



**IMPROVING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT BY USING
INDONESIAN FOLKTALES AT SMPN 3 BALUNG, JEMBER**

THESIS

NOVANDRA RAMADHANI PRABOWO

NIM.100210401088

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

2014



**IMPROVING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT BY USING
INDONESIAN FOLKTALES AT SMPN 3 BALUNG, JEMBER**

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English
Language Education Study Program, Language and Arts Education Department, The
Faculty of Teacher Training and Education, Jember University

NOVANDRA RAMADHANI PRABOWO

NIM.100210401088

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

2014

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Bowo Pranoto and Suparsih*
- 2. My lovely brother, Finaldo Junio Adiandra Prabowo.*
- 3. All of my lecturers*

MOTTO

“Some of these things are true and some of them lies, but they are good stories”

(Hillary Mantel)

Hillary Mantel. Available at

<http://www.goodreads.com/quotes/tag/stories>

[September 20, 2014].

APPROVAL SHEET

IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT BY USING INDONESIAN FOLKTALES AT SMPN 3 BALUNG, JEMBER

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:

Name : Novandra Ramadhani Prabowo
Identification Number : 100210401088
Level of Class : 2010
Department : Language and Arts
Place of Birth : Banyuwangi
Date of Birth : 22nd November 1991

Approved by:

The First Consultant

The Second Consultant

Dra. Zakiyah Tasnim, M.A
NIP. 196201101987022001

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 196503091989022001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date : November 20th, 2014

Place : The Faculty of Teacher Training and Education, Jember University

The Chairperson

The Secretary

Drs. Bambang Arya W.P, Ph.D
NIP. 196012311988021002

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 196503091989022001

The Members

- | | |
|---|----|
| 1. Dra. Zakiyah Tasnim, M.A
NIP. 196201101987022001 | 1. |
| 2. Drs. I Putu Sukmaantara, M.Ed
NIP. 196404241990021003 | 2. |

The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 195405011983031005

STATEMENT OF THESIS AUTHENTICITY

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

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

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University/faculty libraries in all forms of media, now or hereafter known.

Jember, November 20th, 2014

Novandra Ramadhani Prabowo
NIM. 100210401088

ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled “Improving the Eighth Grade Students’ Reading Comprehension Achievement of narrative text by Using Indonesian Folktales at SMPN 3 Balung, Jember”.

I do realize that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultant, Dra. Zakiyah Tasnim, M.A and Dr. Aan Erlyana Fardhani, M.Pd for their guidance and suggestions in accomplishing this thesis;
5. The Principal, the English teacher and the VIII-A grade students of SMPN 3 Balung, Jember in the 2013/2014 academic year who helped me obtain the research data;
6. My trustworthy friends Desta Angga Saputra and Taufik Adi Gunawan thank you for Suggestions, pray, support, presence, time, help, and your willingness to help me in finishing my thesis.
7. All of my friends of English Education Study Program 2010.

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

Jember, November 2014

The Writer

TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION	ii
MOTTO	iii
CONSULTANTS' APPROVAL	iv
APPROVAL OF EXAMINATION COMMITTEE	v
LETTER OF STATEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
THE LIST OF TABLES	xi
THE LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	
1.1 Background of The Research	1
1.2 Problems of the Reseach	5
1.3 Objectives of the Research	5
1.4 Significance of the Research	6
1.4.1 For the English Teacher	6
1.4.2 For the Students	6
1.4.3 For the Future Researchers	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 Reading Comprehension	7
2.1.1 Word Comprehension.....	8
2.1.2 Sentence Comprehension.....	9
2.1.3 Paragraph Comprehension	10
2.1.4 Text Comprehension	13

2.2 Reading Comprehension Achievement	13
2.3 Types of Reading Text	13
2.3.1 The Definition of Narrative Text	14
2.3.2 Generic Structure of Narrative Text	14
2.3.3 The Language features of Narrative text	14
2.3.4 The Example of Narrative Text	15
2.4 Folktales	16
2.4.1 The Characteristics of Folktales	17
2.5 The Use of Folktales in Language Learning	18
2.5.1 The Roles of Folktales in Language Teaching.....	18
2.5.2 The strength of Using Folktales in Language Teaching.....	20
2.5.3 The Procedures of Teaching Reading by Using Indonesian Folktales.....	21
2.6 The students' Active Participation in the Teaching and Learning Process	22
2.7 Action Hypothesis	22
CHAPTER 3. RESEARCH METHODS	
3.1 Research Design	23
3.2 Area Determination Method	27
3.3 Subject Determination Method	28
3.4 Data Collection Method	28
3.4.1 Reading Comprehension test	28
3.4.2 Observation Checklist for Students Participation.....	30
3.4.3 Interview Data.....	30
3.4.4 Documentation	31
3.5 Research Procedures	31
3.5.1 The phase of planning of the action	31

