



**IMPROVING THE EIGHTH GRADE STUDENTS' PARTICIPATION AND THEIR  
READING COMPREHENSION ACHIEVEMENT BY USING INDONESIAN FABLES  
AT SMP N 2 AMBULU JEMBER**

**THESIS**

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**2012**

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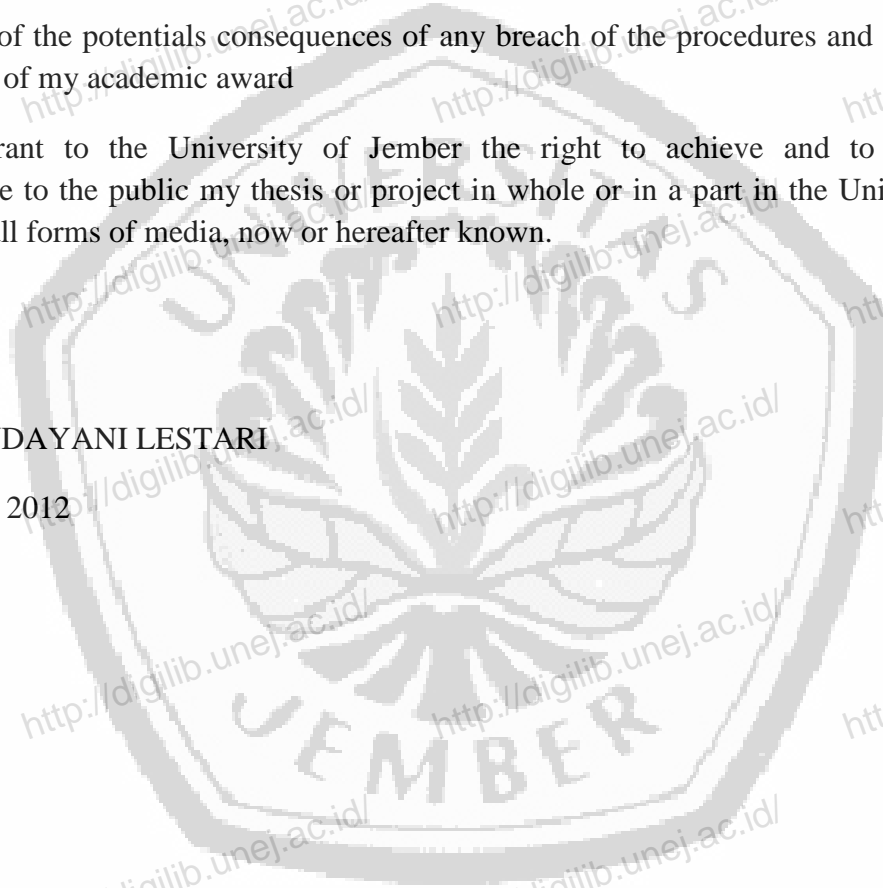
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**THESIS**

Presented to University of Jember In Partial fulfillment on the requirements For the Degree of *Sarjana* at the English Education Program, Language and Arts Education Departments, Faculty of Teacher Training and Education

