



**THE STUDENTS' ABILITY ON READING COMPREHENSION
OF NARRATIVE TEXT
IN MIA-1 AT GRADE X MAN NAGASARIBU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement for Graduate Degree of
Education (S Pd) in English*

Written By :

**IHWAL HIDAYAT SIREGAR
Reg. No. 16 203 00041**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020



**THE STUDENTS' ABILITY ON READING COMPREHENSION
OF NARRATIVE TEXT
IN MIA-1 AT GRADE X MAN NAGASARIBU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for Graduate Degree of
Education (S.Pd) in English*

Written By:

IHWAL HIDAYAT SIREGAR
Reg. No. 16 203 00041

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**



**THE STUDENTS' ABILITY ON READING COMPREHENSION
OF NARRATIVE TEXT
IN MIA-1 AT GRADE X MAN NAGASARIBU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for Graduate Degree of
Education (S.Pd) in English*

Written By:

IHWAL HIDAYAT SIREGAR
Reg. No. 16 203 00041



ADVISOR I

Eka Susri Harida, M.Pd.
NIP. 19750917 200312 2 002

ADVISOR II

Fitri Rayani Siregar, M.Hum.
NIP. 19820731200912 2 004

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**

Term : Thesis
a.n. Ihwal Hidayat Siregar

Appendix :7 (Seven) Exemplars

Padangsidempuan, 22nd June 2020

To :
Dean Tarbiyah and Teacher Training Faculty
in -
Padangsidempuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to IHWAL HIDAYAT SIREGAR, entitle "*The Students' Ability on Reading Comprehension of Narrative Text in MLA-1 At Grade X MAN Nagasaribu*", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Islamic Educational Scholar (S.Pd.I) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hoped she could be defined her thesis in Munaqosyah. That is all and thank you for the selection.

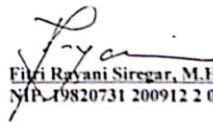
Wassalamu'alaikum Wr. Wb.

Advisor I



Eka Sustri Harida, M.Pd.
NIP.19750917 200312 2 002

Advisor II



Fitri Rayani Siregar, M.Hum.
NIP.19820731 200912 2 004

iv

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : IHWAL HIDAYAT SIREGAR

Registration Number : 16 203 00041

Department/ Study Program : Faculty of Tarbiyah and Teacher Training/TBI-2

The Title Thesis : **THE STUDENTS' ABILITY OF READING COMPREHENSION ON NARRATIVE TEXT IN MIA-1 AT GRADE X MAN NAGASARIBU.**

Had written this thesis with consultative aids of advisors, without doing and dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidempuan, 12nd June 2020

Assertive Researcher



IHWAL HIDAYAT SIREGAR
Reg. No. 16 203 00041

AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic civity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : IHWAL HIDAYAT SIREGAR
Nim : 16 203 00041
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Kind : Thesis

To develop science and knowledge, declare for giving to the State Institute for Islamic Studies Padangsidempuan Non-exclusive Royalty Right on my thesis with the title:

“THE STUDENTS’ ABILITY OF READING COMPREHENSION ON NARRATIVE TEXT IN MIA-1 AT GRADE X MAN NAGASARIBU”

With all the sets of equipment (if needed). Based on this Non-exclusive Royalty Right, the State Institute for Islamic Studies Padangsidempuan has the right to save, format, organize in database form, keep and publish my final task as long as I determine as a writer and own creative right.

Thus, this statement is made truly.

Made in: Padangsidempuan
Date: 12nd June 2020

The Signed

(Ihwal Hidayat Siregar)



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733 Padangsidempuan

EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION

Name : IHWAL HIDAYAT SIREGAR
Reg. No : 16 203 00041
Thesis : THE STUDENTS' ABILITY ON READING COMPREHENSION OF
NARRATIVE TEXT IN MIA-I AT GRADE X MAN NAGASARIBU

Chief


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Secretary

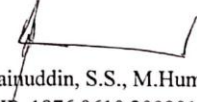

Eka Susti Harida, M.Pd.
NIP. 19750917 200312 2 002

Members


1. Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


2. Eka Susti Harida, M.Pd.
NIP. 19750917 200312 2 002


3. Rayendrian Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001


4. Zainuddin, S.S., M.Hum.
NIP. 1976 0610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : June 26th 2020
Time : 14.00 WIB-Finish
Result/Mark : 85.25 (A)
Cumulative Achievement Index : 3.66
Predicate : Cumlaude



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : **THE STUDENTS' ABILITY ON READING
COMPREHENSION OF NARRATIVE TEXT IN MIA-
1 AT GRADE X MAN NAGASARIBU**
Written By : IHWAL HIDAYAT SIREGAR
Reg. No : 16 203 00041

The Thesis had been accepted as a partial fulfillment of the requirement for
the degree of graduate of Islamic education (S.Pd) in English

Padangsidimpuan, July 17th 2020
Dean

Dr. Lelya Huda., M.Si
NIP. 19720920 200003 2 002

Name : Ihwal Hidayat Siregar
Reg. Number : 16 203 00041
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Title of the Thesis : The Students' Ability in Reading Comprehension on Narrative Text of MIA-1 at Grade X MAN Nagasaribu.

ABSTRACT

Reading comprehension skill is a fundamental skill to obtain further academic learning success to the students. Most of them understand the informational of the text, in other words, they are good in decoding the text but struggling to comprehend what the underlying meaning and purpose beyond the text are. The research goal is to analyze students reading comprehension skill on narrative text of X MIA-1 at grade X MAN Nagasaribu on Academic Year 2019/2020.

This research used the descriptive qualitative method that is supported by the quantitative method. The qualitative method is in the form of expression sentence while the quantitative method is in the form of table. The data were obtained from the informant and students test outcome. Analysis process in the qualitative method was explained in the 3 steps, as following: data reduction, data presentation and conclusion.

Based on the result of the research, it was known that the students' ability in reading comprehension of narrative text of MIA-1 at grade X MAN Nagasaribu was categorized into good category with 63 score; it was gotten from the result of students' means score in doing the test by analysis reading comprehension of narrative text. Then, the hypothesis is "students' ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribuis good category". Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -6.22 < Z_{table} 0.3264$.

Key Words: *Reading Comprehension, Students' Ability, Narrative Text*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

This thesis is presented to the English education Department of the State Institute for Islamic Studies (IAIN) Padangsidempuan as a partial fulfillment for degree Strata I (S1).

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. Mrs. Eka Sustri Harida, M.Pd., as the first advisor who has given me suggestions, criticism, and helps in writing this thesis. May Allah bless her.
2. Mrs. Fitri Rayani Siregar, M.Hum., and Mrs Sri Rahmadani Siregar, M.Pd., as the second advisors who have helped, supported and suggested me to finish this thesis.
3. Prof. Dr. H. Ibrahim Siregar, M.CL., as the Rector of the State Institute for Islamic Studies Padangsidempuan.
4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
5. Mrs. Fitri Rayani Siregar, M.Hum., as the Leader of English Department.

6. All lecturers of IAIN Padangsidempuan who have given the knowledge during my studying in this campus.
7. IAIN Padangsidempuan Librarian (Yusri Fahmi, S.Ag., S.S., M.Hum.) and the staffs for their cooperative and permission to use their books.
8. My beloved parent, (Ikhsanul Hakim Siregar, S.Ag and Nur Hamni Sihotang) who taught me how to be patient to face this life, my elder brother (Arif Rahman Siregar, S.Pd.I.), my young brother (Muhammad Satria Siregar), and all my beloved family who always give their praying, motivation, and moral encouragement to finish my studying.
9. My beloved friends Ahmadon, Rahmad, Anggia, Aswandi, Roja', Mahdi, Husein, Irfan, Habibi, Ilham, Jupri, Ramadi and especially to TBI-2 thanks for your help, patience, and care to support to finish my study.
10. All my friends in IAIN Padangsidempuan, good luck for you.
11. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, 21st May 2020
The Researcher,

IHWAL HIDAYAT SIREGAR
NIM. 16 203 00041

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEGALIZATION ADVISOR SHEET	ii
AGREEMENT ADVISOR SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	v
LEGALIZATION OF EXAMINER SHEET	vi
AGREEMENT DEAN SHEET	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of the problem	1
B. Identification of the problem	6
C. Limitation of the problem	6
D. Formulation of the problem	6
E. The Aims of the Research	7
F. Definition of Operational Variables	7
G. Significance of the Study	8
CHAPTER II THEORETICAL DESCRIPTION	
A. Theoretical description	10
1. Students' Ability	10
a. The Definition of Students' Ability	10
b. Types of Ability	12
2. Description of Reading Comprehension	14
a. The Definition of Reading Comprehension	14
b. The Purpose of Reading	18
c. Concepts of Reading Comprehension	18
d. Kinds of Reading	21
e. Techniques of Reading Comprehension	23
f. Reading Assessment	24

3. Description of Narrative Text	27
a. The Definition of Narrative Text.....	27
b. Generic Structure of Narrative Text	28
c. Language Features	28
d. The Example of Narrative Text.....	29
B. Review of Related Findings.....	30
C. Hypothesis	33

CHAPTER III RESEARCH METHODOLOGY

A. Place and time of the research	34
B. Design of the research	34
C. Population and sample.....	35
a. Population	35
b. Sample.....	35
D. Instrument of collecting data	36
E. Technique of Data Analysis.....	37
F. Test Hypothesis.....	39
G. Outline of Thesis	40

CHAPTER IV THE RESULT OF THE THESIS

A. Description of Data	42
B. Hypothesis Testing.....	49
C. Discussion.....	50
D. Threats of the Research	54

CHAPTER V THE CONCLUSION AND SUGGESTION

A. Conclusion	55
B. Suggestion.....	55

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLES

	Page
Table 1: Indicators of Reading Assessment	26
Table 2: Generic Structure of Narrative Tex.....	28
Table 3: Example of Narrative Text	30
Table 4: The Population of MIA-1 at grade X MAN Nagasaribu.....	36
Table 5: The Indicator of Reading Comprehension of Narrative Text Test	38
Table 6: The Classification Quality of the Students' Score.....	39
Table 7: Students' Total Score in Reading Narrative Text	42
Table 8: The Quality score of the students in Reading Narrative Text	44
Table 9: The resume of variable score in reading narrative text	45
Table 10: The Frequency Distribution in reading narrative text	46

LIST OF APPENDIXES

	Page
Appendix 1: Test.....	60
Appendix 2: Validity of Test.....	67
Appendix 3: Students' Name and Initials of MIA-1 at grade X MAN Nagasaribu	68
Appendix 4: Students' Score in Reading Narrative Text of MIA-1 at Grade X MAN Nagasaribu.....	69
Appendix 5: Description Data Using Mathematic Formula.....	70

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of the basic skills, the ability to process the understanding of the written text. People often say reading is the depot of information in the world. By reading people can add their knowledge and their insight. Nowadays, reading is not only found from the books, but also from other sources like internet, announcement, newspapers, advertisements, magazine, television, news, maps, slogan and everything in written form.