3.5.2 The Phase of Implementation of the Action.....	32
3.5.3 The phase of class observation and evaluation.....	32
3.5.4 The Phase of Data Analysis and Reflection	33
3.6 Operational Definition of the Key Terms	35
3.6.1 Reading Comprehension	35
3.6.2 Reading Comprehension Achievement.....	36
3.6.3 Narrative Text	36
3.6.4 Folktales	36
3.6.5 The Students Active Participation.....	36
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	
4.1 The Result of the Actions in Cycle 1	37
4.1.1 The Implementation of the Actions in Cycle 1	37
4.1.2 The Result of Observation in Cycle 1	39
4.1.3 The Result of the Students' Reading Comprehension Test in Cycle 1	42
4.1.4 The Results of Reflection in Cycle 1	44
4.2 The Result of The Action in Cycle 2	46
4.2.1 The Implementation of the Actions in Cycle 2	46
4.2.2 The Result of Observation in Cycle 2	48
4.2.3 The Result of The Students' Reading Comprehension Test in Cycle 2	52
4.2.4 The Results of Reflection in Cycle 2	55
4.3 Discussion	56
CHAPTER 5. CONCLUSION AND SUGGESTION	
5.1 Conclusion	60
5.2 Suggestion.....	61
REFERENCES	62
APPENDICES	66

THE LIST OF FIGURES AND TABLES

	Page
Figure 3.1 The Design of the Classroom Action Research 1	24
Figure 3.2 The Design of the Classroom Action Research 2	25
Table 3.3 The Observation Checklist.....	30
Table 4.1 The Result of Observation in Cycle 1	40
Table 4.2 The Students' Participation in Cycle 1.....	42
Table 4.3 The Result of Students' Reading Comprehension Test in Cycle 1.....	43
Table 4.4 The Result of Observation in Cycle 2.....	50
Table 4.5 The Students' Participation in Cycle 2.....	52
Table 4.6 The Result of the Students' Reading Comprehension Test in Cycle 2.....	54
Table 4.7 The Improvement of the Students' Active Participation from cycle 1 to cycle 2.....	58
Table 4.8 The Improvement of the Students' Reading Comprehension Achievement	59

THE LIST OF APPENDICES

	Page
APPENDIX A. Research Matrix	66
APPENDIX B. Lesson Plan Meeting 1 Cycle 1	68
APPENDIX C. Lesson Plan Meeting 2 Cycle 2	83
APPENDIX D. Reading Comprehension Test 1 and Answer Key	98
APPENDIX E. Lesson Plan Meeting 1 Cycle 2	106
APPENDIX F. Lesson Plan Meeting 2 Cycle 2	120
APPENDIX G. Reading Comprehension Test 2 and Answer Key	136
APPENDIX H. The Result of Preliminary Study	144
APPENDIX I. The Students' Previous Mean Score	145
APPENDIX J. The Percentage of Students Who Got The Standard Score of All Classes	146
APPENDIX K. Permission Letter of Conducting Research Training and Education Jember University	147
APPENDIX L. The Letter of Acceptance for Conducting Classroom Action Research with The English Teacher at SMP 3 Balung, Jember Collaboratively	148
APPENDIX M. Statement Letter for accomplishing the research from the headmaster of SMP Negeri 3 Balung, Jember	149

SUMMARY

Improving the Eighth Grade Students' Reading Comprehension Achievement of Narrative text by Using Indonesian Folktales at SMPN 3 Balung, Jember; Novandra Ramadhani Prabowo; 100210401088; 2014; 62 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Language is one of the most important and valuable part of human life since it is used as a means of communication. Every country has its own language to communicate each other. English becomes one of the international languages that have wide influence in communication around the world. In Indonesia, English as a foreign language is taught to the students starting from elementary school as a local content subject, while from Junior High School up to university level as a compulsory subject.

Based on one of the teaching objectives, the students should master four language skills, namely listening, speaking, reading and writing. Reading as one of the language skills presented in the teaching learning activity takes an important role in language skills. Sometimes, the students seemed uninterested in reading English text and confused in comprehending paragraph and text. In this case, Indonesian folktale was selected to help the students to improve reading comprehension achievement since Indonesian folktales are fun and memorable. Thus, it could help the students in comprehending the text easier.

This classroom action research was intended to improve the eighth grade students' reading comprehension achievement of narrative text by using Indonesian folktales at SMPN 3 Balung Jember in the 2013/2014 academic year. The research subjects were the students of class VIII-A at SMPN 3 Balung Jember in the 2013/2014 academic year. This class was chosen because based on fact finding in the preliminary study by classroom observation and interviewing the English teacher that class had problem in reading skill. Classroom Action Research with cycle model was

applied in this research. This classroom action research had been done in two cycles. Each cycle was employed in three meetings including reading comprehension test. There were four stages of activities in each cycle, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and doing reflection of the action. The process evaluation was conducted by observation that was done in each meeting to observe the students' participation during the teaching learning process. The product evaluation was conducted at the end of each cycle by administering reading comprehension test.

Based on observation, the percentage average result of the students' participation during teaching and learning process in cycle 1 was 55.11%. It means that the action in cycle 1 did not achieve the success criteria of this research. Further, the observations were continued to the cycle 2. Moreover, the percentage average result of the students' active participation increased 23.81% from 58.44% in cycle 1 to 82.25% in cycle 2. It means that the use of Indonesian folktales could improve the students' active participation during teaching learning process of reading activities.

Based on reading comprehension test, the percentage result of this research showed that the improvement of the students' reading comprehension test in cycle 1 that got scores ≥ 72 was 50 % or only 14 students of 28 students. It means that it had not achieved the success criteria of this research. So, the actions were continued to the cycle 2. In cycle 2, the percentage result of the students reading comprehension test was 78.57% or 22 students of 28 students in cycle 2. It means that the percentage result of the students reading comprehension achievement improved 28.57% from 50% in cycle 1 to 78.57% in cycle 2. Therefore, the criteria of success of this research that was 75% had been achieved and it proved that the use of Indonesian folktales in teaching reading comprehension was helpful to improve students' reading comprehension achievement of narrative text.