



**IMPROVING THE GRADE VIII STUDENTS' READING  
COMPREHENSION ACHIEVEMENT AND THEIR  
ACTIVE PARTICIPATION BY USING FOLKTALE  
AT SMP NURIS JEMBER**

**THESIS**

**Written by  
Danik Nurdiana  
070210491171**

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

**2011**



**IMPROVING THE GRADE VIII STUDENTS' READING  
COMPREHENSION ACHIEVEMENT AND THEIR  
ACTIVE PARTICIPATION BY USING FOLKTALE  
AT SMP NURIS JEMBER**

**THESIS**

Presented to fulfill one of the requirements to obtain S1 Degree at English Education  
Departement of the Faculty of Teacher Training and Education Jember University

**Written by**

**Danik Nurdiana**

**070210491171**

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

**2011**

## **DEDICATION**

*This thesis is honorably dedicated to:*

1. *My beloved parents*
2. *My beloved little family.*

## **MOTTO**

*“The more that you read, the more things that you will know. The more that you learn, the more places you will go.”*

*(Dr. Seuss)*

## ACKNOWLEDGEMENT

First and foremost, praise be to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “Improving the Grade VIII Students’ Reading Comprehension Achievement and Their Active Participation by Using Folktale at SMP NURIS Jember”.

In relation to the writing and finishing of this thesis, I would like to express the sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Education Study Programs
4. The first and second consultants, Dra. Zakiyah Tasnim, M.A. and Drs. Sugeng Ariyanto, M.A. for suggestions and ideas to make this thesis better.
5. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis
6. The principal, the English teachers and the grade eighth students of SMP NURIS Jember for giving me an opportunity, help, and support to conduct this research

Therefore, I really hope that there will be some criticism and suggestions from the readers to make this thesis better improved. I also hope that this thesis will be useful for the readers.

Jember, October 2011

Writer

## TABLE OF CONTENT

<b>TITLE PAGE .....</b>	<b>i</b>
<b>DEDICATION.....</b>	<b>ii</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>TABLE OF CONTENT.....</b>	<b>v</b>
<b>THE LIST OF TABLES.....</b>	<b>vii</b>
<b>THE LIST OF APPENDICES .....</b>	<b>viii</b>
<b>SUMMARY .....</b>	<b>ix</b>
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Research.....	1
1.2 Problem of the Research.....	4
1.3 Operational Definition of the Key Term .....	4
1.4 The Objective of the Research .....	4
1.5 Significance of the Research .....	5
1.6 Limitation of the Research.....	6
<b>CHAPTER 2 REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
2.1 Reading Comprehension.. .....	7
2.2 Reading Comprehension Achievement .....	8
2.3 The purposes of Reading Comprehension.....	11
2.4 Narrative Text.....	12
2.5 Folktale.....	13
2.6 The Application of Folktale in Reading Comprehension.....	14
2.7 The Students' Active Participation in Reading Comprehension.....	15
2.8 Action Hypotheses.....	16

<b>CHAPTER 3 RESEARCH METHODS .....</b>	<b>17</b>
3.1 Research Design .....	17
3.2 Area Determination method .....	19
3.3 Research Subject Determination Method.....	19
3.4 Data Collection Method .....	20
3.5 Research Procedure .....	22
<b>CHAPTER 4 RESULT AND DISCUSSION.....</b>	<b>26</b>
4.1 The Result of the Action in Cycle 1.....	26
4.1.1 The Result of Observation .....	26
4.1.2 The Result of Reading Comprehension Test .....	28
4.1.3 The Result of Reflection .....	28
4.2 The Result of the Action in Cycle 2.....	29
4.2.1 The Result of Observation .....	30
4.2.2 The Result of the Reading Comprehension.....	31
4.2.3 The Result of Reflection .....	31
4.3 Discussion .....	32
<b>CHAPTER 5 CONCLUSION AND SUGGESTION.....</b>	<b>35</b>
5.1 Conclusion.....	35
5.2 Suggestion.....	35