Reading is one of the receptive skills in English. It is a skill that works as communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the ideas or the information of the text that want to be delivered by the writer. It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Reading is activity with a purpose. A person may read in order to get the information or verify existing knowledge, or in order to critique a writer's idea or writing style.¹ A person may also read for enjoyment, or to enhance knowledge of the language being read. Taking those as the consideration, the purpose for reading guides the reader's selection of text.

¹Henianti Sri Agusta, Zainuddin Amir, and Delvi Wahyuni, "The Effect of Applying Annotating Strategy on Comprehension of Grade XI Students AT SMAN 8 Padang in Reading Monologue Texts," *Journal of English Language Teaching* 3, no. 1 (September 27, 2014): 110-115-115.

Reading comprehension is an ability to understand what the readers read where words have context and text have meaning. If the readers can read the words of a text, but they do not understand what they are reading, they are not really reading. Reading comprehension is an essential skill for English learners.

From explanation above the researcher can conclude that reading is one of the language skills that must be learned by the students of English as a foreign language. Students must make reading is their needed because reading is very important. In reading a text, the students have to understand about what the text purpose, main idea or what is the text talk. So reading with comprehend the meaning is better but the fact most of students unlike read long passage because they do not have strategy so in reading comprehension we need strategy to make our reading is fun, easy, etc. Therefore there are few reasons why reading is necessary in the life and very important.

First, reading is one of the most important skill which is learn by the students beside, listening, speaking, and writing. Reading is learning process that aimed at getting information from the text and it uses to add the reader knowledge. In reading, need an active process in the reader brain, however the reader have to find both of explicit and implicit information from what they read. Beside that, there is an interaction between the text and the reader. Reading is an important skill which has an important contribution to the success of learning language.

Second, reading has a significant place in learning English. Reading is important because it can help the students to gain information such as general knowledge, subject of school. Through reading people can add their own knowledge which is needed to insure the continuing personal growth and adapt the change in the world. In other words reading can help the students to broaden their experience of the world in which they live.

Third, reading for comprehension is not of course an easy text especially for Junior High School students. Many students have troubles when they get the tasks related to reading material. The cause of this matter is lack of reading comprehension ability. The important thing that can help the students explore their reading comprehension is ability to arrange the reading material, its element, and understand interrelationship between its parts. Through reading, they can enrich their vocabulary and of course to access knowledge.

Reading is one of the subjects has been already taught since the first grade. In other words, they have been studying English for a long time, it means they should know a good learning method and strategies to learn English especially in reading comprehension. In this school, students are taught some strategies and techniques to understand reading text, for example, the students have been taught how to identify main idea and topic sentence, main idea, supporting sentence and others. From the explanation above, it can be seen that students have been learning reading maximally. Ideally, students are able to identify information, the main idea, and etc.

In short, students have many problems with their reading skill. Although the students had been taught reading comprehension by using the way which has been explained above, but students' reading comprehension is still far from the expectation of curriculum itself. Based on the writer's observation at MAN Nagasaribu, the writer found some problems faced by the students in learning reading.

The first is the students are lazy to read because the teacher just using a conventional strategy such as teaching without using technique or strategy.² Then, the students do not concentrate of the material and they difficult to focus and center their mind when reading. Besides that, some of the students were not able to define reading comprehension.

The second, the students are lack of vocabulary and motivation in reading, seldom to practice, and lack of attention about the important of reading. They just read a text, and they accept what is in print directly without compare and connect what they are reading with what they have known.³ So, before reading, they do not find out what the assignment about, and check the length of an assignment before reading and read until the assignment is completed only.

²Interview with Mr. Agus Mulia, et.al., Students of MAN Nagasaribu, on 12 November 2019 at 10:00 am.

³Habib Pratama, *Private Interview to the students of MAN Nagasaribu*, (Nagasaribu, MAN Nagasaribu, 12nd November 2019).

The third, they also cannot make the inference of the text and do not know what the text talk about. So, the students comprehend the text well. Then, reading becomes the burden of their life.⁴ Besides, many students accept everything they read at face value, they seldom sit back and examine the authors' ideas, sources, evidences, or choice of words with critical eyes.

In addition, students also had difficulty analyzing the text well. In order to increase students' reading comprehension needs an appropriate strategy or technique to help them as solution for their problems. So to achieve the success in language teaching learning process especially English, the appropriate teaching and learning strategy is one of important factors in all language teaching.

Understanding reading material is an ability which has to the students developed and growth to the students, and need a hard effort and more attention because they have to learn about sentences construction, short story, and poem. In this case reading comprehension is needed. Based on the explanation above, it is known that ability in reading narrative text is very important for students. So, the researcher interested to know the students' ability in reading comprehension of narrative text. Then, the researcher applied it through the title "*The Students' Ability in Reading Comprehension of Narrative Text at X Grade of Man Nagasaribu.*"

⁴ Rani Ayumi Harahap, *Private Interview to students of MAN Nagasaribu*, (Nagasaribu, MAN Nagasaribu, 12nd November 2019).

B. Identification of the Problem

Based on the background above the researcher identified the problems of the students' reading comprehension, they are students were not concentration with the material because the teacher just using conventional learning, the students are lack of vocabulary and motivation in reading, seldom to practice, and lack of attention about the important of reading, and they also cannot make the inference of the text and do not know what the text talk about.

C. Limitation of the Problem

Based on the identification above, the researcher found some problems in reading comprehension of narrative text. Based on my observation in MAN Nagasaribu of MIA-1 at X grade of English subject, one of the student basic competence is understanding reading comprehension, and they can solve about how to identify the main idea in a text. So, the researcher limited the problems on finding the students' ability in reading comprehension on narrative text of MIA-1 at X grade of MAN Nagasaribu.

D. Formulation of the Problem

To make the problems clearly in this research, the researcher formulates them as follow "How is the students' ability in reading comprehension on narrative text of MIA-1 at X grade of MAN Nagasaribu?"

E. The Aim of the Research

The aim of this research is to examine the students' ability in reading comprehension of narrative text of MIA-1 at grade X MAN Nagasaribu.

F. Definition of Terms

Based on advance explanation, the writer has conveyed some theories of each terms. Therefore, writer can conclude both variables as follow:

1. Reading comprehension

Reading comprehension is basically is an activity to help students to comprehend text. Comprehension of text depends on 2 main things, reader and what they read. Students have to comprehend the text if they can explain the main points of the text they have read without reading it again, and also they can make connections between the new information they get after reading and their prior knowledge.

2. Ability

Ability is a physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁵ In Indonesian dictionary state that ability is power or mental have someone to do something, a property that people.⁶ Base on definition above, researcher concludes that ability is a power or mental having someone to do something by hard.

⁵A Merriam Webster, *Webster's Collegiate Thesaurus*, (USA: : Massa Chusetts, 1976). P. 324

⁶Tim prima pena. *Kamus besar bahasa Indonesia*, (TT: Gitamedia Press, 2001), P. 511.

3. Narrative Text

Narrative text is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

So, my title in this research is “The Students’ Ability on Reading Comprehension of Narrative Text in MIA-1 at Grade X MAN Nagasaribu”. It means the capability of students MIA-1 grade X in reading comprehension of narrative text.

G. Significance of the Study

The significances of this research are:

1. Headmaster, to motivate English teacher to teach English in good ways.
2. Students, to know the way learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.
3. Teachers, to develop teaching English especially in teaching reading and to help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun for students in classroom.
4. Researcher, it is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.

5. School, it can give positive effect to future in teaching learning process, especially in reading comprehension.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoretical description, which consists of sub chapters such as theoretical description of reading comprehension, students ability, and narrative text. Then review of related findings, and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' ability

1. Definition of students' ability

Students' ability consists of two words, students and ability. In Oxford Advanced Learner's Dictionary of Current English, according to A. S. Hornby students who is studying at a university.⁷ Students are anyone who studies or who is devoted to the acquisition of knowledge. Student is a person who attends a school, college or university, a person who studies something.⁸ In Indonesian dictionary the student is a learner especially on the grade of elementary, junior and senior high school.

According to Merriam Webster, the word "ability" has three meanings, they are, the power to do something physical, mental, or power to perform, competence in doing.⁹ Means, on those definitions above that ability is a mental, power or legal of someone to do something by his/her self.

⁷Hornby A S, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1974). P. 18.

⁸ Merriam A Webster, *Definition of Student*, ([http://www.merriam-webster.com/dictionary/student.](http://www.merriam-webster.com/dictionary/student)), retrieved 10:34 PM (2020).

⁹Webster A Marriam, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976). P. 78.

Ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource. Ability is a natural tendency to do something successful or well.¹⁰ In Oxford Dictionary stated that ability is “level of skill or intelligence”.¹¹ Mariam says that “the ability is a quality or being able, especially in physical, mental or legal power to perform”.¹² The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, “ability is:

- a) Capacity or power to do something physical and mental.
- b) Cleverness, intelligence.
- c) Special natural power to do something well that talent.¹³

Based on explanation above ability is quality to makes students be able to do something, students can be easy to understand what they do and the students have intelligence well.

According to Douglas Brown, the word “ability” has three meanings, they are:¹⁴

¹⁰Trianto, *Definition of Ability*, (<http://www.brainyquote.com/words/ab/ability126113.html>). retrieved on 5:57 PM (2020).

¹¹Hornby A S, *Oxford Advance Learner's Dictionary of Current English* (New York: Oxford University Press, 2000). P. 2.

¹²Webster A Mariam, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976). P. 33.

¹³Hornby A.S, *Oxford Advance Learner's Dictionary of Current English* (New York: Oxford University Press, 2000). P .38.

¹⁴H. Douglas Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New jersey: Engle wood Cliffs, 2001). P. 236-238.

- a) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b) Capacity is potential ability and can be measured by the individual's capacity.
- c) Aptitude is quality and can be expressed by especially training.

