to know their comprehension in reading narrative text and as motivation to improve their reading skill.

3. The Future Researchers

The results of this research were useful for future researcher as input or reference to conduct a further research using different skills.

### **1.5 Research Scope**

The scope of the research was focused on describing the students' reading comprehension achievement especially on four aspects of reading comprehension, such as: word, sentence, paragraph, and text comprehension of narrative text. It was conducted to the eighth grade students' of SMPN 01 Arjasa.



## 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 Framework

The theoretical basis of this research adapted a number of theories. Chronologically, the theoretical basis that deals with reading comprehension that had been justified by Snow (2002:11). Second, the researcher utilized the theoretical basis about word comprehension as what stated by Wood (1991:125). Third, it was about sentence comprehension as what made obvious by Grellet (1996:15). Fourth, the researcher employed the perspective of paragraph comprehension that had been confirmed by McWhorter (1989: 40).

##### 2.1.1 Reading Comprehension

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 for 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.*, (2003: 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, 2013: 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.

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

“There is a small mouse deer walking on the river”. The word “**small**” has similar meaning to.....

- a. Tiny.
- b. Beautiful
- c. Good
- d. Big

The answer is “a” because “small” has similar meaning to “tiny.”

### 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 turtle challenge the rabbit to?

- a. The turtle sang a song.
- b. The turtle played a song.
- c. The turtle ate together.
- d. The turtle had a race.

### 2.1.4 Paragraph Comprehension

According to McWhorter (1989: 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 sentence, and concluding sentence. Those types of sentences play an important and different role.

#### 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 idea 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) 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.

## **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. What can we learn from the story?
2. What is the moral of the story above?
3. What can be concluded from the text above

## **2.2 Conceptual Review**

The researcher adapted the principle of reading comprehension derived from Snow (2002:11) and narrative text anchored from Goatly (2000:3).

### **2.2.1 The 8<sup>th</sup> Students' Reading Comprehension Achievement**

According to McGee & Johnson (2003: 49), comprehension skills are strategies a reader uses to construct meaning and retrieve information from a text.

It means that the eighth 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 deals with the students' reading comprehension after they learn reading narrative text. In order to measure the students' reading comprehension is based on the reading material taught to the students which cover four reading indicators namely: word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension which is provided in narrative text.

### 2.2.2 The Definitions of Narrative Text

In this research, the narrative texts are used as the reading materials of the test. It is taught in the second semester based on the KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Then, the types of narrative texts chosen are legends and fables. Those types are chosen because are commonly taught in the eighth 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.
3. Resolution is the end of the story where the problem is solved.

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

1. Using simple past tense

For example: A turtle **walked** in the forest, Once upon there **was** a rabbit.

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 famous example is Malin Kundang, the story of Banyuwangi, and the story 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: Snow White and the Seven Dwarfs.
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. For example: The crocodile and the mouse deer.
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	One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.
Complication	<p>Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.</p> <p>The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never stop no matter how hot or tired he got. He just kept going</p>
Resolution	However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

*(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 the 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 01 Arjasa 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 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 connect 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 8<sup>th</sup> Grade at SMPN 01 Arjasa

In SMPN 01 Arjasa, the English teacher has applied curriculum KTSP (*Kurikulum Tingkat Satuan Pendidikan*) in teaching English to the 8<sup>th</sup> grade and the 9<sup>th</sup> 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><b>Membaca</b></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</p>

	dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
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(Depdiknas, 2006)

The standard competences for the 8<sup>th</sup> 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 01 Arjasa the teaching English material takes from English text book and Student Workbook. The English text book is published by “Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud” entitled “English in Focus for 8<sup>th</sup> Grade”. Then, the students’ workbook is “Bahasa Inggris Kelas VIII Semester 2” which published by “Airlangga”.

In teaching English of the 8<sup>th</sup> grade at SMPN 01 Arjasa, the English teacher uses lecturing and discussing. She always prepares the lesson plan at the beginning of semester. She also explains 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 are in the form of multiple choice questions and sometimes it is in the form of essay questions based on the students’ worksheet or LKS and she asks 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 9<sup>th</sup> 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 11<sup>th</sup> Language Class at SMA Jember students. She reported that reading comprehension of report text was not easy for 11<sup>th</sup> 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 by using different level and school.