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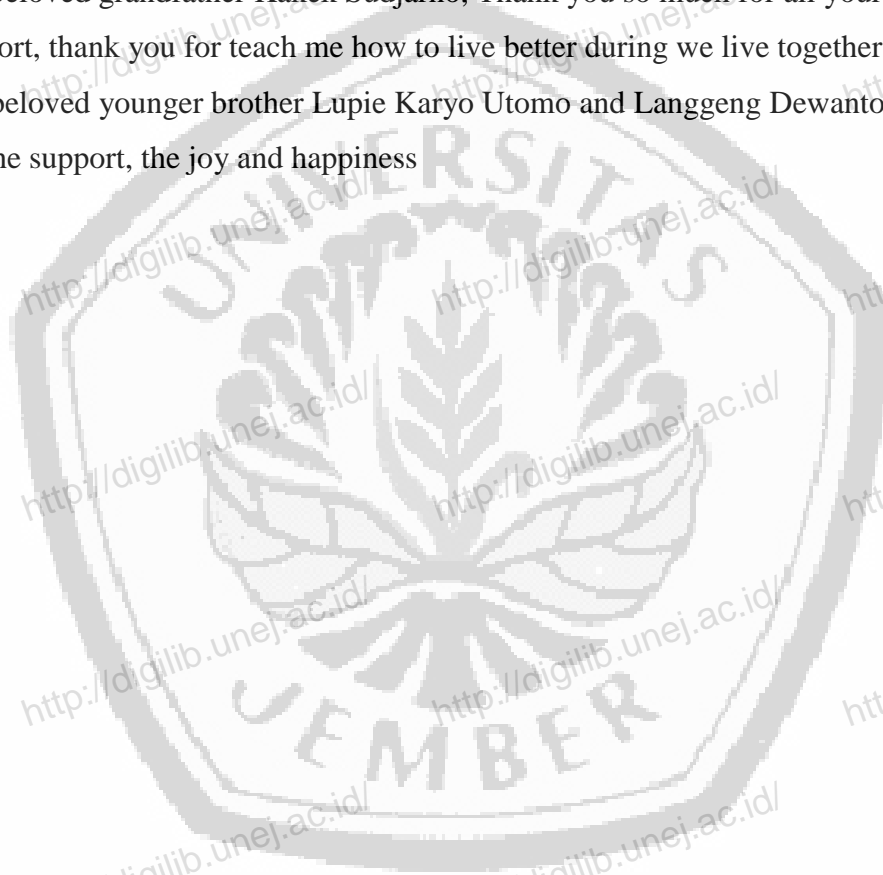
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## **DEDICATION**

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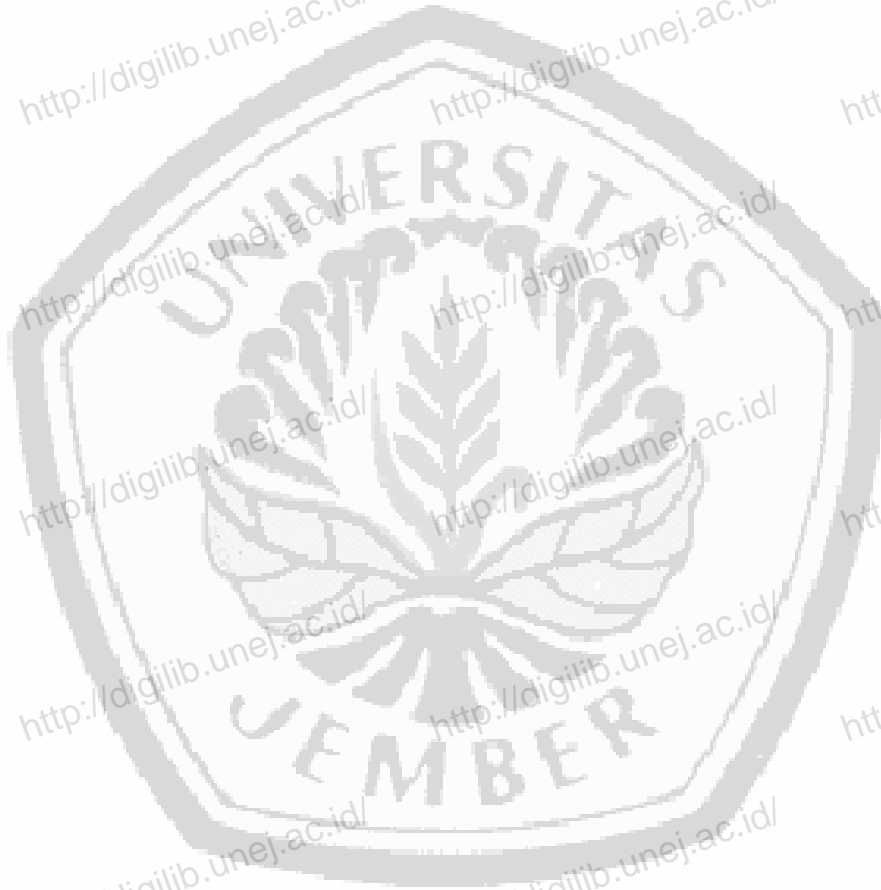
1. My beloved Mother Ibu Sriyani and father Bapak Raharjo, S. Pd thank you so much for your motivation, guidance and attention, the love and for your pray day and night. You give your best to take care of me
2. My beloved grandfather Kakek Sudjarno, Thank you so much for all your love, pray and support, thank you for teach me how to live better during we live together.
3. My beloved younger brother Lupie Karyo Utomo and Langgeng Dewantoro thank you for the support, the joy and happiness



