

**THE STUDENTS' ABILITY IN COMPREHENDING ENGLISH
NARRATIVE TEXT OF JUNIOR HIGH SCHOOL
STKIP JAMBI CITY**

A THESIS

*Submitted as a Partial Fulfillment of Therequirement
for the Degree of Sarjana Pendidikan (S.Pd) in English Education*



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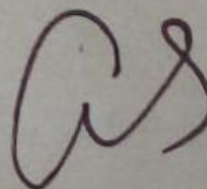
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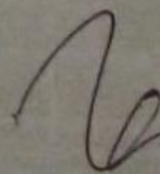
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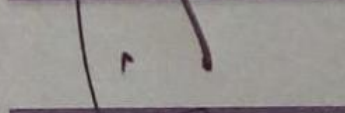
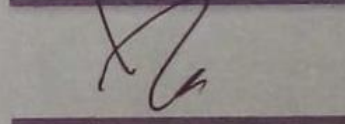
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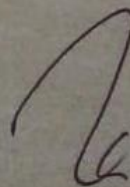
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DECLARATION OF AUTHORSHIP

Rhama Yanti, 1600888203031, clarify that this thesis is my own work and has not been submitted in any forms for another degree or diploma at any University or other institutes or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references are given in the bibliography.

Jambi, March 2023

The Researchers,



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MOTTO

NEVER STOP TRYING
BEFORE SUCCEED
FOR EVERYTHING



Rhama Y. S.

DEDICATION

Appreciatively, I dedicated this thesis to Me, another part of myself that always eager for challenges in life. First and foremost specially for my beloved parents Syahroni and Asmawati who always support me though their endless love and prayers, My sister and brother Mieranti Safitri and Okta Rahmatullah who always cheer me up, May Allah always give them health and always take care of them.



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In the name of Allah. All praise be to Almighty Allah, the Lord of the universe, who has blessed and given the researcher abundant mercies, helps, and guidance so that this thesis can be finished completely. Peace and blessing be upon the Prophet Muhammad as the messenger of Allah, who has guided and led us from the darkness into the shining bright path.

The researcher says thanks sincerely for both of my parents, Syahroni and Asmawati who have always given motivation, advices, much love, and pray that never end so that the researcher can finish his research.

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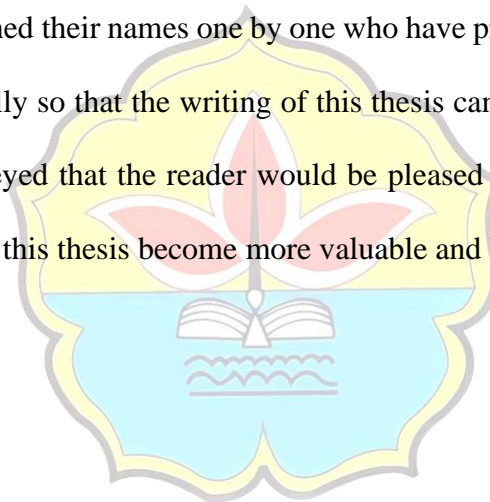
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1. Prof. Herri, S.E., M.BA. as Rector of University of Batanghari Jambi.
2. Dr. H. Abdoel Gafar, S.Pd., M.Pd. as Dean of the Faculty of Teacher Training and Educational Sciences at University of Batanghari Jambi.
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4. All of the lecturers of English Education of the Faculty of Teacher Training and Educational Sciences at University of Batanghari Jambi who have given the knowledge, advice, and inspiration.

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In general, the researcher does not forget to say a lot of thanks to all those who had not mentioned their names one by one who have provided assistance, both morally and materially so that the writing of this thesis can be completed. Finally, the researcher conveyed that the reader would be pleased to provide constructive suggestions to make this thesis become more valuable and better.



Jambi, 20 March 2023

The Researcher,

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ABSTRACT

Yanti, R. (2023). The students' ability in comprehending English narrative text at Junior High School Labor Stkip Jambi City. A thesis. English Study Program, Faculty of Teacher Training and Education, University of Jambi. First Supervisor: Dr. Yanti Ismiyati, S.Pd, M.Pd, and Second Supervisor: Siti Aisyah, S.Pd, M.Pd.

The purpose of the research to analyze the students' ability in comprehending narrative text of students' at Junior High School Labor Stkip Jambi City. This research utilized quantitative research and employed a statistic descriptive. The population of the research were 10 students of the eighth grade students at Junior High School Labor Stkip Jambi City. Reading comprehension test was used as the instrument of this research. The test was used to obtain the data about the students' ability in comprehending English narrative text. The findings of research shows that majority of the students had "low ability" in comprehending English narrative text. It was proved by the finding that 90% of the students had "low ability" in the test. As a result, it is demonstrated that eighth-grade students at Labor Stkip Junior High in Jambi City have low reading comprehending abilities.

Keywords: Ability, Reading Comprehension, Narrative Text.

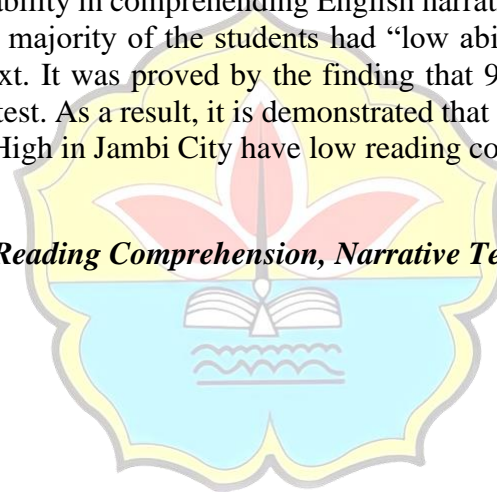
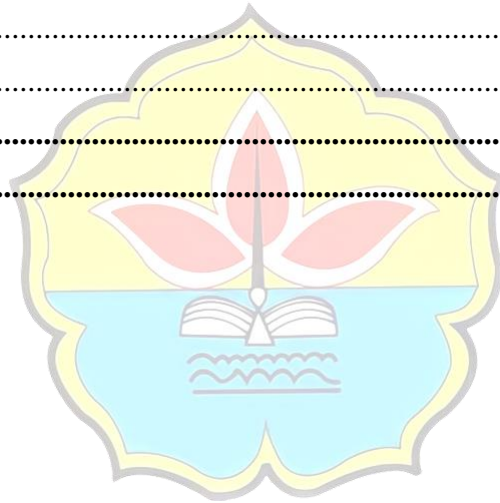


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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Reading is one of the important things which has a significant contribution to the success of learning. According to Hodgson (Tarigan, 2008), “reading is a process that is performed and used by the readers to get the message, that is conveyed by the author through the medium of words/writing”. Moreover, Paul Anderson (Tarigan, 2008) stated that reading is a method used by the readers to communicate the meaning contained or implied in a written text with themselves and sometimes others.

Reading is a process of identify as well as integrate the meaning of words in a sentence of reading text, so that the final result of reading process is the reader is able to get the essence of reading. Finochiaro and Bonomo (Tarigan, 2008) stated that “reading is bringing meaning to and getting meaning from printed or written material, picking as well as understanding the meaning or significance contained in the written material”. In addition, it is a process to understand a written text which means extracting the required information as efficiently as possible. In other words, reading is a process to get, to understand, and to absorb informations or something from what we have read.