So ability is the student's potential that can be used to measure or to know the individual's capacity and also can be expressed by training.

2. Types of Ability

An ability is the power to do the things well this includes knowledge, skill and talent that can be directed to achieve a result. The following are common types of ability:¹⁵

- a) Aptitude, a component of a competency to do a certain kind of work at a certain level. An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental. Aptitudes inborn potential to do certain kinds of work whether developed or undeveloped. Ability is developed knowledge, understanding, learned or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to skills and achievement, which represent knowledge or ability that is gained through learning.

¹⁵ Webster A Mariam, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976). P. 90.

- b) intelligence, logic, abstract thought, understanding, self-awareness, communication, learning, having emotional knowledge, retaining, planning, and problem solving. Intelligence has been defined in many different ways including one's capacity for logic, abstract thought, understanding. Self-awareness. Communication, learning, emotional knowledge, memory, planning, creativity and problem solving. It can be more generally described as the ability to perceive information, and retain it as knowledge to be applied towards adaptive behaviors within an environment.
- c) knowledge, a familiarity with someone or something, which can include facts, information, descriptions, or skills. Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.
- d) Skills, the learned ability to carry out a task with pre-determined results.
- e) Power (social and political), the ability to influence people or events.

So students' ability means anyone who studies or who is devoted to the acquisition of knowledge and somebody need construction or development of owned ability it individually and group and also expect treatment either from adult, including the teacher. The ability is the skills

or the potential of an individual to master the skill in doing various tasks in a job or an assessment of the person's actions. The ability is the achievement of person who is studying in school.

Based on definition above, the researcher concludes that the students' ability is anyone who studies in school in performing something or to do something of power and skill and ability is state being able to express or to do express or to do perform what they have known whether physical moral intellectual or legal capacity. Everyone have different ability in writing, reading, speaking and listening senior high school.¹⁶

Based on the definition above the researcher concludes that the student is anyone who studies in school or University.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading is receptive skill, it is transactional between a reader and a writer. Reading is an interactive process between a reader and the text, reading is the process cognition, interpretation and perception of a written or printed material. According to Marilyn "Reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the

¹⁶ Tim Penyusun Kamus Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai pustaka, 2001). P. 1077.

flow of information”.¹⁷ Reading is important to get the information in all aspect. Likewise, it names as the one of information source that Allah SWT, taught to the human for getting the knowledge.

In other words, the science has to search as life guidance for be loyal. Reading also helps the students to answer the question that refers to the subject matter they are studying. They search the answer in reading the information about the question they have.¹⁸ Reading gives them much information that they need besides the other way such as interview someone, look for in the internet, in document but it doesn't release from the reading. To sum up, to answer the question that appears in learning process can be exceeded by the reading the other information that refers to the subject matter.

Finally, reading is the process of cognition, interpretation and perception of a written or printed material. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁹ So, reading is an interactive process that happens in human minds to reconstruct the meaning for what they have read and then, bringing meaning to and getting meaning from printed or

¹⁷Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication* (New York: McGraw-Hill, 2003), P. 68.

¹⁸Dewi Fatimah Sitompul, EkaSustri Harida, and Sojuangon Rambe, “Improving Students’ Reading Comprehension Through Guessing Strategy,” *English Education: English Journal for Teaching and Learning* 7, no. 1 (June 2019): 127–39, <https://doi.org/10.24952/ee.v7i01.1658>.

¹⁹Marianne Celce-Murcia. *Teaching English as A second or Foreign Language* (Los Angeles: Newbury House. 1991), P. 200.

written material. Reading to learn also involves complex thinking skills in which students must be able to make material their own through activities which guide them into analyzing texts. Such as summarizing passage and chapters, picking out main ideas, and building them into an outline.

Reading comprehension is understanding and getting the meaning from the text by interactive communication with the author though by physical and mental process. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Readers' ability to understand the authors' message is influenced by their background knowledge. It is stated by Burn and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' message.²⁰ So, reading is cannot be separated from the comprehension because the result of the reading activity is to understand what the text has been read.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to

²⁰Meri Febrianti, "The Correlation Between Annotating Text Strategy Mastery and Reading Comprehension at the First Year Students' of SMAN 11 Pekanbaru" (2013), <http://repository.uin-suska.ac.id/10083/>.

monitor and reflect on his or her own level of understanding while reading the material.²¹ The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

In addition, Clarke and Silberstein said that “a reader’s comprehension depends on her or his ability to relate the information that she or he gets from the text with prior knowledge.”²² Therefore, schema plays an important role in reading comprehension. Besides that, the students should be able to explore their thinking and to identify what the author means. In other word, the students in this level are supposed to read and to understand the text comprehensively.

So, Reading comprehension means the ability to interpret and evaluate what readers read and to understand of written or printed material. In addition, Reading comprehension is the ability to understand information presented in written form. Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the new idea that given by the writers.

²¹Maslakhatin, “The Effects of Mind Mapping (MP) and Pre-Questioning (PQ) on the Students’ Reading Comprehension,” n.d. ISSN 2443-0390, <http://journal.uinjkt.ac.id/index.php/ijee/article/view/3090>.

²²Leah D.Miller and Tenena M.Soro Kristin Lems, *Teaching Reading to English Language Learning*, First Edit (New York: The Guilford Press, 2010). P. 56.

2. The Purpose of Reading

The main idea of reading to get and to find information include content and meaning of the text based on purpose. Here there some of purposes of reading:

- a) Teacher and learners catch the material in the process of direct communication.
- b) Reader and writer are effective, so that there is close relationship between them, then there will be settlement on relative implication.
- c) Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds.²³

Based on the list above, the researcher makes an inference that purpose of reading is to make the point of understanding and comprehending the text.

3. Concepts of Reading Comprehension

Reading is one of the four languages. This category is skill to comprehend a piece of information in written language. It explain that in teaching reading, the teacher should be emphasized on the skill to help the students' motivation, various kind of English text to help the students, develop their ability in reading.²⁴ However, for just read it's a book

²³ Rohib Adrianto Sangia, "The Process and Purpose of Reading at a Public University Surabaya," no. May 2014 (2018): 8.

²⁴ Cristine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann, 1996), P. 23.

without comprehend the meaning or identify the text we need many vocabulary. So, reading comprehension will build up our vocabulary.

Reading is comprehension. If students can read the words of a text, but do not understand what they are reading, they are not really reading. As Hornby says, “comprehension is the power of understanding”.²⁵ It is the ability to understand a language.

According to Parr that the purpose of reading is to develop the children to love literature, the multitude of genres and to be confident in their own reading to share with others. Reading also develops the children to have a wide range of opportunities for reading then become independent readers.²⁶ Moreover, it develops powers of imagination, inventiveness and critical awareness, equally important, read it with expression and emotion.

Based on definition above, the researcher conclude that reading comprehension is an activity that does by someone or called as a reader to understand and get the point from a text or point material.

There are some elements in reading comprehension, they are:

a) Topic

²⁵Hornby, *Oxford Advanced*, ed. John, First Edit (New York: American Library Association, 2010). P. 120.

²⁶Wulandari, “Implementation of Story Mapping and Mind Mapping Toward Students’ Reading Comprehension Enhancement: A Comparative Study,” *Acuity: Journal of English Language Pedagogy, Literature and Culture* 4, no. 1 (2019): 23–31, <https://doi.org/10.35974/acuity.v4i1.678>.

A topic is the one thing the whole paragraph is about, which every sentence and idea contained in the paragraph related to. Usually, the topic is one word or phrase consisting of two or more words. That is why a topic could also be defined as the word or phrase that best describes what all of the sentences in the paragraphs about.

b) Main Idea

A main idea is what the author says, thinks, or wants to communicate about the topic. Sometimes main idea is located in the first paragraph, because in that place the author is telling about the text. Every other sentence and idea in the paragraph is related to the main idea. The main idea is usually directly stated by writer in a sentence called the topic sentence which is usually but not always played in the beginning of paragraph.

c) Supporting Sentence

Supporting sentence is developed the topic sentence that is, they explain the topic sentence by giving reasons, example, facts, statistics, and question. Supporting sentence usually is in the second paragraph, and the purpose of supporting sentence to develop the topic sentence.

d) Conclusion

A concluding sentence asserts the main idea of the paragraph and, while elaborating the conclusion, it connects the topic sentence and the ideas presented in the supporting details. A concluding sentence sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea.

In short, based on the explanation above, the researcher concluded that topic is what the text talk about. Main idea is point of view by author in a sentence that using as a representation to the next sentences. Supporting sentence is the sentences which has role to give detail explanation about main idea. While, conclusion is the point of the text tell or explain.

4. Kinds of Reading

a) Silent Reading

According to Oxford dictionary “silent reading is condition of not speaking and a sound track”.²⁷ It means silent is not voice. According to Kasihani that “silent reading is to train the students to really pay attention to comprehend the text.”²⁸ So, silent reading is reading by heart or without sounds to get the deep understanding of the material. Reading silently improves students’ understanding

²⁷Karen Tankerslay, *Literacy Strategies*, (Virgina USA: ASCD, 2005), P. 108.

²⁸Kasihani, K.E.Suyanto, *English for Young Learners*, (Jakarta:Bumi Aksara, 2008), P. 65.

because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time. Encouraging the students to read silently will help them develop the strategies they need for reading fast, and with better comprehension.

The researcher concluded, silent reading is the process of reading by heart. It is condition of not speaking and the reader try to focus on the text.

b) Loud Reading

According to H. Douglas Brown stated that loud reading is the test-taker separate letters, word, and or short sentence and read them loud, one by one, in the presence of administrator since the easement is reading comprehension, any recognize able oral approximation of the target response is considered correct.²⁹ Reading aloud also connects the eyes and ears to the tongue as well as to the entire body, which is involved in body language.

Then, the researcher can conclude that loud reading is the activity to read the text with oral expression, speaking or talking out loud.

²⁹H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Pearson Education Inc, 2004), P. 90.

5. Techniques of Reading Comprehension

There are many experts writing about reading technique or strategies, about how to read effectively and efficiently. Some writers, for example Eskey, Sanford and Garrold, and Carrell state that there are interactive model in reading.³⁰ They explain that efficient and effective second language reading requires both top-down and bottom-up strategies operating interactively. The interactive process in reading will be occurred when the readers make an interactive work between the top-down and bottom-up strategy, it enables the readers to be good readers.