**MOTTO**

*“Success is a journey, not a destination.”*

(Ben Sweetland)



**CONSULTANTS' APPROVAL**  
**IMPROVING THE EIGHTH GRADE STUDENTS' PARTICIPATION AND HEIR**  
**READING COMPREHENSION ACHIEVEMENT BY USING INDONESIAN FABLES**  
**AT SMP N 2 AMBULU JEMBER**

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## SUMMARY

Improving the VIII D Grade Students' Reading Comprehension Achievement and Students' Participation by Using Fables at SMP Negeri 2 Ambulu Jember; Retno Andayani Lestari; 2006; 38 pages; English Education the Faculty of Teacher Training And Education, University of Jember.

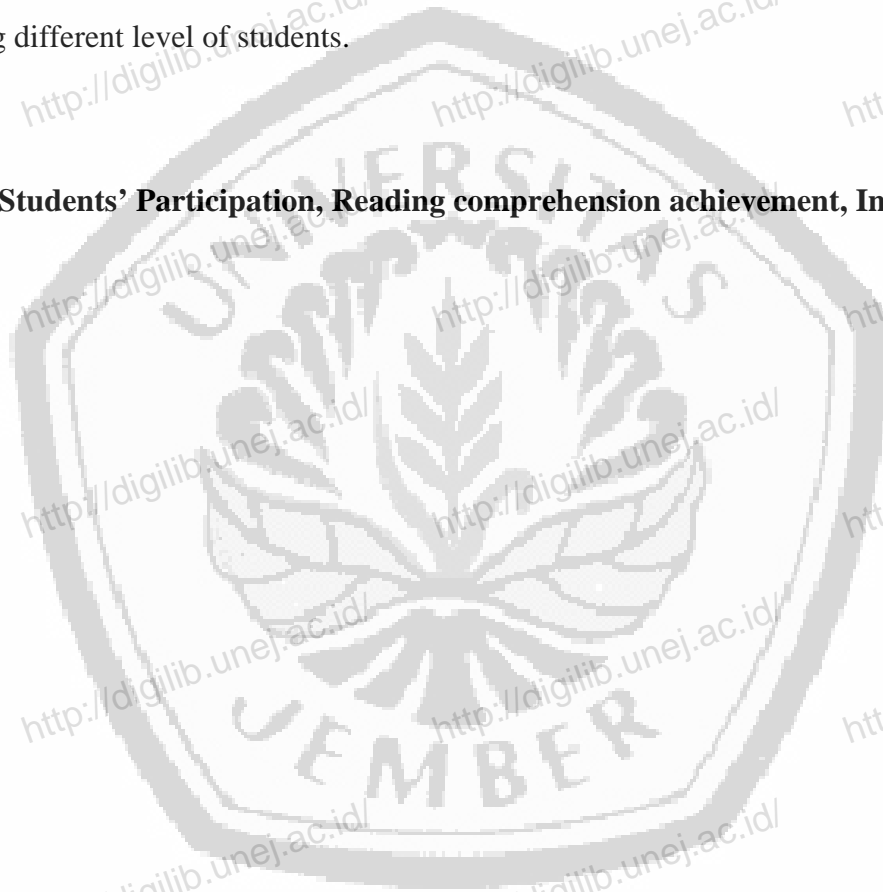
This Classroom Action Research was intended to improve the VIII D Grade students' participation and their reading comprehension achievement at SMP Negeri 2 Ambulu by Using Fables. The respondents of this research were the students of class VIII D in the 2012/ 2013 Academic Year. This class was chosen because it has the lowest mean score of reading comprehension test among the other eight grade classes as informed by the English teachers. The students' mean score of reading in VIII D class were 52, 5 whereas, the minimum mastery criteria of this school are 65. This research was done in two cycles. The cycle covered activities namely the preparation of the action, implementation of the action, evaluation and reflection of the action.