In learning English language, reading is one of the significant factors. By reading, it can help to improve other skills of English language and also increase the ability of vocabulary mastery as well as grammar. It is because when a learner reads a book, he/she could learn how the author writes and arranges the words by

good grammar, find new words or vocabulary, find new terms in English language, and so on. But, in order to understand what the author wrote and derive new knowledges from a reading text, a good reading comprehension skill is the way-out and a needed key for a learner.

There are four skills of English language that taught to the students since they are in junior high school level. Brown (1994) stated that four skills of language process that should be mastered by students are listening, speaking, writing and reading. One of the effective ways in learning process is reading. By reading, they will get more informations, knowledges, even enjoyment. Moreover, reading activity is one of the strategies for the students to gain informations and knowledges that are not presented by the teacher in the classroom.

Comprehending a text of reading is a complex process in which the students use their ability to find out the information or messages from the text. It means that the students have to be able to understand the meaning of a reading text because the ability to read is not only reading the text loudly and correctly, but also the ability to comprehend and get something from what they read. If students can read the words but do not understand what they are reading, they are not really reading. Hence, having a good reading skill and being able to comprehend a reading text are the very important thing.

Since English is a foreign language in Indonesia, there are possibilities that students may get difficulties in comprehending English text. This probably because of faulting in identification and recognition of word, lack of vocabulary knowledge,

limited comprehension abilities or strategies, poor oral reading, poor teaching method, and so on. At junior high school level, there are some types of English text that taught to the students. They are descriptive text, procedure text, recount text, report text, and narrative text. Narrative text is one of the genre that taught to the eighth and the ninth grade students at junior high school. In this research, the researcher focuses on the student's comprehension of English narrative text.

In the aspect of reading, it is significant for the students of junior high school to have a good ability in comprehending a reading text as ability to understand and comprehend the types of English text (procedure, report, descriptive, recount, and narrative text) since they usually will appear in the national final examination of English subject. Therefore, they are demanded to have a good skill or ability in comprehending English texts in order to make them ready and able to answer the questions when they are facing the national final examination. It is not only about the national final examination, the student's ability of reading comprehension is required since they are in junior high school level, before they continue to the next level learning about English language in senior high school or even in a university.

Realizing that reading comprehension skill is a very crucial thing to be achieved by the students since they are in junior level, the researcher is interesting to analyse their ability in comprehending a reading text related to one of the types of English text that is: **The Students' Ability in Comprehending English Narrative Text of Students at Junior High School Labor Stkip Jambi City.**

a. Limitation of the Formulate

Formulate of the research according to the background of the study, it is necessary to conduct a study that analyse comprehension of English text. The problem need to be answered as follows: What are the students' ability in comprehending English narrative text of students at Junior High School Labor Stkip Jambi City?

1.2 The Objective of The Research

Based on the statement of the problem above, the writer has a purpose as follows: To analyse the students' ability in comprehending English narrative text of students at Junior High School Labor Stkip Jambi City.

1.3 Significance of The Research

The result of this study is expected to be able to give some benefits as follows:

1. The researcher hopes that the result of this study will be useful information as consideration for the teachers in teaching process of reading subject.
2. The researcher also expect that the result of this study will be helpful information for the development of the students in comprehending English narrative texts.

1.4 Limitation of The Research

The researcher, in this study, limits his analysis just for students of Junior High School Labor Stkip Jambi City, and to find out their ability in comprehending one of the types of English text, that is narrative text.

1.5 Definitions of Key Terms

For the sake of clarification and to avoid ambiguity, some terms in this study need to be defined. The terms are shown as follows:

1. Ability

Ability is a capability to do something. According to Soelaiman (2007), “the ability is the characteristic that is innate or learned, which allows someone to finish his/her job, mentally or physically”.

2. Reading Comprehension

Reading comprehension is the process through which the dynamic interaction of the reader’s background knowledge, the information inferred by the written language, and the reading situation context are constructing meaning (Dutcher, 1990).

3. Narrative text

A narrative or story is any report of connected events, actual or imaginary, presented in a sequence of written or spoken words, or still or moving image

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Definition of Ability

The ability can also be called as a potential. The ability of a person will participate in determining an outcome. The ability or the potential that exist within each individual can be learned and developed in order to become better. Soehardi (2003) stated that the ability is someone's talent to perform an activity physically or mentally, which is gained from birth, learning, and experiences.

According to Robbins (2006), the ability is an individual's capacity or capability to perform the various tasks in a particular jobs. Moreover, Robbins said that basically the ability consists of two factors, namely intellectual ability, and physical ability.

- a.) The intellectual ability is the skills needed to perform various mental activities- thinking, reasoning and problem solving.
- b.) The physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics.

In this term refers to the students' ability in comprehending English narrative texts. In short, the writer can conclude that the ability is the potential or capability of an individual to master the skill in doing something, performing variety of tasks in a job, and even learning.

2.2 Definition of Reading Comprehension

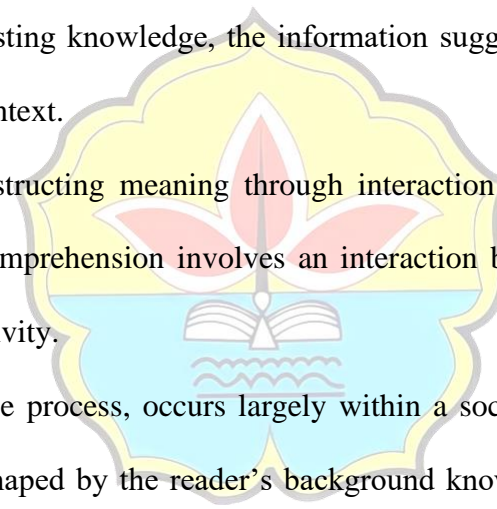
Reading comprehension refers to remembering and understanding what we have read in a text. In reading, comprehension is an essential part, because without it the reader will not get the information and feel difficult to understand the message from the text. According to Nunan (2003), “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension”. Reading ability is comprised not only about recognition of word and phrase, but also the ability to comprehend, to interpret, and to evaluate the printed or the written text.

Reading needs a comprehension to understand the context and to get information from a text. It is a communication between the reader and the writer. According to Nuttal (1982), reading comprehension is a process of interaction between the reader, the writer, text of reading, and reading. In this process, the ability to process information required to generate understanding.

Moreover, reading comprehension is the act of understanding what you are reading. According to Yang (Akarsu & Harputlu, 2014) “Successful reading comprehension is a complete grasp of meaning in a text in which dynamic and growing appreciation of interrelationships in the text is required”. It is an intentional, active, and interactive process that occurs before, during, and after the readers read a particular piece of writing. Good comprehension depends on whether the readers can extract and retain the important ideas from what they have read, not on how fast they read.