The technique of reading comprehension that can use, they are:

a) Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something. The reader must know what looking for and can weed out potential distracting information. It is important for the teacher to teach reading technique and to set up the purpose of reading to the students.

b) Skimming

One of the most technique that use by the students in reading skimming. Skimming is kind of reading strategies that can help

³⁰Maria Novary, Ngabut, "Reading Theories and Reading Comprehension," *Journal on English as a Foreign Language (JEFL)* 5, no. 1 (March 2015): 25–36, <https://doi.org/10.23971/jefl.v5i1.89>.

students to read faster. Skimming is reading as the fastest speed a person can accomplish.

Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or the message, and possibly some of the developing of supporting details.

c) Scanning

The second in the most valuable category is scanning. Scanning is a reading technique quickly searching for some particular piece of pieces of information in the text. This technique asks the students to look for names or dates, to find definitions or key concepts, or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text. Scanning involves looking through a text to find specific information. Look for words to the topic or purpose for reading. Use scanning to research, review, and find information.

6. Reading Assessments

Assessments require planning and organization. The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose. Assessment is a tool to measure how far the students' ability and comprehension of the material.³¹ There are indicators

³¹J. Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), P. 98.

in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning.

The indicators for reading comprehension are the following sentences:

- a) Topic sentence is a sentence that refers to the main idea or message in the paragraph.
- b) Important information is facts or details about the text which it has great effect or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and the actors of the text.
- c) Content of the message is global information that refers to a core of the story and problem in the text.
- d) Meaning of difficult word/ idiom/ phrases in context meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.
- e) Conclusion of the text Improving Students' Reading Comprehension through Guessing Strategy. Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.³²

Base on explanation above teacher should consider it to make students comprehend and evaluation more useful.

There are some indicators in assessing students' reading, as follows:

- a) Identify the topic from the text
- b) Identify main idea from the text
- c) Identify information that needed from the text
- d) Give conclusion from the text
- e) Understand the vocabulary from the text.³³

³²Dewi Fatimah Sitompul, Eka Susti Harida, and Sojuangon Rambe, "Improving Students' Reading Comprehension through Guessing Strategy of State Institute For Islamic Studies Padangsidimpuan," *English Journal for Teaching and Learning* 7, no. June (2019): 127–39.

³³H. Douglas Brown " *Language Assessment Principles and Classroom Practices / . Douglas Brown* , (New jersey: Engle wood Cliffs, 2001), P. 98.

Table 1
Indicators of Reading Assessment

No	Indicators of Reading Assessment
1	Discovering main idea fable
2	Identifying detail fable
3	Understanding vocabulary fable
4	Summarizing concepts of fable ³⁴

There are some techniques in assessing or testing, one of them is multiple choice questions. A multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.³⁵ So the researcher takes the conclusion, the researcher will take some of the indicators of reading comprehension and choose the multiple choose question as a technique to test reading comprehension.

The researcher will use indicators of reading assessment on the table 1.

C. Description of Narrative Text

1. Definition of Narrative Text

³⁴Mislaini, "Improving Students' Reading Comprehension on Narrative Text By Using Fable at The Grade X SMAN 1 Bonai Darussalam at a Public University in Pasir Pangaraian," 2015.

³⁵Cyrrill J and Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), P. 43.

A narrative is a kind type composed both in written and spoken form, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that students are expected to use early on their school life. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The basic purpose of narrative text is to entertain, i.e. to gain and hold the reader's interest in a story. But narrative may also seek to each or inform, to embody the writer's reflections or experience, and perhaps most important to nourish and extend the reader's imagination. So narrative text has purpose to amuse of entertain and gives good lesson to us and the other people to listen about narrative.

Dorothy states a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration.³⁶ Narrative is one of text that its social function is to entertain, and dealing with actual experience or representatives in different ways. Narrative deals with problematic events

³⁶ Hilman Suherman, "Teaching Reading Comprehension Narrative Text Through Mind Mapping Method to The Eight Grade of MTs Darussalam Kalibakung Balapulang Tegal Regency at Walisongo Islamic State University" (2015).<https://epirints.walisongo.ac.id>.

that caused the crisis or turning point of some kind, which in turn find a resolution.

2. Generic Structure of Narrative Text

Table 2
Generic Structure of Narrative Text

Text Elements	Content
Orientation	This is the introductory part of the stories where the author tells the reader who is in the story, when the story taking the place, and were the story is happening. Throughout this part, the reader can get the insight of what probably happens next in the story.
Complication	The part the author tells the chain of events in the story that influences what will happen in it. This is where the character plays their role. Many characters will be affected by some of the events happen in this part.
Sequence of Event	A narrative may present a series of event as the form of response from the characters to the complication of the story. It involves the character's feelings and what they do. That event is usually told in chronological order of with flashback. The point of view appears in this part.
Resolution	In this part, the story reaches its end. This is where the problem is solved.
Coda	Usually coda is present at the last paragraph. Coda includes a moral or message to be learn from the story.

3. Language Features

There are some language features in narrative text, they are:

- a) Certain noun, pronouns, animals, and certain thing in the story, such as maid, stepsister, housework.
- b) Adjectives extending noun phrase, such as long black hair, two read apples.
- c) Time connectives and conjunction to make events sequence, such as then, before, soon, next, etc.
- d) Adverbs and adverbial phrases to show location and time of events such as there, here, in the, mountain, happily, etc.
- e) Action verbs in past tense: stayed, climbed, jumped, etc.
- f) Saying verb indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the character in the story, such as thought, understood, felt, seemed, etc.
- g) The use of the Past tense.³⁷

So, researcher concludes the language features of narrative text are to get or to find the adjectives extending noun phrase, action verb in past tense, time connectives and conjunction. It has talked about that comprehension to construct the language to take the information from the text.

4. Example of Narrative Text

Narrative text is one of the text that tells about the past event. In this text, the tenses that used is simple past tense, and this text is very familiar in adult life because the content is interesting and there is moral value inside of the text. So, below is the example of narrative text.

Table 3
Example of Narrative Text

³⁷Megan Watkins Peter Knapp, *Genre Text Grammar*, First Edit (Sydney: UNSW Press Book, 2005). P. 67.

Title**Hungry Crocodile****Orientation**

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

Complication

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Resolution

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Lets run buffalo, lets run". The buffalo and the kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it

Coda

Usually coda is presented at the last paragraph.

Coda includes a moral or message to be learnt from the story.³⁸

D. Review of the Related Findings

There have been many researches done regard to this research and the research found some related findings such us:

The first is the students' ability in comprehending narrative text is as the following: Excellent 12 students, Good 12 students, Average 1 students. Where 48% students who got score 80-100 categorized as "Excellent", 48% students who got score 60-79 categorized as "Good" and 4% students who got score 50-59 categorized as "average".³⁹ So the researcher can categorized that they are good in comprehending narrative text

The second is she concluded based on the result of analyzing data, it was found that the tenth Audio Video department of SMKN 1 Padang had high ability to comprehend narrative text. It was indicated by the fact that 45 students (78.95 %) had high ability to comprehend narrative text. Specifically, the students' ability to comprehend generic structure of narrative text was high. It was indicated by the fact that 43 students (75.44 %) had high ability. The students' ability to recognize word meaning (vocabulary) of narrative text was high. It was indicated by the fact that 55 students (96.49 %) had high

³⁸ Kaarina Koski and Frog with Ulla Savolainen, *Genre Text Interpretation*, First Edit (Turenki: Studia Fennica Folkloristica, 2016).P. 67.

³⁹ Lely RefnitaPrihatiaNingsih, Syamsul Huda, "An Analysis of The Students' Ability to Comprehend Narrative Text At The Tenth Audio Video," *Jurnal Didascein Bahasa* 06, no. 7 (2016): 1-15.

ability. The students' ability to identify moral value of narrative text was low. It was indicated by the fact that 38 students (66.67 %) had high ability. The students' ability to identify purpose of narrative text was high. It was indicated by the fact that 50 students (87.71 %) had high ability.⁴⁰ So, the researcher can conclude that the students' ability to comprehend narrative text was high.

The Third is The result of this research showed that the students in understanding moral value of narrative texts were included into, "low category" There were 3 students (8.56%) included good category; 15 students (42,87%) were included into "moderate" category; and 17 students (48.57%) were included into "low" category.⁴¹ The average was (57.9). legend is regarded as the most difficult kind of narrative texts to find out its moral value there were 99 time of correct answer (56.57%).

The forth is The results of test scores of the students of SMK Bhineka Karya 05 Teras show that all the students have reached the KKM that have been assigned by schools that is 65. However in the mastery of reading English on students was classified as being. The form of the questions that are available on the test scores are numbered 50 questions and the whole were

⁴⁰Rony Arahta Sembiring, "The Students' Ability in Reading Comprehension in Narrative Text," *SaltelJurnal* 2, no. 2 (2019): 36–44, <http://dx.doi.org/10.35307/saltel.v2i2.30>.

⁴¹Suhendra, "Students' Ability in Understanding Moral Value of Narrative Text" (STAIN Curup, 2017).

multiple choice namely selecting Answer A, B, C or D.⁴² The form of the question highly allows students the origin of the answer and the answer is available downward because the results of the interview with English teacher shows that the reading ability of students is generally categorized as high.

The fifth The result shows that students' ability in identifying the topics is good, (the mean score is 71.48), students' ability in finding the main idea is good enough, (the mean score is 65.70), the ability of students in identifying supporting detail is good enough, (the mean score is 68.65), student ability in making inference is enough (the mean score is 59.36) and student ability in identifying writer's purpose is good enough (the mean score is 68.75).⁴³ Thus, the results of this research indicated the students' reading ability of the fifth semester students of English Department of Universitas Negeri Padang in academic year 2017/2018 is good enough, where the total mean of students' score is 66.72.

So, based on five previous research above, the researcher tries to find the students' ability in reading narrative text. In other hand, four of this research are similar research, but the result and objects are different. Meanwhile, this research investigate in reading narrative text. The researcher describe how the students' ability in reading narrative text at grade X MAN Nagasaribu.

⁴²Herman Setyo Budi, "Students Reading Comprehension on Narrative Text at the Second Grade of SMK BhinekaKarya 05 Teras" (The State Islamic Institute of Surakarta, 2017).

⁴³Fiorentina Italia and FitrawatiSaunirSaun, "An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department," *Jurnal of English Language Teaching* 7, no. 1 (2018): 1–9.