## CHAPTER III

### THE STUDY

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 this research was categorized as descriptive study. According to McMillan (1992: 144), a descriptive study simply describes a phenomenon. It deals with collecting information and describing the real condition in the learning process. The research is intended to describe the eighth grade students' reading comprehension ability at SMPN 01 Arjasa. It relates with students' reading comprehension which covers 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 researcher uses their judgement in selecting the sample that they believe based on prior information. The research was conducted at SMPN 01 Arjasa 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 Respondent**

Determining the respondents of the research referred to who could be representative as the data resources. The population of this research was all the eighth grade students at SMPN 01 Arjasa. Based on the interview with the English teacher, it was known that there were 151 students of the eighth grade students which were divided into 5 classes (A-E). Each class consists of 30-31 students that was taught by the same English teacher. However, this research did not use all of the populations.

Cluster random sampling was applied in choosing the respondents of this research. Fraenkel *et al.*, (1996: 96) points 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 eighth grade students are almost the same. Before determining the respondents, the researcher did the homogeneity test to know the homogeneity of the population and analyze the result of homogeneity test by using ANOVA, especially using one way ANOVA. The one way ANOVA was



used to determine whether there is a significant different between the means of two or more unrelated groups.

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

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

(Hidayat: 2012:46)

The procedures in SPSS Statistics were:

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 01 Arjasa. 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 eighth grade at SMPN 01 Arjasa in the preliminary study on February 2<sup>nd</sup>, 2017 to get the information. According to Arikunto (2010:155), 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 the eighth grade at SMPN 01 Arjasa. It dealt with curriculum applied at the school, the materials of reading which has 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 Achievement Test**

Test is commonly used to measure how well the students' English reading comprehension. Their scores will 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 is used since its purpose is 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 is applied in this research in order to measure the students' reading achievement. The purpose of this test is 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, Hughes (2003:26) states that a test is said to be valid if it measures accurately what is intended to measure. In this research, content validity is established by constructing the test questions that are given by the examiner based on the four indicators which are measured, they are: 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 deals 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 has content validity the researcher administered the tryout of the test materials to obtain reliability. The try out was given to another class which was not being investigated. This class is the VIII D grade students' of SMPN 01 Arjasa. This class consists of 30 students. The test was 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 is analyzed by using the product moment formula:

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

Notes:

$r_{xy}$  = reliability coefficient for half of the test item.

$N$  = 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) will be used in this research:

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

(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 analyzes 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 is applied in this reading comprehension test is 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 consists 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 is given 80 minutes. The test materials are made based on the research indicators. Dealing with scoring, the students' score is obtained from the number of the correct answer which is divided by total number of test items multiplied by 100, so the total score of the test items is 100 points.

### 3.4.3 Documentation

The researcher uses 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 is used to get data that support the main data. It is related with the syllabus and the names of the respondents.

### 3.5 Data Analysis Method

The data collected from the reading comprehension test are analyzed by scoring the students' reading comprehension test which is done per students' reading sheet. After that, the researcher uses 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 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 01 Arjasa 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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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text At SMPN 01 Arjasa	How is the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text At SMPN 01 Arjasa?	Students reading comprehension achievement.	<p>The students score of reading comprehension test covering:</p> <ul style="list-style-type: none"> <li>- Comprehending word meaning</li> <li>- Comprehending sentence meaning</li> <li>- Comprehending paragraph meaning</li> </ul> <p>Comprehending text meaning</p>	<p>Respondents:</p> <ol style="list-style-type: none"> <li>1. The eighth grade students at SMPN 01 Arjasa</li> <li>2. Informant the English teacher of SMPN 01 Arjasa</li> <li>3. Documents:                             <ul style="list-style-type: none"> <li>-the name of the students</li> <li>-syllabus used at the eighth grade</li> <li>-example of lesson plane used by the English teacher</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research design Descriptive Study</li> <li>2. Area determination method Purposive Method</li> <li>3. Respondent determination Cluster Random Sampling</li> <li>4. Data collection methods                             <ul style="list-style-type: none"> <li>-Test</li> <li>-Interview</li> <li>-Documentation</li> </ul> </li> <li>5. Data Analysis Method</li> </ol> $E = \frac{n}{N} \times 100\%$ <p>E = the students' reading comprehension achievement                      n = the scores of reading comprehension test obtained by the students'                      N = the total score of the reading comprehension</p>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### READING ACHIEVEMENT TEST 01