There are several definitions of reading comprehension according to Kimberley (2014) as follows:

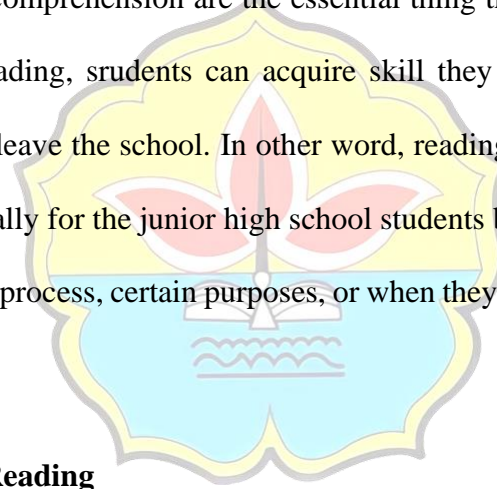
- a) A process in which information from the text and the knowledge possessed by the reader act together to construct meaning.
- b) The ability to decode printed text and recognize and understand words. Word recognition is a foundation of reading.
- c) The transacting with text in order to create meaning from it.
- d) The process of constructing meaning through the dynamic interaction among: the reader's existing knowledge, the information suggested by the text being read, and the context.
- e) The act of constructing meaning through interaction and involvement with written text. Comprehension involves an interaction between the reader, the text, and the activity.
- f) As an interactive process, occurs largely within a socio-cultural context that shapes and is shaped by the reader's background knowledge and experience, purpose for reading, information available in the text, and the activity or context in which the reading occurs.
- g) The thinking done before, during, and after reading.
- h) The intentional thinking during which meaning is constructed through interactions between the text and the reader.



2.2.1 The Importance of Reading

Harmer (1998) said that “reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure”. Reading is an important thing in the world of education. By reading, students may get beneficial informations that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items in English subject consist of reading skill. Therefore, the students should be trained well in order to have a better reading skill.

Reading and comprehension are the essential thing that learners need to use in daily life. By reading, srudents can acquire skill they will need for practical purpose when they leave the school. In other word, reading skill is very crucial to be mastered, especially for the junior high school students because it will be useful for them in learning process, certain purposes, or when they decide to continue their study.



2.2.2 Purposes of Reading

As we know, the purpose of reading is the reader can understand the written language. In other word, how the reader gets the message from the writer. One of the most important tasks of the reader is to dig out and find out what the writer would like to say and mean. It is can be said that finding the meaning of a reading is the main purpose of reading, not recognize the letters/words.

Reading should have a purpose, because if the readers read a book with a purpose, they tend to be more understanding than readers who do not. Therefore, if students concentrate on the purpose of reading, so that their comprehension will be

increase.

If students want to be able to understand a text optimally, it is important to them to know how to read effectively. The following steps are suggested to the students in order to read efficiently and effectively :

1. Being aware of the nature of what they are reading.
2. Being able to use different reading strategies such as scanning, skimming, and so on.
3. Knowing the purpose of reading.

Generally, the purposes of reading are reading to get general information or specific information of the text, and reading for pleasure. According to Paul Anderson (Tarigan, 2008), the purpose of reading includes: reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading to classify, reading to evaluate, and reading to compare or contrast”.

- Reading for details and fact is reading to know what is done by the subject of the story.
- Reading for main ideas is reading to get the problem statement.
- Reading for sequence or organization is reading to know each part of the story.
- Reading for inference is reading to know what is the writer meant by its story.
- Reading to classify is reading to find unusual things.
- Reading to evaluate is reading to know the value of the story.

- Reading to compare or contrast is reading to compare the way of life of the story with the way of life of the reader.

Those statements and definitions about reading above show that reading comprehension means a complex process of thinking in assigning meaning from printed materials which involve most of the readers' intellectual acts such as strategies, abilities, purposes, and comprehension in order to receive ideas or information extended by the text. It can be said that reading is not only looking at word, read the text loudly, read correctly, but also getting meaning from word to word, or line to line to comprehend a reading.

2.2.3 Strategies In Comprehending Reading Texts

In order to comprehend and to catch the information and idea of reading text, we have to have abilities or strategies in reading. The following some abilities and strategies that are needed to help read more quickly and effectively:

1. Previewing

Previewing, according to Wassman and Paye (1985), is a sorting technique which allows the reader to read selectively and locate the important ideas of the passage. In this strategy, a reader must observe, think, and ask questions about the specific sections of a textbook, such as its preface, table of contents, introduction, and diagrams to get a sense of what the text is about.

2. Skimming

According to Tarigan (2008), skimming is the type of reading that make our eyes move and look quickly, pay attention to written material to find and obtain

information and enlightenment. This is reading a text or a passage quickly to get a general idea. A reader can apply this strategy by read the title, any heading and sub-heading, pictures or charts, any italicized bold word or phrases, the foreword, table of contents, index, and summary or last paragraph.

Moreover, Albert et al (Tarigan, 2008) said that there are three main purpose of skimming as follows:

- a) To obtain a general impression of a book or article, short writing;
- b) To locate a particular case of a reading material;
- c) To find / put the necessary materials in the library;

3. Scanning

According to Brown (2001), “Scanning is quickly searching for some particular piece or pieces of information in a text”. Scanning is very high-speed reading that readers do when they are looking for a specific piece of information such as name, date, statistic, or fact without reading the whole text.

When the readers scan, they have a question in mind, do not read every word, only key words that will answer they question. This scanning strategy will help students learn to skip over unimportant words or unneeded information so that they can read faster.

2.2.4 Characteristics of Good Reader

In order to read effectively and efficiently, to catch the ideas, messages, informations, and so on from a reading passage, a reader should be able to use the

basic knowledge or skills correctly, and have to be a good reader. According to Tarigan (2008), there are some characteristics of a good reader as follows:

- A good reader knows the purpose of reading. In this case, there are two general objectives, to seek the information and to enjoy the reading.
- A good reader is able to understand what he/she reads. In this case, the reader must have good vocabulary mastery and the ability to respond to the organization of the passage.
- A good reader has to be skillful in speed reading. In this case, the reader must be able to choose an appropriate speed in reading.
- A good reader has to know about the printed media. In this case, the reader must be able to identify which one is a magazine, newspaper, novel, comic, etc.

2.3 Teaching Reading

Teacher is one of school environmental factors who has an important role to increase students' learning achievement. Teachers are the subject in education, have a duty and obligation to transfer the knowledge to their students. A teacher is an important person in the teaching-learning process, especially for teaching reading, because the teacher also determines whether the students can be good readers or not.

According to Dawson et al (Tarigan, 2008), he stated that a discussion before, during, and after reading is required if we want to improve and enrich the vocabulary, common understanding, and improve the ideas of the students that we educate. Moreover, Dawson said special vocabulary regarding reading material

should be taught directly. If there are new words in students' textbooks, teachers should discuss them with the students so that they understand their meaning before they begin to read.

Teachers also become a source of learning difficulties if they can not choose the right techniques to teach the material. Although the teachers are very knowledgeable about the subject they are teaching, sometimes they often rely on one teaching technique to impart the informations. Farstrup (2002) stated that the teachers should be aware and knowledgeable of many available instructional methods and strategies to promote students' reading comprehension and motivate students toward reading, promote their interest and encouragement in reading comprehension, develop their reading comprehension skills, and aid them in accomplishing reading comprehension tasks successfully. The teachers sometimes do not realize that the techniques they use are not in accordance with the subject matter that they convey. Therefore, the teacher should be careful in choosing the techniques in teaching, because they related to the students' understanding of the material.