E. Hypothesis

Here, the hypothesis of the research is “The Students’ Ability in reading comprehension of narrative text is enough ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in MAN Nagasaribu Padang Bolak regency Padang Lawas Utara district North Sumatera Utara Province. This research has been done from November 2019 until Mei 2020

B. Research Design

Based on analysis of data, the researcher used the quantitative research. It is an analysis research, this research observed one variable and type of the research is descriptive method. Descriptive method is determiners and describes the way things are. Descriptive research can be either quantitative or qualitative

So, it can be concluded that descriptive method uses to describe Students' ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribu.

C. Population and Sample

1. Population

The population is the whole the students of MIA-1 at X grade of MAN Nagasaribu. The research finished for MIA-1 at grade X Science students of MAN Nagasaribu. The population of the research consists of 1 class with 30 students. It can be seen from the table follow:

Table 4
The population of MIA-1 GradeX MAN Nagasaribu

No	Class	Total Students
1	MIA 1	30
TOTAL		30

2. Sample

In this research, the researcher used purposive sampling to take the sample. A purposive sampling is a non probability sample that is selected based on characteristics of a population and the objective study. The sample has taken from one class that is MIA-1 consists of 30 students. It means when subject less than 100, it is better to take all of the subjects. Then, if the subject is more than 100, the sample can be for about 10-15% or 20-25% or more appropriate with the researcher ability, because population of MIA-1 grade X MAN Nagasaribu is 30 students. So, the researcher takes all the population as the sample, namely: 30 students are the sample of this research

D. Instrument of Collecting Data

A research must have an instrument in the research, without collecting data it is impossible to do the research. The data is one of very important role. The data has collected by using an instrument and also the test has been valid by using r product moment with r_t in 5% significant: 0,388 and 1% significant 0,496 and can be seen in appendix

2.

So, if $r_{\text{count}} > t_{\text{table}}$ the test is classified valid. To get the validity of the test, researcher uses the formula of product moment:

$$R_{\text{pbi}} = \frac{Mp - Mt}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

R_{pbi} : coefisien item validity

M_p : mean score of the total score

SD_t : Standard Derivation of the total score

p : presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity

Before the instrument gave to the respondents, the researcher also told verbal instruction to make sure that the respondents choose if they know what to do.

The instruction is choose the best answer by crossing a, b, c, or d that they found in multiple choice test. There are some indicators that is used by the researcher to measure the students' ability in reading narrative text. It can be seen in the table of the test indicator.

Table5
The indicator of reading comprehension of narrative text test

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discovering main idea fable	2	2, 21	5	10
2	Able to identifying detail fable	13	1, 3, 6, 10, 11, 12, 13, 14, 15, 16, 25, 26, 27.	5	65
3	Able to understanding vocabulary fable	3	4, 5, 24,	5	15
4	Able to summarizing concepts fable	2	20, 29	5	10
Total		20		5	100

E. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation:

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent⁴⁴

After the researcher get the data, it has been presented in frequency table as following:

Table 6
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 – 40%	Low
3	42% - 60 %	Enough
4	61% - 80%	High
5	81% - 100 %	Very high ⁴⁵

After the researcher found the mean score of all students', it would be consult to the criteria as the following :

1. If the value of mean score is 0 -20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40. It can be categorized into low ability.
3. If the value of mean score is 41 – 60, it can be categorized into enough ability.

⁴⁴Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2018), P.81.

⁴⁵Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), P. 23.

4. If the value of mean score 61 – 80, it can be categorized into high ability.
5. If the value of mean score 81 – 100, it can be categorized into very high ability.

After the doing the categorization, test hypothesis would be tested with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation:

x: Data that includes hypothesis categories.

n: All of data

p: Hypothesis proportion⁴⁶

If $Z_{\text{count}} < Z_{\text{table}}$. So the hypothesis is rejected

If $Z_{\text{count}} > Z_{\text{table}}$. So the hypothesis is accepted

⁴⁶ Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), P. 80.

F. Test Hypothesis

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. So, it can be concluded that hypothesis is an expectation or prediction based on generalization of the assumed relationship between variables.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in earlier chapter, in order the students' ability in reading narrative text of MIA-1 at grade X MAN Nagasaribu. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general, then to tested the hypothesis. Then to test the hypothesis, the researcher used formula of Z. Next, the detailed description of data as follows:

A. Description of the Data

Absolutely, to know the extent of the students' ability in reading narrative text of MIA-1 at grade X MAN Nagasaribu, the researcher used test as instrument of the collecting the data. The researcher asked the students to identify the correct answer based on the multiple choice with reading narrative test. So the researcher found many stories inside the test, then the instrument given for MIA-1 the grade X students of MAN Nagasaribu, the score each of them could be seen in the table below:

Table 7
The Students' Total Score in Reading Narrative Text

NO	Students' Initial	Total Score
1	ARS	80
2	ABS	80
3	AHS	40
4	AMS	55
5	ASS	45
6	BOS	50
7	DOH	85
8	DERS	40
9	EF	75
10	ERS	70
11	GUS	85
12	HALS	85
13	ISMH	75
14	KHS	50
15	KHD	90
16	MESH	70
17	MUPS	70
18	NOH	65
19	PIMD	75
20	RAS	70
21	RDS	60
22	RMS	50
23	RRS	40
24	RH	85
25	SAH	35
26	SOP	80
27	UNH	40
28	GYS	45
29	FS	45
30	YUS	55
	TOTAL	1890

Based on table above, the total scores of MIA-1 grade X students of MAN Nagasaribu in reading narrative text is 1890. It can also seen that there were students have got 90 as the highest score and there were have 35 score as the

lowest score. To know the quality score each of the students in identifying word classes can be seen as below:

Table 8
The Quality score of the students in Reading Narrative Text

No	Students' Initial name	Total score	Quality score
1	ARS	80	High
2	ABS	80	High
3	AHS	40	Low
4	AMS	55	Enough
5	ASS	45	Enough
6	BOS	50	Enough
7	DOH	85	Very High
8	DERS	40	Low
9	EF	75	High
10	ERS	70	High
11	GUS	85	Very High
12	HALS	85	Very High
13	ISMH	75	High
14	KHS	50	Enough
15	KHD	90	Very High
16	MESH	70	High
17	MUPS	70	High
18	NOH	65	High
19	PIMD	75	High
20	RAS	70	High
21	RDS	60	Enough
22	RMS	50	Enough
23	RRS	40	Low
24	RH	85	Very High
25	SAH	35	Low
26	SOP	80	High
27	UNH	40	Low
28	GYS	45	Enough
29	FS	45	Enough
30	YUS	55	Enough
	Total	1890	

Based on table above, it is clearly that quality score the students' score in reading narrative text is differently. There were many students have low, low, enough, and high. It means that the ability of MIA-1 at grade X students of MAN Nagasaribu in 2019-2020 academic year in reading narrative text is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 9
The resume of variable score in reading narrative text

No	Statistic	Variable
1	High score	90
2	Low score	35
3	Mean score	63
4	Median	62.7
5	Mode	82.92

From the table above, it can be known from 30 students that the highest score is 90 and the lowest score is 35. From the data, the researcher calculated that the mean score is 63. The researcher got median score is 64.5 and modus is 82.92. By the calculation, it can be concluded that the students' ability in reading narrative text is good.

Based on the calculation mean score was 63. So application in reading narrative text was good, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in reading comprehension of narrative text which interval 9.

Table 10
The Frequency Distribution in reading narrative text

No	Interval Class	Frequency Absolute	Frequency Relative
1	35-43	5	15 %
2	44-52	6	20 %
3	53-61	3	10 %
4	62-70	5	15 %
5	71-79	3	10 %
6	80-90	8	30 %
	i =9	30	100 %

Based on the above table, it can be drawn at histogram as below:

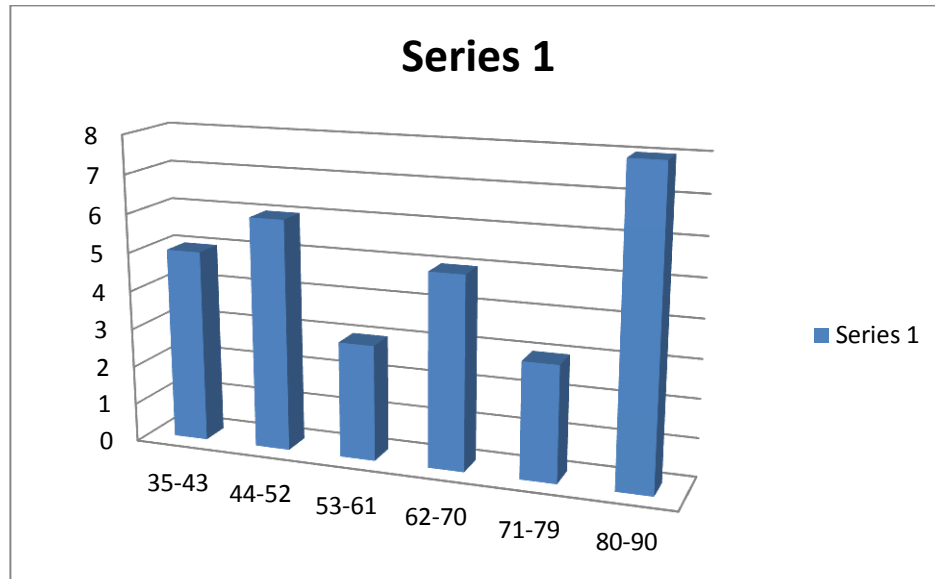


Diagram 1: The histogram students' ability in reading narrative text of MIA-1 at grade X MAN Nagasaribu

Based on the table above, it was known that the variable revelation students' ability in reading narrative text shown that the respondent at 35 – 43 were 5 students, interval 44 – 52 were 6 students, interval 53 – 61 were 3 students, interval 62 – 70 were 5 students, interval 71 – 79 were 3 students, interval 80 – 90 were 8 students. So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis of research is “The students' Ability in reading comprehension of narrative text of MIA-1 at grade X MAN Nagasaribu” was good ability. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen as follow:

Calculation Z_{count} :

$$\begin{aligned} Z &= \frac{\frac{X}{n} - p}{\frac{\sqrt{p(1-p)}}{n}} \\ Z &= \frac{\frac{11}{30} - 0.8}{\sqrt{\frac{0.8(1-0.8)}{30}}} \\ &= \frac{0.36 - 0.8}{\sqrt{\frac{0.8(0.2)}{30}}} \\ &= \frac{0.36 - 0.8}{\sqrt{\frac{0.16}{30}}} \\ &= \frac{-0.44}{0.07071} \\ &= -6.22 \end{aligned}$$

calculation Z_{table} :

$$Z_{(1/2 \alpha)} = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$Z = -6.22$$

$$0.025 = 0.0030$$

Based on calculation it can be concluded that $Z_{\text{count}} = -6.22$ was less than $Z_{\text{table}} = 0.3264$ ($Z_{\text{count}} = -6.22 < Z_{\text{table}} = 0.3264$ by level 0,05. So from the result above the researcher concluded that the hypothesis is rejected by using Z-test. Because $Z_{\text{count}} = -6.22 < Z_{\text{table}} = 0.3264$.