Subject	: English
Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 40 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 BataraNarada, BataraBrama, BataraBayu, and others. BataraNarada 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 untukKelas 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?
- a. Gods asked Ki semar to help monkeys.
  - b. Batara guru held the meeting
  - c. Ki semar did not live in heaven.
  - d. People were sad and the Gods were angry.
6. Who asked Ki Semar to stop the monkeys?
- a. Batara Guru
  - b. Batara Brama
  - c. Batara Bayu
  - d. 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.
  - We have to listen to parents' advice.
  - We have to keep Mount Slamet.
  - 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 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 life of rat.
  - c. He wanted to trap 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?
- Elephants were trapped by the hunter.
  - The rat's death.
  - How the rat's king saved the elephants.
  - The rat's king approaches the elephant's king.
16. "He summoned on of the elephants of his herd" (paragraph 3). The word "summoned" can be replaced by....
- called.
  - blow.
  - spread.
  - inform.
17. ".....they danced with joy and thank the rats" (last paragraph). The word "they" refers to....
- The rats.
  - The Hunters.
  - The herds.
  - The kings.
18. How can the elephant's king be free from net?
- The group of elephant help him.
  - The elephant's king go freely.
  - The rats cut the net.
  - The hunter let him go.
19. What does the text tell us about?
- The kings.
  - Rats.
  - Elephants.
  - 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.

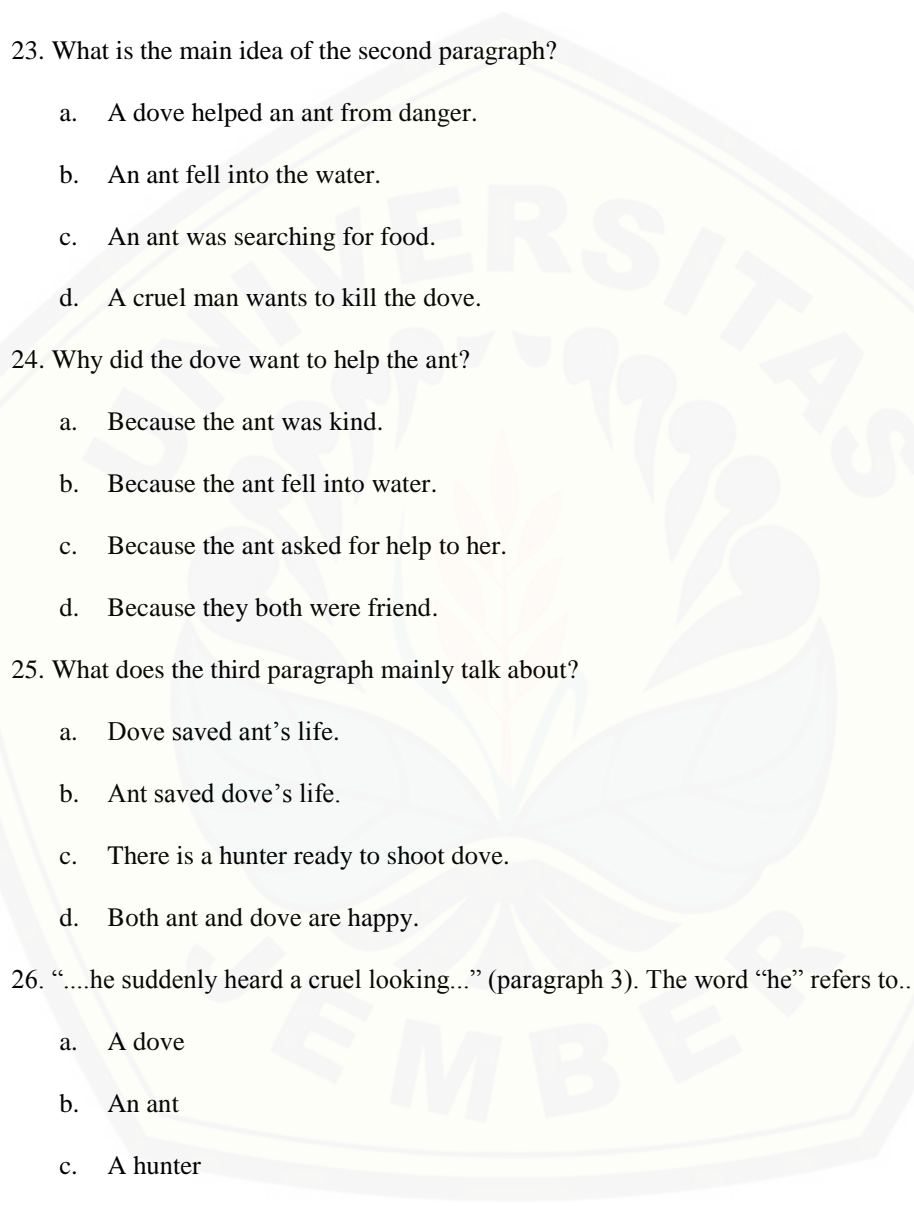
(Taken from Genius Focusing on Learning Activity untuk Kelas VIII SMP/MTS)