2.4 Definition of Narrative Text

Narrative text is one of types of English text that is taught in junior high school besides descriptive, procedure, recount, and report text. It has a chronological sequence of events that are connected which involved characters. It can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main characters, setting, time, problems, solution, and a plot (structure). It could be an imaginary or real, which tells story in

order to entertain reader or listener, and also to give moral values conveyed through its story.

According to Anderson and Anderson (2003), narrative text is a text that tells a story that aims to entertain or give information to the reader or listener. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle, and the ending resolves the problem. In addition, narrative text may take many kinds or forms. They are myths, fairytales, aboriginals, science, fiction, bedtime stories, and romance novels.

Simply, narrative text is a story, could be real or imaginative, with complication or problematic events, tries to find the resolutions to solve the problems and, in doing so, entertains or informs the readers.

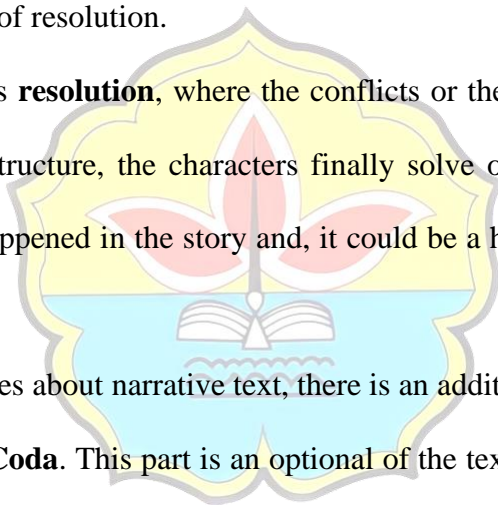
2.4.1 Generic Structure of Narrative Texts

Generic structure of narrative text focuses on the series of steps proposed to build a story. Essentially, there are three point of generic structure of narrative text. They are orientation, complication, and resolution. Anderson & Anderson (2003) explained that the generic structure of narrative text consists of five parts. they are orientation, complication, sequence of events, resolution, and coda. The following are the explanation of generic structures of narrative text:

- a) First structure of narrative text is **orientation**. It is located in the first paragraph. In theory, orientation contains information message about What, Who, Where, and When. Usually there is an adverb of time like once upon a time, one day,

one night, a long time ago, etc. In the orientation, it will inform the reader what is the story about? Who are the characters? Where and when the event occurred.

- b) Secondly is **complication**, where the problems in the story happened or appeared. Complication tells what happened to the characters in the incident. It becomes the core of a narrative text. Generally, it contains friction between the characters and the events. This friction causes the conflicts or the problems.
- c) Third is **sequence of events**, this part is already included in the story automatically, because it contains about the series of events. Usually, this part delivers the part of resolution.
- d) Third structure is **resolution**, where the conflicts or the problems in the story solved. In this structure, the characters finally solve out the conflicts or the problems that happened in the story and, it could be a happy ending or even a sad ending.
- e) In some references about narrative text, there is an additional generic structure, which is called **Coda**. This part is an optional of the text. **Coda** is the last part of the structure of narrative text that contains of advices and moral values that can be learned from the story.



2.4.2 Linguistic Feature of Narrative Text

A text can be recognized from the characteristics of language. Characteristics of language in a text are commonly called as linguistic features. Anderson & Anderson (2003) stated linguistic feature of narrative text includes: specific characters, time words that connect events to tell when they occur, verbs to show

the actions that occur in the story, and descriptive words to portray the characters and settings.

A special character who become the character in the story of narrative text is called “**specific character**”. In the narrative text also found “**time words that connect events to tell when they occur**”. It is adverb of time that indicates time sequence of events such as once upon a time, long time ago, and so on. “**Verbs to show the actions that occur in the story**” means that the kind of narrative text uses verbs that indicate activity or events in the story such as climbed, cursed, and so on. In a narrative text, “**descriptive words to portray the characters and settings**” is an information that gives an overview of the character in the story, and also the scene/place of background story.

Simply, the following is an additional explanation of linguistic features in a narrative text:

- a. Using nouns to identify the specific character or places in the story. For example: the princes, the beast, in the river, in the mountain, and so on.
- b. Using action verbs to show the actions in the story. For example: climbed, jump, took, and so on.
- c. Using adjectives that provide accurate description of the character. For example: Short brown hair, tiny boy, little mouse, and so on.
- d. Using time connective or time word to sort out the events, and to connect the events to tell when they happen. For example: before, after, soon, long time a go, one day, and so on.

Below is an example of narrative text:

The Monkey And The Crocodile

(Orientation)

One day, there was a monkey. He wanted to cross a river. There, he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

(Complication)

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

(Resolution)

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.” The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(Source : <http://englishadmin.com/2014/08/narrative-text-with-direct-speeches-in-the-story-of-monkey-and-crocodile.html>)

2.5 Previous Studies

The first previous studied is titled Objective of The Research is to Identify the Students' Ability in Comprehending Reading of Narrative Text by Hemawati R., Ratna, and Supiani (2020) The tudents at MTs Al-Huda Banjarmasin were

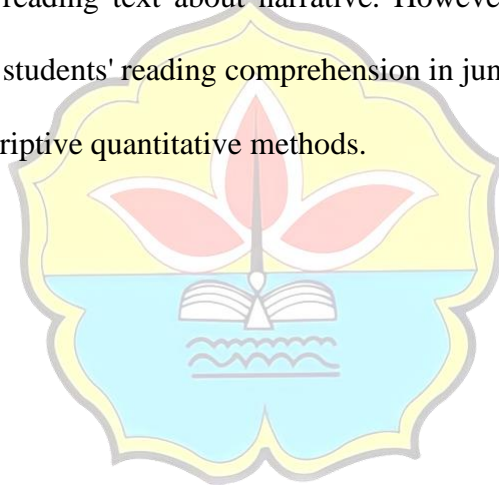
studied using a quantitative descriptive method. The analysis results show that the mean score is 78.38, the standard deviation is 8.766, the median score is 77.50, and the mode score is 75 the minimum and maximum scores are 65 and 95, respectively. In the meantime, the percentage result is 17.65%. Students in the excellent category account for 32.35% of all students. 50% of students fall into this category, which is very good, but 0% of students are average and in the poor category.

Previous research by Nisa, R., Safura, S., and Wicoksono, D. F. (2018). With the titled Ability of Students to Master Reading Comprehension. The results demonstrated that students' comprehension of narrative text is very good. The students mastered the first aspect of reading, the main idea, with 84,44%, the second, reference, with 83,89%, the third, detail, with 81,11%, the fourth, inference, with 80,33%, and the last, vocabulary, with 66,67%. It concludes that the aspect that mastered well by the students is main idea and the most difficult aspects for the students in reading is vocabulary.