The meaning in the level 5 % Students' ability in reading comprehension of narrative text of MIA-1 at grade X MAN Nagasaribu have good ability.

So, if $Z_{\text{count}} = -6.22 < Z_{\text{table}} = 0.3264$ the hypothesis is rejected. Then the result is students' ability in reading comprehension is not like with the hypothesis before namely, the students ability in reading was enough ability. So, the students' ability on reading was good ability.

C. Discussion

After analyzing the data, it was known that the students' ability in reading comprehension of narrative text at grade X MAN Nagasaribu was categorized into good category or 63 score; it was gotten from the result of students' means score in doing the test by analysis reading comprehension of narrative text. This category same with researcher before that had been done by Lely Refnita Prihatia Ningsih. She has done her research in Universitas Prima Indonesia in comprehending narrative text is as the following: Excellent 12 students, Good 12 students, Average 1 students. Where 48% students who got score 80-100 categorized as "Excellent", 48% students who got score 60-79 categorized as "Good" and 4% students who got score 50-59 categorized as "average".⁴⁷

The second was done by Rony Arahta Sembiring. He concluded based on the result of analyzing data, it was found that the tenth Audio Video department

⁴⁷Lely Refnita Prihatia Ningsih, Syamsul Huda, "An Analysis of The Students' Ability to Comprehend Narrative Text At The Tenth Audio Video," *Jurnal Didascein Bahasa* 06, no. 7 (2016): 1-15.

of SMKN 1 Padang had high ability to comprehend narrative text. It was indicated by the fact that 45 students (78.95 %) had high ability to comprehend narrative text.⁴⁸

The Third was done by Suhendra. His result of his research showed that the students in understanding moral value of narrative texts were included into, “enough category” There were 3 students (8.56%) included good category; 15 students (42,87%) were included into “moderate” category; and 17 students (48.57%) were included into “low” category.⁴⁹

The forth was done by Setyo Budi. The results of test scores of the students of SMK Bhineka Karya 05 Teras show that all the students have reached the KKM that have been assigned by schools that is 65. However in the mastery of reading English on students was classified as being categorized high.

The fifth, the result shows that students' ability in identifying the student ability in identifying all the characteristic of narrative text is good (the mean score is 68.75).⁵⁰ Thus, the results of this research indicated the students' reading ability where the total mean of students' score is 66.72.

⁴⁸Rony Arahta Sembiring, “The Students’ Ability in Reading Comprehension in Narrative Text,” *Saltel Jurnal* 2, no. 2 (2019): 36–44, <http://dx.doi.org/10.35307/saltel.v2i2.30>.

⁴⁹Suhendra, “Students’ Ability in Understanding Moral Value of Narrative Text” (STAIN Curup, 2017).

⁵⁰Fiorentina Italia and Fitrawati Saunir Saun, “An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department,” *Jurnal of English Language Teaching* 7, no. 1 (2018): 1–9.

Therefore, the researcher concluded that the students' ability in reading narrative text done by 5 researchers was different and category among the 5 researcher s above. It can be seen as follows:

Table VII
Result of Previous Research

No	Name of Researcher	Resut of Research in reading narrative text	Category of Mean Score
1	Lely ReptiaPritiaNingsih	60	Enough
2	RonyArahtaSembirig	78	Good
3	Suhendra	48,5	Enough
4	FitrawaniSaunir	66,72	Good
5	This Research	63	Good

D. Threats of the Research

In conducting this research, the researcher realized that there were many threats of the researcher. It is started from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher looks the answer directly without care about it.

The researcher was aware all the things would want to be searched, but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English Teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribu was categorized into good category. It can be seen from the value of the percentage from mean score gotten by students, that is 63 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{\text{count}} = -6.22 < Z_{\text{table}} 0.326$. So, the hypothesis is "students' ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribu is good category".

B. Suggestion

After take the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster, Maria Ulfah S.Pd to motivate her teachers, especially English teachers of MAN Nagasaribu, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade X english teachers before studying about reading comprehension, or reading narrative

text. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in reading narrative text. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic and the last is reading comprehension is one of the skill that needed our mind to think about the text, and also reading is very important to get the information from the sources. So, be sure that the students have been understood first.

3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
4. It is more important to the students to be more seriously and always being passionate when the teacher gives some learners, and always believe in yourself.

REFERENCES

- Agusta, Heniarti Sri, "The Effect Of Applying Annotating Strategy on Comprehension of Grade XI Students At Sman 8 Padang In Reading Monologue Texts," 2014. ISSN 2302-3198
<http://ejournal.unp.ac.id/index.php/jelt/article/view/4364>.
- Asmawati, Andi, "The Effectiveness of Skimming and Scanning Startegy in Improving Studnts' Reading Comorehensio." *Repository UINJKT I*, no. 1 (2015): 69–83. <https://doi.org/10.23767/jpbi.v1i1.6790>.
- Asriani, "The Implementation of Read, Encode, Annotate and Ponder (REAP) Technique in Reading on The Seventh Grade at SMP Negeri 6 Singaraja." *Jurnal Pendidikan Bahasa Inggris Undiksha* 1, no. 1 (July 2015). <https://doi.org/10.23887/jpbi.v1i1.5370>.
- Brown, H. Douglas - Principles of Language Learning and Teaching-Pearson Longman (2000).pdf," n.d.
- Budi, Herman Setyo, "Students Reading Comprehension on Narrative Text at the Second Grade of SMK Bhineka Karya 05 Teras" (The State Islamic Institute of Surakarta, 2017).
- Fiorentina Italia, Fitrawati Saunir Saun, "An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department," *Jurnal of English Language Teaching* 7, no. 1 (2018): 1–9.
- Hornby, *Oxford Advanced*. Edited by John. First Edit. (New York: American Library Association, 2010).
- Irianto, Agus, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departemen, Pendidikan Nasional, 2003).
- Koski, Kaarina, and Frog with Ulla Savolainen. *Genre Text Interpretation*. First Edit. (Turenki: Studia Fennica Folkloristica, 2016).
- Lubis, Fitriadi, "The Effect of Make a Match Technique on Students' Reading Comprehension at XI Grade of MAN 1 Padangsidempuan." *English Education : English Journal for Teaching and Learning* 5, no. 1 (June 2017): 1–15. <https://doi.org/10.24952/ee.v5i1.1166>.
- Malley and Lorraine Valdez Pierce J. Michael O, *Authentic Assessment for English*

Language Learners (United States of America: (Addison-Wesley Publishing Company, 1996).

Marilyn L. Satterwhite, Sue C. Camp, *Collage and English Communication* (New York: McGraw-Hill, 2003).

Maslakhatin, "The Effects of Mind Mapping (MP) and Pre-Questioning (PQ) on the Students' Reading Comprehension." *IJEE (Indonesian Journal of English Education)* 2, no. 2 (November 2015): 160–77. <http://journal.uinjkt.ac.id/index.php/ijee/article/view/3090>.

Mislaini, "Improving Students' Reading Comprehension on Narrative Text By Using Fable at The Grade X SMAN 1 Bonai Darussalam at a Public University in Pasir Pangaraian," 2015, <https://e-journal.upp.ac.id>.

Muria Celce- Marianne. *Teaching English as A second or Foreign Language* (Los Angeles: Newbury House, 1991).

Nunan, David, *Practical English Language Teaching*, (New York: McGraw Hill, 2003).

Nuttal, Cristine, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann, 1996).

Penyusunan Kamus Pusat Pembinaan Dan Pembangunan Bahasa, Kamus Besar Bahasa Indonesia, (Indonesia: Jakarta: Balai Pustaka, 2001).

Peter Knapp, Megan Watkins, *Genre Text Grammar*. First Edit. Sydney: (UNSW Press Book, 2005).

Peter Airasian and L.R.Gray, *Education Research*, (New York:Merril, 2000).

Rahmawati, "The Effect Of Using Read, Encode,Annotate And Ponder (Reap) Strategy Toward Writing Ability In Narrative Text Of The First Year Studets At Sman 2 Bangkinang Barat," 2013. <http://repository.uin-suska.ac.id/10131/>.

Rangkuti, Ahmad Nizar, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014).

Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013).

- Semiring, Rony Arahta, "The Students' Ability in Reading Comprehension in Narrative Text," *Saltel Jurnal* 2, no. 2 (2019): 36–44, <https://doi.org/http://dx.doi.org/10.35307/saltel.v2i2.30>.
- Shofiyah, Khoiriyah. "The Correlation Between Students' Reading Speed and Reading Comprehension of 3rd Semester Students of English Department of STAIN Gajah Putih." *English Education* 5, no. 2 (2017): 79–90. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1182>.
- Sojuangon Rambe, Dewi Fatimah Sitompul, Eka Sustris Harida, "Improving Students' Reading Comprehension Through Guessing Strategy." *English Journal for Teaching and Learning* 7, no. 1 (2019): 127–39. <http://194.31.53.129/index.php/EEJ/article/view/1658>.
- Suhendra, "Students' Ability in Understanding Moral Value of Narrative Text" (STAIN Curup, 2017).
- Suherman, Hilman, "Teaching Reading Comprehension Narrative Text Through Mind Mapping Method to The Eight Grade of MTs Darussalam Kalibakung Balapulang Tegal Regency at Walisongo Islamic State University" (2015), p.23, <https://epirints.walisongo.ac.id>.
- Sudjiono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005).
- Syamsul Huda, Lely Refnita Prihatia Ningsih, "An Analysis of The Students' Ability to Comprehend Narrative Text At The Tenth Audio Video," *Jurnal Didascien Bahasa* 6, no. 7 (2016): 1–15.
- Tankerslay, Karen. *The Threads of Reading*. First Edit. Virginia, USA: ASCD Publication, 2003.
- Tim Penyusun Kamus Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai pustaka, 2001).
- Webster, A Merriam, *Webster's Collegiate Thesaurus*, (USA: : Massa Chusetts, 1976).
- Wulandari, Novia, "Implementation of Story Mapping and Mind Mapping Toward Students' Reading Comprehension Enhancement: A Comparative Study," *Acuity : Journal of English Language Pedagogy, Literature and Culture* 4, no. 1 (2019): 23–31, <https://doi.org/10.35974/acuity.v4i1.678>.