**REFERENCES**

**APPENDICES**

## **LIST OF TABLES**

Table 4.2 The Average Results of Students' Participation in Cycle 1.....	28
Table 4.5 The Average Results of Students' Participation in Cycle 2.....	31
Table 4.7 The Revision of the Implementation of the Action in Cycle 2.....	33



## **THE LIST OF APPENDICES**

1. Research Matrix
2. Lesson Plan 1 Cycle 1
3. Table Specification of Reading Comprehension (Lesson Plan 1)
4. Answer Key
5. Lesson Plan 2 Cycle 1
6. Table Specification of Reading Comprehension (Lesson Plan 2)
7. Answer Key
8. Reading Comprehension Test Cycle 1
9. Table Specification of Reading Comprehension Test Cycle 1
10. Answer Key
11. Lesson Plan 1 Cycle 2
12. Table Specification of Reading Comprehension (Lesson Plan 1)
13. Answer Key
14. Lesson Plan 2 Cycle 2
15. Table Specification of Reading Comprehension (Lesson Plan 2)
16. Answer Key
17. Reading Comprehension Test Cycle 2
18. Table Specification of Reading Comprehension Test Cycle 2
19. Answer Key
20. Name of the Research Subject
21. Table 4.1 The Result of Observation in Meeting 1 and Meeting 2 in Cycle 1
22. Table 4.3 the result of the Students' Reading Comprehension Test in Cycle 1
23. Table 4.4 the result of the Students' Reading Comprehension Test in Cycle 2
24. Table 4.6 The Result of Observation in Meeting 1 and Meeting 2 in Cycle 2

## SUMMARY

**Improving the Grade VIII Students' Reading Comprehension Achievement and Their Active Participation by Using Folktale at SMP NURIS Jember; Danik Nurdiana, 070210491171; 2011: 45 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.**

Reading is one of the four language skills that must be mastered by the students in English language teaching. Carrel, et.al (1995: 1) say that for many students reading is one of the important skills besides the other skills such as listening, speaking and writing. By reading, the students are expected to make connection between what they have had and how the meaning is made from the text and they also get not only information or knowledge but also enjoyment (Grellet, 1996:4). Thus, Reading plays an important role to enable the students of Junior High School to master English.

Preliminary study was conducted to know the problem of the reading English class at grade VIII of SMP NURIS Jember in 2010/2011 academic year. It was done on January 5<sup>th</sup> 2011 by doing an interview with the English teacher. It was known that many students especially the grade VIII students still find difficulties in word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Related to the problem, folktale was used as the material to improve the students' reading comprehension achievement.

The purpose of this research was to improve the grade VIII students' reading comprehension achievement and their active participation at SMP NURIS Jember in the 2010/2011 academic year. The design of this research was classroom action research with two cycles. It was begun from finding the problem, constructing lesson plans and instruments, teaching reading by using folktale, administering reading comprehension tests and the last was analyzing the test results. The area of this research was the grade VIII of SMP NURIS Jember. This class was chosen based on the preliminary study that the students in this class still had problems in comprehending text and it needed to be improved. The main data about the students'

reading comprehension achievement were collected by using reading test through Indonesian folktale. The supporting data were collected by interview and documentation.

The research result showed that teaching reading by using folktale improved the students' reading comprehension achievement. It was improved by the fact that percentage of the students who got score of at least 65 increased from 24 students or 61.53 % of 39 students in cycle 1 to 32 students or 82.05 % of 39 students in cycle 2. Besides, the use of folktale also improved the students' active participation in the teaching learning process of reading. This can be seen from the fact that the percentage of the students who were active in the classroom increased from 24 students or 69.23% in Cycle 1 to 33 students or 80.76% in cycle 2.

Based on the explanation above, there were two main points can concluded. Firstly, the use of folktale can improve the students' reading comprehension achievement of the grade VIII at SMP NURIS Jember in the 2010/2011 Academic Year. Second, the use of folktale can improve the students' active participation of the grade VIII at SMP NURIS Jember in the 2010/2011 Academic Year. Thus, it is suggested to the English teacher, the students, and the future researcher to use folktale as the material in the teaching learning process of reading since it can improve the students' reading comprehension achievement and their active participation.