The following studied by Graves, M.F., Cooke, C.L., and Laberge, M.J. (1983). The title of this study is The Effect of Difficult Short Story Previews on Understanding, Memory, and Attitudes of Low-ability Junior High School Students. The multiple-choice test results showed that previews increased students' comprehension of the stories significantly (p.03), improving factual comprehension by 13% and inferential comprehension by 38%. The results of the other comprehension tasks showed that the previews increased students' recall of the stories and their scores on the short-answer comprehension test significantly (p.05). When students were given previews, they remembered twice as many propositions

and scored roughly 40% higher on the short-answer test. The results also showed that students liked and found it useful to be given story previews. The debate focuses on generalizability and the impact that previews appear to have on the reading process.

It can be concluded from the three previous studies that the students' vocabulary in determining their understanding of reading in the research above has some similarities and differences. One distinction is that some researchers use research data retrieval from short narrative text stories rather than multiple choice questions based on reading text about narrative. However, all of the preceding research, focuses on students' reading comprehension in junior high schools. All of them employed descriptive quantitative methods.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is classified as the type of narrative research by using quantitative method. Creswell (2009) stated that quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. In general, quantitative method divided into two parts, namely experimental and non-experimental. Experimental can be divided again into quasi-experiment, single subject, and so on. Whereas non-experimental is divided again into descriptive, comparative, survey, and so on.

The researcher was used descriptive quantitative design in this research. Descriptive quantitative design can be defined as a method that is used to analyze or describe the results based on the facts found in a research by using quantitative approach. This research design is used because the data that obtained by the researcher based on the quantitative data, then the researcher will explain the results of the data into descriptive form. Moreover, it is used because the researcher does not try to find or explain the correlation, and not try to test the hypotheses. This design is appropriate in this research, because it describes what the researcher found about the students' ability in comprehending English narrative text.

3.2 The Population and Sample

3.2.1 Population of Research

According to Creswell (2012) the population is a group of individuals with a certain characteristic. The population of this study is the students at Junior High School Labor Stkip Jambi City. The students at Junior High School Labor Stkip Jambi City divided into a classes, that is class 8. There are 10 students at Junior High School Labor Stkip Jambi City, which are in class 8 consists of 10 students of 7 male and 3 female. There are three different grade levels at Junior High School Labor in Jambi City: 9, 8, and 7. The following table shows the classes.

Table 1
Population of Research

No.	Class	Population
1.	VII	4
2.	VIII	10
3.	IX	11
Total		25

Source: Administration of Junior High School Labor Stkip Jambi City

3.2.2 Sample of Research

Neuman (2000) said a sample is smaller set of cases a researcher selects from the broader pool, and generalizes to the population. Although, Arikunto (2010) stated that if the number of population is less than one hundred, it is better to take

the population as the subject of a research. Whilst if the population is more than one hundred, it is suggested to take 10-15% until 20-25% of the population as sample.

According to Arikunto (2010), it is preferable to use this group as a research subject if the total population is less than 100. In the meanwhile, it is advised to select a sample of between 10-15% and 20-25% of the population if there are more than 100 people in the population. Although there isn't a hard-and-fast rule about how many people you should include in your study, according to Creswell & Creswell (2018), some researchers believe between 10 and 50 participants are adequate depending on the sort of research and your research objectives.

According to Ridwan (2004), area sampling (also known as cluster sampling) involves selecting representatives from each existing region or group. The researcher then jotted down the classes, including classes VII, VIII, and IX, on a piece of paper. Researchers rushed and grabbed a piece of paper. The sampling exam, which was administered at the STKIP Labor Middle School in Jambi City, said that it was for class VIII. The following table shows the study data that the researchers gathered utilizing the cluster technique from class VIII for the academic year 2022–2023.

Table 2
Sample of Research

No.	Class	Students
1.	VIII	10

Source: Administration of Junior High School Labor Stkip Jambi City

3.3 Research Instrument

In this research, the researcher provides reading test to answer the research problem: “the students ability in comprehending English narrative text of students at Junior High School Labor Stkip Jambi City. The researcher will use reading test as the research instrument to measure or analyse their ability in comprehending English narrative text.

According Brown (2004), a test is a tool for testing a person's skill, knowledge, or performance in a given topic. Researcher's reading assessment focuses on English narrative texts that were taken from several online blogs. The reading test comprises of four narrative texts that each include five questions and a total of 20 questions. Students will be asked to identify the orientation, complexities, resolution, and coda of English narrative texts as part of the researcher's question-and-answer format. These inquiries are listed in Appendix 1.

3.4 Technique of Data Collecting

The collection of the data will be held at Junior High School Labor Stkip Jambi City. It is located on Slamet Riyadi No 1 St., Sungai Putri, District. Telanaipura Jambi City. There are some procedures in collecting the data of the research as follows:

1. The researcher provides reading test that consist of five English narrartive text with 20 questions.
2. The students have 60 minutes to answer the questions of reading test.

3. The students will be asked to answer the questions by choosing one of the correct answer based on the narrative texts in mutiple choices (a, b, c, and d options).
4. Each correct answer will get score 5. So that the highest possible score is 100 and the lowest is 0.

3.5 Technique of Data Analysis

The techniques of data analysis are the important part in a research, by using this method the researcher can conclude the result of the research. In analyzing the data, the researcher uses techniques include: the data that obtained from the reading test are counted into scoring classification, tabulated and counted into percentage data in the range of 0% - 100%, explain the results, and conclude the results of the reseach.

Firstly, the researcher will analyze the result of reading test to determine the students' ability in reading comprehension, in what qualification their ability in comprehending English narrative text. The researcher distinguishes the students' ability from their correct answer in answering reading test.

In scoring system, to know the qualification of student's ability from the reading test, the researcher will use formula:

$$\text{Student's score} = \frac{\text{The number of correct answer}}{\text{The total number of item}} \times 100$$

To obtain the information concerns with the ability of the students, this research determines a table of percentage scale and qualification as follows:

Table 3
Percentage Scale and Qualification

Percentage Scale	Qualification
81 – 100	Very Good
61 – 80	Good
41 – 60	Sufficient
21 - 40	Low
< 20	Very Low

(Arikunto, 2008)

Secondly, From the initial data above, the researcher will tabulate the data and counting the percentage of the data. To know the percentage of the data, the researcher will use formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Number of respondent get the qualification score

N = Number of respondent

Finally, the researcher will explain what he found about the students' ability in comprehending English narrative text, the percentage of the data, and result conclusion of this research in the descriptive form.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of this research. It deals with the presentation of the data, data analysis, and discussion about data obtained from the test. These data analysis and discussion are presented descriptively.

4.1 Findings

The data used in this research are students' scores of reading comprehension test, and the research finding presents results of the research based on these data.

The data were collected on Wednesday 11th of January 2023. The participants worked on the test under the supervision of the researcher himself and one of the English teacher in Junior High School Labor Stkip Jambi City. Based on the data, then the researcher obtained the following results.

4.1.1 The Students' Ability in Comprehending English Narrative Text

In this research, reading comprehension test was used by the researcher to measure the students' ability in comprehending English narrative text. The researcher gave the test by providing three English narrative texts that concerned about people, place, and thing. Each narrative text consisted of twenty questions. In this test, the students were asked to answer several questions based on their understanding about the text.