Zasrianita, "Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students' Reading Comprehension (A Classroom Action Research at Eighth Grade Students in MTSN 1 Kota Bengkulu in Academic Years 2016)."10.31958/jt.v19i2.460
<http://ecampus.iainbatusangkar.ac.id/ojs/index.php/takdib/article/view/460>.

CURRICULUM VITAE



A. Identity

Name : Ihwal Hidayat Siregar
Reg. Num : 16 203 00041
Place/Birth : Nagasaribu, April 02nd 1998
Sex : Male
Religion : Moeslim
Address : Nagasaribu, Kec. Padang Bolak Tenggara

B. Parents

Father's Name : Ikhsanul Hakim Siregar
Mother's Name : Nurhamni Sihotang

C. Educational Background

1. Graduated from Elementary School SD Negeri 100980 Desa Nagasaribu 2004 -2010.
2. MTsS Utama Nagasaribu 2010-2013.
3. MAS Utama Nagasaribu 2013-2016.
4. IAIN Padangsidempuan 2016-2020.

APPENDIX 1

TEST

NAME :**CLASS** :**SUBJECT** :**Instruction** : Read narrative text carefully and answer the question below.

Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best answer a, b, c or d to each question/ give mark (x) on the best your answer.

TEXT 1 for question number 1-5

Long, long ago, when the gods and goodness used to mingle in the affairs of mortals, there was a small kingdom on the slope of mount Wayang in West Java. The king, named Sang Prabu, was a wise man. He had an only daughter, called princess TejaNirmala, who was famous for her beauty but she was not married. One day sang Prabu made up his mind to settle the matter by a show of strength.

After that, prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When princess TejaNirmala heard this, she was very sad. So a nice fairy took her to the khayangan.

1. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was a father of his only daughter
 - b. Sang Prabu was a king of a kingdom in West Java
 - c. Sang Prabu was taken to khayangan by a whicked fairy
 - d. Sang Prabu was a wise man
2. Why the whicked fairy did used her magic to make Raden Begawan unconscious?
 - a. She didn't like Raden Begawan
 - b. She didn't want RadenPrabu marry the princess
 - c. She wanted TejaNimala to forget about her wedding
 - d. She didn't want the prince of Blambangan marry the princess
3. What do you think will happen if gods or goodness cannot mingle in the affairs of people in the earth at that time?
 - a. Princess Segara will have married with Raden Begawan
 - b. Sang Prabu will not hold strength competition
 - c. Raden Begawan will not die
 - d. Wicked fairytale will not take Raden Begawan's life
4. So a nice fairy took her to khayangan. (paragraph 2).
The word her in the sentences refers to.....
 - a. The wicked fairy
 - b. The nice fairy
 - c. Princess Nirmala
 - d. Prince Teja
5. The similarity between fairy and human according to the text.
 - a. The place they live
 - b. The jealousy that they posses
 - c. The way they do not feel a love

- d. The strength they have

TEXT 2 for question number 6-10

A farmer come across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest. When the farmer discovered that the bird was gone, he was so upset that he want out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stone. When his wife saw them, she decided that she too deserved a reward, and she went to see the bird. The birds gave her a little casket, but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near is friend the bird. There he built a hut of perfumed wood, and the birds decorated it with flowers of every kind.

6. Which of the following statements do you agree with?
- The farmer chased his wife away
 - The farmer lived happily with his wife
 - The farmer's wife took care of the bird
 - The bird was vey thankful to the farmer
7. The farmer's new hut was.....
- Well furnished
 - Built by the birds
 - A gift from the birds
 - Built of perfumed wood

8. What do we learn from the text?
 - a. A gift shows kindness
 - b. Suffering bring happiness
 - c. Arguing makes your distressed
 - d. A good deed deserves a reward
9. What is the main idea discussed in the third paragraph?
 - a. The bird left the farmer
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds
 - d. The farmer was so angry and went out to find the bird
10. The word “*discovered*” in paragraph 3 means.....
 - a. Proved
 - b. Invnted
 - c. Found out
 - d. Believed

TEXT 3 for question 11-15.

A long time ago, there lived o the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Baliness people enough food for a thousand men. Difficulties arose when for the first time the barns was almost empty and the new harvest was still a long varief, this made Kbo Iwo wild with great anger. In this hunger, he destroyed all the houses and even all the temples. It made that Baliness turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

11. Which of the following fact is true about Kbo Iwo?
 - a. Kbo Iwo ate a little amount of meat
 - b. Kbo Iwo is destroyer that cannot make anything
 - c. Kbo Iwo was angry because his food was stolen by Baliness people
 - d. Kebo eat food was equal for food of thousand people
12. Why did Kbo Iwo feel angry to the Baliness people?
 - a. Because the Baliness people ate his meal
 - b. Because Baliness people took his food so his barns was empty
 - c. Because Baliness people didn't give him food
 - d. Because Baliness people were in hunger
13. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?
 - a. There will be no Bali island
 - b. Bali people will never be angry
 - c. All Bali people will live in prosperous way
 - d. We are not able to see the beauty of Lake Batur
14. "So, they came together to plan steps to oppose this powerful giat....."(paragraph 3). The antonym of the word "oppose" is.....
 - a. Support
 - b. Defeat
 - c. Turn against

- d. Beat
15. What is amount Batur?
- a. A lake build by Kbo Iwo
 - b. A well dug by Kbo Iwo
 - c. The mountain build by Kbo Iwo
 - d. A mound of earth dug from the well by Kbo Iwo

TEXT 4 for number question 16-20

A long time ago, very few people lived in the new territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest."

So Ah Tim led the way and the young woman following behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

16. What separated between one village to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forest
 - d. Hills
17. Who was Ah Tim?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
18. Who walked in front of when they were in the forest?
 - a. The woman
 - b. The woman's son
 - c. Her brother's nephew
 - d. Ah Tim
19. How could the wolves catch Ah Tim?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
20. The woman gave her son to the wolves because.....
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy

Appendix 2

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in validity Test

A. Calculation of validity Test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{n}$$

$$M_t = \frac{441}{30} = 14.7$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$SD_t = \sqrt{\frac{7178}{30} - \left(\frac{441}{30}\right)^2}$$

$$SD_t = \sqrt{239.26 - 216.09}$$

$$SD_t = \sqrt{23.17} = 4.8$$

3. Mean Score

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_1}$$

$$M_{pl} = \frac{16+16+8+11+10+16+19+19+19+15+10+17+14+21+13+20+21+19+21+7+16+21}{22}$$

$$M_{pl} = \frac{328}{21} = 16.61$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{16+16+16+19+19+17+19+15+17+21+21+19+21+16+19}{15}$$

$$M_{pl} = \frac{271}{15} = 18.06$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{11+9+16+19+19+17+19+15+17+21+20+20+19+9+21+7+16+19}{18}$$

$$M_{pl} = \frac{294}{18} = 16.33$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{16+16+8+11+10+19+19+17+19+10+18+14+21+13+21+21+21+19+21+7+16+20+8}{23}$$

$$M_{pl} = \frac{365}{23} = 15.86$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{16+16+19+19+17+19+14+21+20+20+21+16+9}{13}$$

$$M_{pl} = \frac{227}{13} = 17.46$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{16+16+19+19+21+13+20+20+21}{9}$$

$$M_{pl} = \frac{165}{9} = 18.33$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{16+13+20+20+21+19+7}{7}$$

$$M_{pl} = \frac{116}{7} = 16.57$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{16+11+9+16+10+20+20+21+8+9+9}{11}$$

$$M_{pl} = \frac{159}{11} = 14.45$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{16+8+11+19+10+16+8+19+10+17+14+21+13+20+21+19+9+21+7+8+9+9+19}{23}$$

$$M_{pl} = \frac{324}{23} = 14.08$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{10}}$$

$$M_{pl} = \frac{16+16+10+16+19+19+15+10+20+20+21+19+21+16+19}{15}$$

$$M_{pl} = \frac{257}{15} = 17.13$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$M_{pl} = \frac{16+16+10+17+8+19+17+19+15+10+18+14+21+21+21+21+19+21+16+8+9+20}{22}$$

$$M_{pl} = \frac{356}{22} = 16.18$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{9+19+17+19+15+21+21+21+19+8+21+16+9+20}{14}$$

$$M_{pl} = \frac{235}{14} = 16.78$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{19+19+21+20}{4}$$

$$M_{pl} = \frac{79}{4} = 19.75$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{pl} = \frac{16+21+21+20}{4}$$

$$M_{pl} = \frac{78}{4} = 19.5$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{pl} = \frac{16+19+17+19+21+20+21+21+19}{9}$$

$$M_{pl} = \frac{173}{9} = 19.22$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{16+16+8+8+19+19+17+19+15+17+14+21+20+20+19+16+9+19}{18}$$

$$M_{pl} = \frac{292}{18} = 16.22$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{16+19+17+19+15+17+21+19+9+16}{10}$$

$$M_{pl} = \frac{168}{10} = 16.8$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{8+14+21+20+9+21+8+9+9}{9}$$

$$M_{pl} = \frac{119}{9} = 13.22$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{16+8+11+9+10+16+19+17+19+15+17+14+21+20+21+21+16+8+9+19}{20}$$

$$M_{pl} = \frac{306}{20} = 15.3$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{16+16+19+19+17+19+15+17+14+21+20+20+21+19+21+7+16+9+19}{19}$$

$$M_{pl} = \frac{325}{19} = 17.10$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{16+8+19+19+17+14+21+13+20+19+21+19}{12}$$

$$M_{pl} = \frac{206}{12} = 17.16$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{16+16+8+11+9+10+8+19+19+17+19+15+10+17+21+13+20+20+21+19+9+16+8+19}{24}$$

$$M_{pl} = \frac{360}{24} = 15$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{16+11+16+19+19+17+20+20+19+9+16+9}{12}$$

$$M_{pl} = \frac{191}{12} = 15.91$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{16+6+9+17+19+17+18+14+21+13+21+21+21+16}{14}$$