**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. A kind dove.
- b. A dove and an ant.
- c. A cruel man and his gun.
- d. 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...

- 
- a. Dove.
- b. Ant.
- c. Tree.
- d. Leaf.
23. 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 wants to kill the dove.
24. 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.
25. 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.
26. "...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
27. In which paragraph you can find ant helped back dove?
- a. Paragraph 2
- b. Paragraph 3
- c. Paragraph 4

d. Paragraph 5

28. What did the ant do to help dove from danger?

- a. Calling the bird to fly away.
- b. Giving to the dove instruction.
- c. Asking for the hunter to not shoot..
- d. Asking for help to other animal.

29. Which of the following sentence is TRUE based on the text above?

- a. The hunter want to shoot ant.
- b. The dove got carried away into the water.
- c. Ant climbed the tree to save his life.
- d. Ant helped the dove from the hunter.

30. What can we learn from the story above?

- a. 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 |

Name: \_\_\_\_\_

Class: \_\_\_\_\_

READING ACHIEVEMENT TEST 02

Subject	: English
Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 40 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 strength, 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 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...
- Dove.
  - Ant.
  - Tree.
  - Leaf.
3. 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 wants to kill the dove.
4. 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.
  - Because they both were friend.
5. 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.
6. "...he suddenly heard a cruel looking..." (paragraph 3). The word "he" refers to..
- A dove
  - An ant
  - A hunter
  - A bird
7. In which paragraph you can find ant helped back dove?

- a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 4
  - d. Paragraph 5
8. What did the ant do to help dove from danger?
- a. Calling the bird to fly away.
  - b. Giving to the dove instruction.
  - c. Asking for the hunter to not shoot..
  - d. Asking for help to other animal.
9. Which of the following sentence is TRUE based on the text above?
- a. The hunter wants to shoot ant.
  - b. The dove got carried away into the water.
  - c. Ant climbed the tree to save his life.
  - d. Ant helped the dove from the hunter.
10. What can we learn from the story above?
- a. We cannot kill a dove.
  - b. We should help each other.
  - c. We should call our friend.
  - d. 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 requested 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 thanked 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?
- There lived elephants and rats.
  - Elephants crossing the jungle.
  - Elephants destroyed rats' home.
  - Elephants and rats are neighbors.
12. Why did the rat's king want to meet the elephant chief?
- Because rat's king wanted to be a friend.
  - Because elephant herds unknowingly destroyed rats' home.
  - Because elephants were trapped by the elephant-hunter one day.
  - Because rat's king wanted to save elephant herd.
13. What did the elephant's king do after he heard story from the rat?
- He didn't care about the rats.
  - He saved the live of rat.
  - He wanted to trapp the rats.
  - He apologized to the rats.
14. "the elephant's king apologized..." (paragraph 2). The word "apologized" means...
- Agree.
  - Help.
  - Sorry
  - Refuse.
15. What is the main idea of the third paragraph?
- Elephants were trapped by the hunter.
  - 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.**

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 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?