Furthermore, in this research, the researcher described the students' ability in comprehending English narrative text. To measure the students' ability, the researcher counted the students' scores. The students' ability is categorized as "very

good” if they got score 81 – 100, categorized as “good” if they got score 61 – 80, categorized as “sufficient” if they got score 41 - 60, categorized as “low” if they got score 21 – 40, and categorized as “very low” if they got score 20 or less.

Based on the criteria of scoring, the highest score is 100 and the lowest score is 20 or less. From the result of the test, the researcher found that the highest score was 50, and the lowest score was 10. The table below presents the percentage of the eighth grade students’ ability at Junior High School Labor Stkip in comprehending English narrative text.

Table 4

The percentage of students’ ability in comprehending English narrative text

No	Scoring	Classification	Number of Students	Percentage
1	81 – 100	Very Good	0	0%
2	61 – 80	Good	0	0%
3	41 – 60	Sufficient	1	5%
4	21 – 40	Low	9	95%
5	< 20	Very Low	0	0%
Total			10	100%

From the table above, in comprehending English descriptive text, it can be seen that there was 0% students (0 students) who got classification “very good”, there was 0% students (0 students) who got classification “good”, there were 5% students (1 student) who got classification “sufficient”, there were 95% students (9 students) who got classification “low”, and there was 0% students (0 students) who got classification “very low”.

In addition, 1 students (5%) who got classification “sufficient” achieved score 50. Furthermore, 9 students (95%) who got classification “low” achieved score 10, 20, 25, 30, 35, and 40. They consisted of one student got score 10, one student got score 20, two students got score 25, two students got score 35, two students got score 35, and one student got score 40. (The students’ score, see Appendix 1.)

From the result of data analysis above, it showed that the ability of the eighth grade students at Junior High School Labor STKIP Jambi City in comprehending English descriptive text was categorized as “low” category. It was proved by the finding that 95% of the students (9 students) got classification “low” in the test, in which they just achieved score ranged from 10 to 40.

4.2 Discussion

This part presents the discussion and review based on the findings of the research. It concerns about the students’ ability in comprehending English narrative text.

An understanding of a reading text can be measured by whether or not the students are able to answer the questions related to it, and the ability can be seen from the correct answer they did while working on the test. Therefore, the ability in understanding a reading text can be seen from the high number of percentage of participants who answered correctly the questions of the test.

The result of data analysis indicates that there were 9 students (95%) who just achieved ranging score 10 – 40 in the test of comprehending English narrative text. Overall, they only got 2 – 8 correct answer of 20 questions. There was single student who got very good and good score/ability. There were only 1 student (5%)

who got sufficient score/ability that achieved score 50. It means that majority of the eighth grade students at Junior High School Labor Stkip Jambi City had “low ability” and still have difficulties in comprehending English narrative text.

An English reading text is difficult to understand because it contains many words that are unknown or unfamiliar to the students.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of this research that already discussed in the previous chapter, the ability the eighth grade of students at Junior High School Labor Stkip Jambi City in comprehending English narrative text was low. It was supported by the fact that there were 95% students who had low ability in the test.

Researchers discovered that 95% of students received low grades. Several pupils at Labor Street Jambi Junior High provided poor responses when reading other students' responses, which is why their scores were so low. According to my professional experience, some pupils struggle to understand how to learn through writing, reading, or speaking. The same approach was given to a number of pupils at Labor Junior High, although they were still developing their comprehension of reading narrative materials.

It is further supported by the results of 9 pupils who received only one sufficient score out of a possible 20. It can be claimed that Labor Middle School's student test scores are in fact deficient or low. Students should ideally be more literate in both English texts and other topics. Furthermore, it requires the skills of teachers to manage their pupils effectively while utilizing a variety of modern learning media, especially English reading.

5.2 Suggestions

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. For the teacher

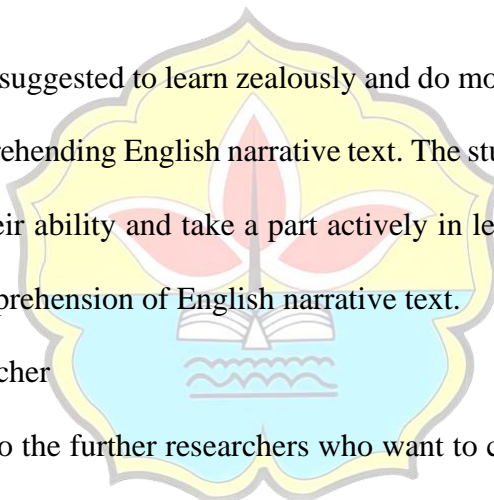
- a. The teachers are suggested to teach and explain more about English narrative text and its component, applying more techniques and media of teaching reading skill, and give more exercises to improve their students' ability in comprehending this kind of text.
- b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.

2. For the students

The students are suggested to learn zealously and do more exercises to improve their ability in comprehending English narrative text. The students should have hard effort to improve their ability and take a part actively in learning process in order to support their comprehension of English narrative text.

3. For future researcher

It is also suggested to the further researchers who want to conduct the study about students' ability. It would be better to conduct the study with different aspects of this research. For example: improving students' ability in checking reference words of English reading text.




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APPENDIX

APPENDIX 1
QUESTIONS OF RESEARCH

Name :
Class :

The following test is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

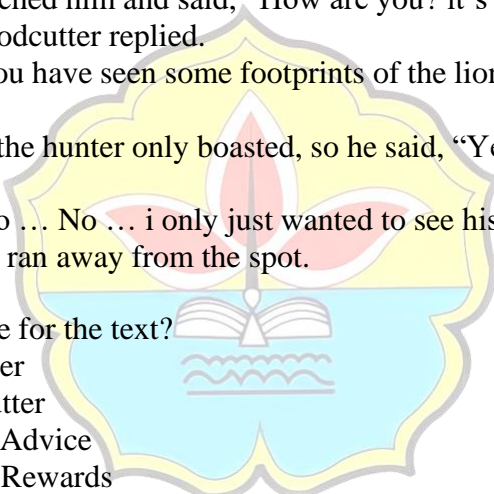
"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

- 
1. What is the best title for the text?
 - A. A Boastful Hunter
 - B. A Brave woodcutter
 - C. A Woodcutter's Advice
 - D. A Woodcutter's Rewards
 2. What did the hunter boast about himself?
 - A. Nobody defeated him.
 - B. He was the smartest man.
 - C. He was the strongest man.
 - D. He was the most courageous man.
 3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
 - A. Upset.
 - B. Scared.
 - C. Jealous.
 - D. Disappointed.
 4. If the hunter met a wild animal on the way, he probably would ... it.
 - A. trap.
 - B. fight.
 - C. catch.
 - D. avoid

The following test is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it. The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?
 - A. A man picked the second fish.
 - B. The second fish could finally save itself.
 - C. The second fish pretended of being dead.
 - D. A man threw the second fish back to the pond.
6. What was the main problem of the story?
 - A. The fish could not escape from the men.
 - B. Two men was going to catch the three fish.
 - C. The third fish didn't think about how to save itself.