The supporting data were collected by interview and documentation. The main data about the students' reading comprehension achievement were collected by using reading test by using Indonesian Fables. The result of students' active participation in joining the teaching learning process in Cycle 1 were 23 out of 36 students (63, 8%), meanwhile the result of students' reading comprehension test were 65, 21% or 24 students out of 37. This mean score had not achieved the required mean score of the research. This happened because the students did not pay attention to the lesson, also they still felt doubt and afraid to answer the question given by the researcher. Then the actions were continued in Cycle 2 by revising the materials and the students' way of doing the exercises in group. The result of the students' actively participation was better, there were 82, 8% or 29 out of 35 students who actively participated, and the result of students' reading comprehension achievement in Cycle 2 were 71, 63% or 34 out of 36 students. In Cycle 2, the students felt more confident to do the task given by the researcher, and they were not felt reluctant anymore to do the task. It means that the students' reading comprehension test and participation improved in two Cycles. Based on the result, it could be concluded that teaching



reading by using Indonesian Fables could improve the students' reading comprehension achievement and participation. Then it is suggested to the English teacher also to use Indonesian Fables as an alternative material in teaching reading since Indonesian fables is interesting and can motivate the students so they would enjoy reading the English text of Indonesian Fables. Besides it is suggested to the students to be more active in the teaching learning activities of reading. Further for the future teacher researchers who have similar problems are suggested to use the present research results as information or input to conduct a further research either with the same or different research design, using Indonesian Fables as fables from other countries and investigating different level of students.

**Keywords: Students' Participation, Reading comprehension achievement, Indonesian Fables.**



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3. The Chairperson of the English Education Program.
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10. My Alma Mater.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, January 2012

The Writer

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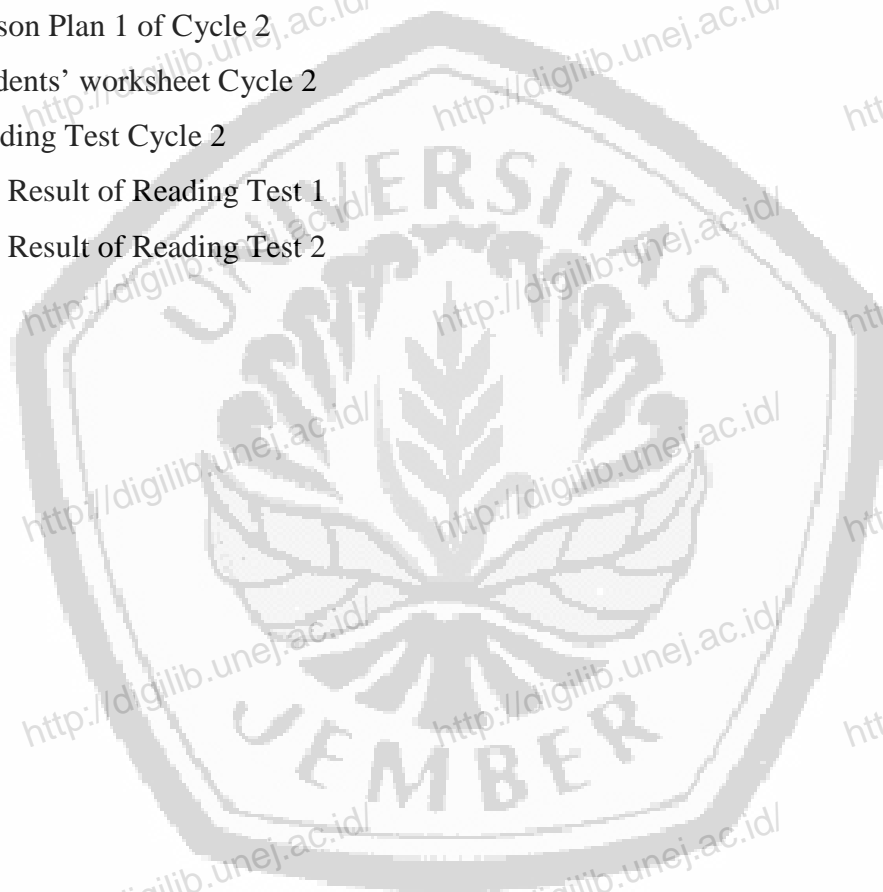
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