- a. The height of Mount Slamet.
- b. The beauty 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. Why were people afraid to climb the mountain?
- They did not want to make the Gods angry.
  - The sky was dark.
  - Mount Slamet was very high.
  - There were many monkeys .
24. “.....they went there and took some stars” (paragraph 2). The word “they” refers to?
- People.
  - Gods.
  - Stars.
  - Monkeys.
25. 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.
26. Who asked Ki Semar to stop the monkeys?
- Batara Guru
  - Batara Brama
  - Batara Bayu
  - Batara Narada
27. “Ki Semar had a great supernatural power.” (paragraph 4). The word “great” can be replaced by...
- huge.
  - felicitious.
  - fabulous.
  - amazing.
28. What would the naughty monkeys get if they stole?

- a. He would help them.
  - b. He would invite them.
  - c. He would punish them.
  - d. He would conduct 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 |

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text At SMPN 01 Arjasa	How is the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text At SMPN 01 Arjasa?	Students reading comprehension achievement.	<p>The students score of reading comprehension test covering:</p> <ul style="list-style-type: none"> <li>- Comprehending word meaning</li> <li>- Comprehending sentence meaning</li> <li>- Comprehending paragraph meaning</li> </ul> <p>Comprehending text meaning</p>	<p>Respondents:</p> <ol style="list-style-type: none"> <li>1. The eighth grade students at SMPN 01 Arjasa</li> <li>2. Informant the English teacher of SMPN 01 Arjasa</li> <li>3. Documents:                             <ul style="list-style-type: none"> <li>-the name of the students</li> <li>-syllabus used at the eighth grade</li> <li>-example of lesson plane used by the English teacher</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research design Descriptive Study</li> <li>2. Area determination method Purposive Method</li> <li>3. Respondent determination Cluster Random Sampling</li> <li>4. Data collection methods                             <ul style="list-style-type: none"> <li>-Test</li> <li>-Interview</li> <li>-Documentation</li> </ul> </li> <li>5. Data Analysis Method</li> </ol> $E = \frac{n}{N} \times 100\%$ <p>E = the students' reading comprehension achievement                      n = the scores of reading comprehension test obtained by the students'                      N = the total score of the reading comprehension</p>



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### READING ACHIEVEMENT TEST 01

Subject	: English
Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 40 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 BataraNarada, BataraBrama, BataraBayu, and others. BataraNarada 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 untukKelas 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?
- a. Gods asked Ki semar to help monkeys.
  - b. Batara guru held the meeting
  - c. Ki semar did not live in heaven.
  - d. People were sad and the Gods were angry.
6. Who asked Ki Semar to stop the monkeys?
- a. Batara Guru
  - b. Batara Brama
  - c. Batara Bayu
  - d. 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.
  - We have to listen to parents' advice.
  - We have to keep Mount Slamet.
  - 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 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?
- There lived elephants and rats.
  - Elephants crossing the jungle.
  - Elephants destroyed rats' home.
  - Elephants and rats are neighbors.
12. Why did the rat's king want to meet the elephant chief?
- Because rat's king wanted to be a friend.
  - Because elephant herds unknowingly destroyed rats' home.
  - Because elephants were trapped by the elephant-hunter one day.
  - Because rat's king wanted to save elephant herd.
13. What did the elephant's king do after he heard story from the rat?
- He didn't care about the rats.
  - He saved the life of rat.
  - He wanted to trap the rats.
  - He apologized to the rats.
14. "The elephant's king apologized..." (paragraph 2). The word "apologized" means...
- agree.
  - help.
  - sorry

- d. refuse.
15. What is the main idea of the third paragraph?
- Elephants were trapped by the hunter.
  - The rat's death.
  - How the rat's king saved the elephants.
  - The rat's king approaches the elephant's king.
16. "He summoned on of the elephants of his herd" (paragraph 3). The word "summoned" can be replaced by....
- called.
  - blow.
  - spread.
  - inform.
17. ".....they danced with joy and thank the rats" (last paragraph). The word "they" refers to....
- The rats.
  - The Hunters.
  - The herds.
  - The kings.
18. How can the elephant's king be free from net?
- The group of elephant help him.
  - The elephant's king go freely.
  - The rats cut the net.
  - The hunter let him go.
19. What does the text tell us about?
- The kings.
  - Rats.
  - Elephants.
  - 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. A kind dove.
- b. A dove and an ant.
- c. A cruel man and his gun.
- d. 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...