D. The fish looked for ways to escape themselves from the men.

7. How could you describe the first fish?
 - A. Smart
 - B. Honest
 - C. Patient
 - D. Humble
8. From the test we can learn that ...
 - A. a good man is hard to find
 - B. two heads are better than one
 - C. no one succeeds without efforts
 - D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on. The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The businessman worried about his son because he ...
 - A. was spoiled
 - B. was unlucky
 - C. behaved badly
 - D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
 - A. It was a big challenge.
 - B. He had done his best.
 - C. The tree roots had settled deeply.
 - D. The tree had a thin but strong stem.
11. What can we learn from the story?
 - A. It is best do everything with great efforts.
 - B. it is hard to get rid of permanent bad habits.
 - C. There will be many problems in human's life.
 - D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull **it** out ... " (Paragraph 2)
What does the bolded word refer to?
 - A. Bushes
 - B. A sapling
 - C. A small tree
 - D. A bigger tree

The following test is for question 13 to 16.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see

sense, but it was too swayed by its own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
 - A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was ...
 - A. brave
 - B. wise
 - C. patient
 - D. humble
15. The rose ignored other plants' advice to change its attitude because ...
 - A. it believed it was the prettiest.
 - B. it could change others to do so.
 - C. it thought that it was right.
 - D. it didn't trust other plant.
16. What can you learn from the story?
 - A. Don't allow others influence your life.
 - B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Do not let anyone

underestimate you because of your look.

The following test is for question 17 to 20.

Once upon a time an owl and a pigeon met and talked.
“There are more owls than pigeons,” said Owl.
“No, way,” said Pigeon, “There are many more pigeons.”
“Let’s count!” answered Owl, “We will meet in the big wood a week from today.”

On that day, the owls came first. The trees were full of them. The owls laughed and said, “OOwah-wah-wah!”

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky. In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

18. Why were the owls laughing when they first arrived?
- A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
 - D. They were talking about how ugly the pigeons were.
19. Why were the owls staring at the pigeons?
- A. They were afraid that the pigeons would.
 - B. They were shocked there were so many pigeons.
 - C. They’d like to count the number of all the pigeons.
 - D. They wanted to scare the pigeons by acting wicked.
20. What can we learn from the story?
- A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

17. The writer’s purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer’s experience.
 - D. to explain how owls have big, flat eyes.

APPENDIX 2
STUDENTS' TEST RESULT

No	Participants	Correct Answer	Score
1.	Student 1	10	50
2.	Student 2	7	35
3.	Student 3	8	40
4.	Student 4	6	30
5.	Student 5	5	25
6.	Student 6	4	20
7.	Student 7	7	35
8.	Student 8	5	25
9.	Student 9	6	30
10.	Student 10	2	10
11.	Total	60	300

$$\begin{aligned} \text{Student 1} &= \frac{10}{20} \times 100 \\ &= 0.5 \times 100 \\ &= 50. \end{aligned}$$

$$\begin{aligned} \text{Student 4} &= \frac{6}{20} \times 100 \\ &= 0.3 \times 100 \\ &= 30. \end{aligned}$$

$$\begin{aligned} \text{Student 2} &= \frac{7}{20} \times 100 \\ &= 0.35 \times 100 \\ &= 35. \end{aligned}$$

$$\begin{aligned} \text{Student 5} &= \frac{5}{20} \times 100 \\ &= 0.25 \times 100 \\ &= 25. \end{aligned}$$

$$\begin{aligned} \text{Student 3} &= \frac{8}{20} \times 100 \\ &= 0.4 \times 100 \\ &= 40. \end{aligned}$$

APPENDIX 3
CALCULATION OF STUDENTS' SCORE

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{150}{1000} \times 100\%$$

$$P = 15 \times 100\%$$

$$P = \frac{150}{10}$$

P = 15. (Very Low)



APPENDIX 4

STUDENTS' ANSWERS

Student 2

SOAL PENELITIAN DI SMP LABOR STKIP KOTA JAMBI

Name : Shana dhis f.
Class : 6

The following text is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? It's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? It's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?
 A. A Boastful Hunter
 B. A Brave woodcutter
 C. A Woodcutter's Advice
 D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
 A. Nobody defeated him.
 B. He was the smartest man.
 C. He was the strongest man.
 D. He was the most courageous man.
3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
 A. Upset.
 B. Scared.
 C. Jealous.
 D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
 A. trap.
 B. fight.
 C. catch.
 D. avoid.
- 8 (40)

The following text is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?
 - A. A man picked the second fish.
 - B. The second fish could finally save itself.
 - C. The second fish pretended of being dead.
 - D. A man threw the second fish back to the pond.
6. What was the main problem of the story?
 - A. The fish could not escape from the men.
 - B. Two men was going to catch the three fish.
 - C. The third fist didn't think about how to save itself.
 - D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish?
 - A. Smart
 - B. Honest
 - C. Patient
 - D. Humble
8. From the text we can learn that
 - A. a good man is hard to find
 - B. two heads are better than one
 - C. no one succeeds without efforts
 - D. a good beginning makes a good ending

The following text is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on. The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The bussinessman worried about his son because he ...
 - A. was spoiled
 - B. was unlucky
 - C. behaved badly
 - D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
 - A. It was a big challenge.
 - B. He had done his best.
 - C. The tree roots had settled deeply.
 - D. The tree had a thin but strong stem.

- ✓ 11. What can we learn from the story?
- A. It is best do everything with great efforts.
 - ~~B. it is hard to get rid of permanent bad habits.~~
 - C. There will be many problems in human's life.
 - D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull it out ..." (Paragraph 2)
- What does the bolded word refer to?
- ~~X~~ A. Bushes
 - ~~X~~ A sapling
 - C. A small tree
 - D. A bigger tree

The following text is for question 13 to 16.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

- ~~X~~ 13. What is the story about?
- A. Two different, but special plants.
 - ~~B. A beautiful, but arrogant rose.~~
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.
- ✓ 14. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - ~~C. patient~~
 - D. humble
- ✓ 15. The rose ignored other plants' advice to change its attitude because ...
- ~~A. it believed it was the prettiest.~~
 - B. it could change others to do so.
 - C. it thought that it was right.
 - D. it didn't trust other plant.
- ~~X~~ 16. What can you learn from the story?
- ~~A. Don't allow others influence your life.~~
 - B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - ~~D. Don't let anyone underestimate you because of your look.~~

The following text is for question 17 to 20.

Once upon a time an owl and a pigeon met and talked.
 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the ones the owls took off, fled into the sky.

In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

- ✓ 17. The writer's purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer's experience.
 - D. to explain how owls have big, flat eyes.
- ✓ 18. Why were the owls laughing when they first arrived?
- A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
 - D. They were talking about how ugly the pigeons were.
- ✓ 19. Why were the owls staring at the pigeons?
- A. They were afraid that the pigeons would.
 - B. They were shocked there were so many pigeons.
 - C. They'd like to count the number of all the pigeons.
 - D. They wanted to scare the pigeons by acting wicked.
- ✓ 20. What can we learn from the story?
- A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

Student 6

SOAL PENELITIAN DI SMP LABOR STKIP KOTA JAMBI

Name : HIJRI
Class :

The following text is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

- 4 (20)
- ✓ 1. What is the best title for the text?
 A. Boastful Hunter
 B. A Brave woodcutter
 C. A Woodcutter's Advice
 D. A Woodcutter's Rewards
 - ✗ 2. What did the hunter boast about himself?
 A. Nobody defeated him.
 B. He was the smartest man.
 C. He was the strongest man.
 D. He was the most courageous man.
 - ✗ 3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
 A. Upset.
 B. Scared.
 C. Jealous.
 D. Disappointed.
 - ✓ 4. If the hunter met a wild animal on the way, he probably would ... it.
 A. trap.
 B. fight.
 C. catch.
 D. avoid.

