



**A STUDY OF THE TENTH GRADE STUDENTS' NARRATIVE  
TEXT READING COMPREHENSION ACHIEVEMENT  
AT SMAN TAMANAN BONDOWOSO**

**THESIS**

**By:**

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**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2015**



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## **DEDICATION**

*This thesis is honorably dedicated to:*

- 1. My beloved parents, Abdul Muhnie and Supaeni, who always love and support me in my entire life.*
- 2. My beloved younger brother and younger sister, Moch. Noeril Firdaus and Nina Octaria Susanti, and my beloved best friends, Reska Dian Alyagustin who always give me motivation and support.*

## **MOTTO**

“You’re the same today as you’ll be in five years except for the people you meet and  
the books you read.”

Charlie Jones

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[http://www.goodreads.com/author/quotes/403392.Charlie\\_Jones](http://www.goodreads.com/author/quotes/403392.Charlie_Jones) (retrieved on  
Monday, September 22<sup>nd</sup> 2014).

## **STATEMENT OF THESIS AUTHENTICITY**

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Jember, 06 February 2015

The Writer

Dyah Agustinie  
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## **CONSULTANTS' APPROVAL**

### **A STUDY OF THE TENTH GRADE STUDENTS' NARRATIVE TEXT READING COMPREHENSION ACHIEVEMENT AT SMAN TAMANAN BONDOWOSO**

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I believe that this thesis might have some weaknesses. Therefore, any criticism and valuable suggestions from those who really want to improve the thesis will be appreciated.

Jember, 06 February 2015

The Writer



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## SUMMARY

**A Study of the Tenth Grade Students' Narrative Text Reading Comprehension Achievement at SMAN Tamanan Bondowoso;** Dyah Agustinie, 090210401032, 2015; 60 pages; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In English language teaching (ELT) at senior high school, reading is one of the English skills other than listening, speaking, and writing that should be learned by the students at the school. The English teacher of SMAN Tamanan said that her Tenth grade students had problems in reading. The English teacher had already known about her students' reading comprehension achievement through tasks and exercises which she gave to the students but she never analyzed the students' reading ability based on the reading comprehension components including word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. Therefore, she did not know in what aspect did the students have problems and what factors that affected the students' problems. Based on those reason, the problems of this research was how the narrative text reading comprehension achievement of the Tenth grade students at SMAN Tamanan Bondowoso.

This research was intended to describe the tenth grade students' reading comprehension achievement especially in reading narrative texts at SMAN Tamanan Bondowoso. There were four reading indicators in this research, namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The indicators were formulated from the purpose of teaching reading at the Senior High School taken from 2013 curriculum. The teaching purpose includes finding out the structure of the text, the main idea of the text, the general and specific information of the text, and the supporting details of the text.

In this research, the number of respondents was 28 students who were determined by using cluster random sampling. The writer chose one among four classes randomly by using lottery since the mean scores of the four classes are

similar, X MIA 1 (65,35), X MIA 2 (66,35), X IIS 1 (66,25), and X IIS 2 (65,32). The class chosen was X MIA 1.

The reading test given was in the form of a multiple choice test with 5 options for each item. The total items of the reading test were 25 items. To get the students' reading score, the results of the students' reading comprehension test were calculated by multiplying the correct answer by 4 and the wrong answer by 0. Therefore the total point was 100.

The result of the calculation showed that the mean score of the students' reading comprehension test of narrative text was 64,28 and it was categorized as "fair". It means that most of the students did not achieve the standard minimum score in reading comprehension achievement test. In details, there were only 8 students out of 28 students who achieved the standard minimum score (KBM=70) in reading narrative text. From the 8 students, there were 3 students who were categorized as "excellent" and as many as 5 students were categorized as "good". Meanwhile, the others did not achieve the standard minimum score in the narrative text reading comprehension test. Each of them were 13 students (46,43%) belonged to "fair" category and as many as 7 students (25,00%) were classified as "poor"

Furthermore, to know the result of the students' achievement based on research indicators covering word, sentence, paragraph, and text comprehension, the test results were calculated by using Healey's formula then it was classified based on the category level proposed by *Depdiknas*. The result showed that the students only achieved the standard minimum score in comprehending word meaning. Meanwhile, they still had difficulties in comprehending the meaning of the other three indicators. The highest score of the four indicators was word comprehension achievement with the mean score of 70,63 which belonged to "good" category. Then, it was followed by the result of the sentence comprehension achievement with the mean score 67,41 and it was classified as "fair". The mean score of paragraph comprehension was 60,71 and it belonged to "fair" category. The lowest was the mean score of the text comprehension, 47,32 which was categorized as "poor".

In summary, it can be concluded that reading comprehension of narrative text was not easy for the students of the tenth grade of SMAN Tamanan. It was because the research result showed that only 8 students from the total 28 students who achieved the standard minimum score in reading narrative text. The 8 students were belonged to two categories, there were 3 students who were categorized as “excellent” and 5 students who were categorized as “good”.

Meanwhile, most of the students still did not achieve good score or the standard minimum score in reading narrative text. It means that the tenth grade students at SMAN Tamanan Bondowoso in the 2014/2015 academic year had problems in reading. The problems covered comprehending sentences, paragraph and whole text meaning due to the students’ inability in comprehending word meaning based on the context of the text.

Therefore, it was suggested for the English teacher to give more reading practices for her students. Moreover, she should not only explain the meaning of the word by word, but make the students also understand about the other meaning of the word explained in different context of the sentence. In addition, it was also suggested for the future researcher to conduct further research at SMAN Tamanan. It was better to conduct a research which was intended to improve the students’ reading comprehension achievement. The improvement could be done by solving the students’ reading comprehension problems especially in comprehending sentence, paragraph, and text meaning by using certain technique or approach.