- a. Dove.
  - b. Ant.
  - c. Tree.
  - d. Leaf.
23. 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 wants to kill the dove.
24. 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.
25. 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.
26. "...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
27. In which paragraph you can find ant helped back dove?
- a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 4

d. Paragraph 5

28. What did the ant do to help dove from danger?

- a. Calling the bird to fly away.
- b. Giving to the dove instruction.
- c. Asking for the hunter to not shoot..
- d. Asking for help to other animal.

29. Which of the following sentence is TRUE based on the text above?

- a. The hunter want to shoot ant.
- b. The dove got carried away into the water.
- c. Ant climbed the tree to save his life.
- d. Ant helped the dove from the hunter.

30. What can we learn from the story above?

- a. 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 |



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### READING ACHIEVEMENT TEST 02

Subject	: English
Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 40 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 strength, 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 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...
- Dove.
  - Ant.
  - Tree.
  - Leaf.
3. 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 wants to kill the dove.
4. 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.
  - Because they both were friend.
5. 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.
6. "...he suddenly heard a cruel looking..." (paragraph 3). The word "he" refers to..
- A dove
  - An ant
  - A hunter
  - A bird
7. In which paragraph you can find ant helped back dove?

- a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 4
  - d. Paragraph 5
8. What did the ant do to help dove from danger?
- a. Calling the bird to fly away.
  - b. Giving to the dove instruction.
  - c. Asking for the hunter to not shoot..
  - d. Asking for help to other animal.
9. Which of the following sentence is TRUE based on the text above?
- a. The hunter wants to shoot ant.
  - b. The dove got carried away into the water.
  - c. Ant climbed the tree to save his life.
  - d. Ant helped the dove from the hunter.
10. What can we learn from the story above?
- a. We cannot kill a dove.
  - b. We should help each other.
  - c. We should call our friend.
  - d. 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 requested 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 thanked 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?
- There lived elephants and rats.
  - Elephants crossing the jungle.
  - Elephants destroyed rats' home.
  - Elephants and rats are neighbors.
12. Why did the rat's king want to meet the elephant chief?
- Because rat's king wanted to be a friend.
  - Because elephant herds unknowingly destroyed rats' home.
  - Because elephants were trapped by the elephant-hunter one day.
  - Because rat's king wanted to save elephant herd.
13. What did the elephant's king do after he heard story from the rat?
- He didn't care about the rats.
  - He saved the live of rat.
  - He wanted to trapp the rats.
  - He apologized to the rats.
14. "the elephant's king apologized..." (paragraph 2). The word "apologized" means...
- Agree.
  - Help.
  - Sorry
  - Refuse.
15. What is the main idea of the third paragraph?
- Elephants were trapped by the hunter.
  - 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.**

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 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?

- a. The height of Mount Slamet.
- b. The beauty 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. Why were people afraid to climb the mountain?
- They did not want to make the Gods angry.
  - The sky was dark.
  - Mount Slamet was very high.
  - There were many monkeys .
24. “.....they went there and took some stars” (paragraph 2). The word “they” refers to?
- People.
  - Gods.
  - Stars.
  - Monkeys.
25. 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.
26. Who asked Ki Semar to stop the monkeys?
- Batara Guru
  - Batara Brama
  - Batara Bayu
  - Batara Narada
27. “Ki Semar had a great supernatural power.” (paragraph 4). The word “great” can be replaced by...
- huge.
  - felicitious.
  - fabulous.
  - amazing.
28. What would the naughty monkeys get if they stole?

- a. He would help them.
  - b. He would invite them.
  - c. He would punish them.
  - d. He would conduct 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 |