The following text is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

- ✓ 5. What is the main idea of paragraph five?
A. A man picked the second fish.
 B. The second fish could finally save itself.
C. The second fish pretended of being dead.
D. A man threw the second fish back to the pond.
- X 6. What was the main problem of the story?
 A. The fish could not escape from the men.
B. Two men was going to catch the three fish.
C. The third fist didn't think about how to save itself.
D. The fish looked for ways to escape themselves from the men.
- X 7. How could you describe the first fish?
A. Smart
B. Honest
 C. Patient
D. Humble
- X 8. From the test we can learn that
A. a good man is hard to find
B. two heads are better than one
C. no one succeeds without efforts
 D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

- X 9. The bussinessman worried about his son because he ...
 A. was spoiled
B. was unlucky
C. behaved badly
D. disobeyed his parents
- X 10. Why do you think the boy failed to pull out a bigger tree?
A. It was a big challenge.
B. He had done his best.
C. The tree roots had settled deeply.
 D. The tree had a thin but strong stem.

11. What can we learn from the story?
- A. It is best to do everything with great efforts.
 - B. It is hard to get rid of permanent bad habits.
 - C. There will be many problems in human's life.
 - D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull it out ..." (Paragraph 2)
- What does the bolded word refer to?
- A. Bushes
 - B. A sapling
 - C. A small tree
 - D. A bigger tree

The following text is for question 13 to 16.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
- A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - C. patient
 - D. humble
15. The rose ignored other plants' advice to change its attitude because ...
- A. it believed it was the prettiest.
 - B. it could change others to do so.
 - C. it thought that it was right.
 - D. it didn't trust other plants.
16. What can you learn from the story?
- A. Don't allow others influence your life.
 - B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following text is for question 17 to 20.

Once upon a time an owl and a pigeon met and talked.
 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.

In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is

- A. to entertain the readers.
- B. to describe owls and pigeons.
- C. to relate the writer's experience.
- D. to explain how owls have big, flat eyes.

18. Why were the owls laughing when they first arrived?

- A. They were making jokes about the pigeons.
- B. They were telling foolish stories about the pigeons.
- C. They were sure they would outnumber the pigeons.
- D. They were talking about how ugly the pigeons were.

19. Why were the owls staring at the pigeons?

- A. They were afraid that the pigeons would.
- B. They were shocked there were so many pigeons.
- C. They'd like to count the number of all the pigeons.
- D. They wanted to scare the pigeons by acting wicked.

20. What can we learn from the story?

- A. Boasting will do more harm to others.
- B. Friendship is very easy to build.
- C. We can do anything if we are together.
- D. Being too proud does not make us noble.

Student 8

SOAL PENELITIAN DI SMP LABOR STKIP KOTA JAMBI

Name : SYDAM
Class :

The following test is for question 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?" "Yes, yes, indeed!" the woodcutter replied. "Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?" The scared hunter said, "No ... No ... i only just wanted to see his footprints." Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?
A. A Boastful Hunter
B. A Brave woodcutter
C. A Woodcutter's Advice
D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
A. Nobody defeated him.
B. He was the smartest man.
C. He was the strongest man.
D. He was the most courageous man.
3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
A. Upset.
B. Scared.
C. Jealous.
D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
A. trap.
B. fight.
C. catch.
D. avoid.
- Handwritten marks: A large 'X' is written to the left of each question. To the right of the questions, there is a handwritten '5' and a circled '25'.

The following test is for question 5 to 8.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose." The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

- X 5. What is the main idea of paragraph five?
A. A man picked the second fish.
B. The second fish could finally save itself.
C. The second fish pretended of being dead.
D. A man threw the second fish back to the pond.
- X 6. What was the main problem of the story?
A. The fish could not escape from the men.
B. Two men was going to catch the three fish.
C. The third fist didn't think about how to save itself.
D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish?
A. Smart
B. Honest
C. Patient
D. Humble
- X 8. From the test we can learn that
A. a good man is hard to find
B. two heads are better than one
C. no one succeeds without efforts
D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

- X 9. The bussinessman worried about his son because he ...
A. was spoiled
B. was unlucky
C. behaved badly
D. disobeyed his parents
- X 10. Why do you think the boy failed to pull out a bigger tree?
A. It was a big challenge.
B. He had done his best.
C. The tree roots had settled deeply.
D. The tree had a thin but strong stem.

- ✓ 11. What can we learn from the story?
- A. It is best do everything with great efforts.
 - ✗ B. It is hard to get rid of permanent bad habits.
 - C. There will be many problems in human's life.
 - D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull it out ..." (Paragraph 2)
What does the bolded word refer to?
- ✗ A. Bushes
 - B. A sapling
 - C. A small tree
 - D. A bigger tree

The following test is for question 13 to 16.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
- ✗ A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.
- ✓ 14. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - ✗ C. patient
 - D. humble
15. The rose ignored other plants' advice to change its attitude because ...
- ✗ A. it believed it was the prettiest.
 - B. it could change others to do so.
 - C. it thought that it was right.
 - ✗ D. it didn't trust other plant.
- ✓ 16. What can you learn from the story?
- A. Don't allow others influence your life.
 - ✗ B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following test is for question 17 to 20.

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.

In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer's experience.
 - D. to explain how owls have big, flat eyes.
18. Why were the owls laughing when they first arrived?
- A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
 - D. They were talking about how ugly the pigeons were.
19. Why were the owls staring at the pigeons?
- A. They were afraid that the pigeons would.
 - B. They were shocked there were so many pigeons.
 - C. They'd like to count the number of all the pigeons.
 - D. They wanted to scare the pigeons by acting wicked.
20. What can we learn from the story?
- A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

APPENDIX 5

RESEARCH PERMISSION



**YAYASAN PENDIDIKAN JAMBI
SEKOLAH MENENGAH PERTAMA
LABORATORIUM STKIP JAMBI**

Alamat : Jalan Letkol Slamet Riyadi Broni Kota Jambi

Telp : (0741) 60673

SURAT KETERANGAN

NO. 14 - 2 - 2023

Yang bertanda tangan dibawah ini :

Nama : Sumarni S.Pd
Jabatan : Kepala Sekolah
Alamat : Jln. Slamet Riyadi RT 09 Broni

Dengan ini menerangkan bahwa saudara :

Nama : Rhama Yanti
Jabatan : Mahasiswa

Telah melakukan penelitian di SMP Labor STKIP Jambi pada :

Hari / Tgl : Rabu, 11 Januari 2023

Demikian surat keterangan ini dibuat dengan sebenarnya.

Jambi, Kamis 12 Januari 2023



APPENDIX 6

DOCUMENTATION