$$M_{pl} = \frac{239}{14} = 17.07$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{16+16+9+17+8+19+19+17+19+15+14+21+13+21+19+16+20}{17}$$

$$M_{pl} = \frac{279}{17} = 16.41$$

Item 26

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n26}$$

$$M_{pl} = \frac{16+8+17+19+15+17+14+21+20+20+21+21+9+19}{14}$$

$$M_{pl} = \frac{237}{14} = 16.92$$

Item 27

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n27}$$

$$M_{pl} = \frac{16+19+10+14+13+20+20+21+21+19}{10}$$

$$M_{pl} = \frac{173}{10} = 17.3$$

Item 28

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n28}$$

$$M_{pl} = \frac{16+10+16+8+19+15+10+17+13+20+21+19+21+7+9}{15}$$

$$M_{pl} = \frac{221}{15} = 14.73$$

Item 29

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n29}$$

$$M_{pl} = \frac{16+11+10+19+19+17+15+17+21+13+20+21+19+21+9+9+19}{17}$$

$$M_{pl} = \frac{276}{17} = 16.23$$

Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{pl} = \frac{16+8+11+9+10+19+19+17+19+10+17+21+13+20+20+19+9+21+8+9+19}{21}$$

$$M_{pl} = \frac{314}{21} = 14.95$$

4. Calculating of the Formulation $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$

<p>Item 1</p> $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$ $r_{pbi} = \frac{16.61 - 14.7}{4.8} \sqrt{\frac{0.7}{0.3}}$ $r_{pbi} = \frac{1.91}{4.8} \sqrt{2.33}$ $r_{pbi} = 0.397 \times 1.52 = 0.603$	<p>Item 2</p> $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$ $r_{pbi} = \frac{18.06 - 14.7}{4.8} \sqrt{\frac{0.5}{0.5}}$ $r_{pbi} = \frac{3.36}{4.8} \sqrt{1}$ $r_{pbi} = 0.7 \times 1 = 0.7$
<p>Item 3</p> $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$ $r_{pbi} = \frac{16.33 - 14.7}{4.8} \sqrt{\frac{0.6}{0.4}}$ $r_{pbi} = \frac{1.63}{4.8} \sqrt{1.5}$ $r_{pbi} = 0.339 \times 1.22 = 0.413$	<p>Item 4</p> $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$ $r_{pbi} = \frac{15.86 - 14.7}{4.8} \sqrt{\frac{0.8}{0.2}}$ $r_{pbi} = \frac{1.16}{4.7} \sqrt{4}$ $r_{pbi} = 0.246 \times 2 = 0.492$
<p>Item 5</p>	<p>Item 6</p>

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.46 - 14.7}{4.8} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.76}{4.8} \sqrt{0.66}$$

$$r_{pbi} = 0.575 \times 0.81 = 0.465$$

Item 7

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.57 - 14.7}{4.8} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{1.87}{4.8} \sqrt{0.25}$$

$$r_{pbi} = 0.389 \times 0.5 = 0.194$$

Item 9

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.08 - 14.7}{4.8} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{-0.62}{4.8} \sqrt{4}$$

$$r_{pbi} = -0.129 \times 2 = -0.258$$

Item 11

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.18 - 14.7}{4.8} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.48}{4.8} \sqrt{2.33}$$

$$r_{pbi} = 0.308 \times 1.52 = 0.468$$

Item 13

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.33 - 14.7}{4.8} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{3.63}{4.8} \sqrt{0.42}$$

$$r_{pbi} = 0.756 \times 0.64 = 0.483$$

Item 8

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.45 - 14.7}{4.8} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{-0.25}{4.8} \sqrt{0.06}$$

$$r_{pbi} = -0.052 \times 0.24 = -0.0125$$

Item 10

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.13 - 14.7}{4.8} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{2.43}{4.8} \sqrt{1}$$

$$r_{pbi} = 0.506 \times 1 = 0.506$$

Item 12

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.78 - 14.7}{4.8} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.08}{4.7} \sqrt{0.66}$$

$$r_{pbi} = 0.442 \times 0.812 = 0.358$$

Item 14

$$r_{pbi} = \frac{19.75 - 14.7}{4.8} \sqrt{\frac{0.1}{0.9}}$$

$$r_{pbi} = \frac{5.05}{4.8} \sqrt{0.11}$$

$$r_{pbi} = 1.52 \times 0.331 = 0.503$$

Item 15

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.22 - 14.7}{4.8} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{4.52}{4.8} \sqrt{0.42}$$

$$r_{pbi} = 0.941 \times 0.64 = 0.602$$

Item 17

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.8 - 14.7}{4.8} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{2.1}{4.8} \sqrt{0.42}$$

$$r_{pbi} = 0.437 \times 0.64 = 0.279$$

Item 19

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.3 - 14.7}{4.8} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{19.5 - 14.7}{4.8} \sqrt{\frac{0.133}{0.867}}$$

$$r_{pbi} = \frac{4.8}{4.8} \sqrt{0.153}$$

$$r_{pbi} = 1 \times 0.391 = 0.391$$

Item 16

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.22 - 14.7}{4.8} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.52}{4.8} \sqrt{1.5}$$

$$r_{pbi} = 0.316 \times 1.22 = 0.385$$

Item 18

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{13.22 - 14.7}{4.8} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{-1.48}{4.8} \sqrt{0.42}$$

$$r_{pbi} = -0.308 \times 0.64 = -0.197$$

Item 20

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.10 - 14.7}{4.8} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.8}{4.8} \sqrt{2.33}$$

$$r_{pbi} = 0.166 \times 1.52 = 0.252$$

Item 21

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.16 - 14.7}{4.8} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.46}{4.8} \sqrt{0.66}$$

$$r_{pbi} = 0.512 \times 0.812 = 0.415$$

Item 23

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.91 - 14.7}{4.8} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{1.21}{4.8} \sqrt{0.66}$$

$$r_{pbi} = 0.252 \times 0.812 = 0.204$$

Item 25

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.41 - 14.7}{4.8} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.71}{4.8} \sqrt{1.5}$$

$$r_{pbi} = \frac{2.4}{4.8} \sqrt{1.55}$$

$$r_{pbi} = 0.5 \times 1.24 = 0.620$$

Item 22

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15 - 14.7}{4.8} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.3}{4.8} \sqrt{4}$$

$$r_{pbi} = 0.062 \times 2 = 0.125$$

Item 24

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.07 - 14.7}{4.8} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{2.37}{4.8} \sqrt{1}$$

$$r_{pbi} = 0.493 \times 1 = 0.493$$

Item 26

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.92 - 14.7}{4.8} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{2.22}{4.8} \sqrt{1}$$

$$r_{pbi} = 0.356 \times 1.22 = 0.434$$

Item 27

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.5 - 14.7}{4.8} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{3.8}{4.8} \sqrt{0.66}$$

$$r_{pbi} = 0.791 \times 0.812 = 0.642$$

Item 29

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16.23 - 14.7}{4.8} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.23}{4.8} \sqrt{1.5}$$

$$r_{pbi} = 0.464 \times 1.22 = 0.566$$

$$r_{pbi} = 0.462 \times 1 = 0.462$$

Item 28

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15.38 - 14.7}{4.8} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.68}{4.8} \sqrt{1.55}$$

$$r_{pbi} = 0.141 \times 1.24 = 0.174$$

Item 30

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.95 - 14.7}{4.8} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.25}{4.8} \sqrt{2.33}$$

$$r_{pbi} = 0.052 \times 1.52 = 0.079$$

Appendix 3

Table Validity of Test

No	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	16.61	14.7	4.8	0.7	0.3	0.603	0.396	Valid
2	18.06	14.7	4.8	0.5	0.5	0.7	0.396	Valid
3	16.33	14.7	4.8	0.6	0.4	0.413	0.396	Valid
4	15.86	14.7	4.8	0.8	0.2	0.492	0.396	Valid
5	17.46	14.7	4.8	0.4	0.6	0.465	0.396	Valid
6	18.33	14.7	4.8	0.3	0.7	0.483	0.396	Valid
7	16.57	14.7	4.8	0.2	0.8	0.194	0.396	Invalid
8	14.45	14.7	4.8	0.4	0.6	-0.0125	0.396	Invalid
9	14.08	14.7	4.8	0.8	0.2	-0.258	0.396	Invalid
10	17.13	14.7	4.8	0.5	0.5	0.506	0.396	Valid
11	16.18	14.7	4.8	0.7	0.3	0.468	0.396	Valid
12	16.78	14.7	4.8	0.4	0.6	0.358	0.396	Valid
13	19.75	14.7	4.8	0.1	0.9	0.503	0.396	Valid
14	19.5	14.7	4.8	0.1	0.9	0.391	0.396	Valid
15	19.22	14.7	4.8	0.3	0.7	0.602	0.396	Valid
16	16.22	14.7	4.8	0.6	0.4	0.385	0.396	Valid
17	16.8	14.7	4.8	0.3	0.7	0.279	0.396	Invalid
18	13.22	14.7	4.8	0.3	0.7	-0.197	0.396	Invalid

19	15.3	14.7	4.8	0.7	0.3	0.252	0.396	Invalid
20	17.10	14.7	4.8	0.6	0.4	0.620	0.396	Valid
21	17.16	14.7	4.8	0.4	0.6	0.415	0.396	Valid
22	15	14.7	4.8	0.8	0.2	0.125	0.396	Invalid
23	15.91	14.7	4.8	0.4	0.6	0.204	0.396	Invalid
24	17.07	14.7	4.8	0.5	0.5	0.462	0.396	Valid
25	16.41	14.7	4.8	0.6	0.4	0.434	0.396	Valid
26	16.92	14.7	4.8	0.5	0.5	0.402	0.396	Valid
27	17.3	14.7	4.8	0.4	0.6	0.642	0.396	Valid
28	14.73	14.7	4.8	0.6	0.4	0.174	0.396	Invalid
29	16.23	14.7	4.8	0.6	0.4	0.566	0.396	Valid
30	14.95	14.7	4.8	0.7	0.3	0.079	0.396	Invalid

APPENDIX 4**STUDENTS' NAME AND INITIALS OF MIA-1****AT GRADE X MANNAGASARIBU**

No	Students' Names	Students' Initials
1	AdawiyahRabiatunSiregar	ARS
2	AbdiyaSahriHasibuan	ABS
3	Ahmad SukriSiregar	AHS
4	AmalSaleh	AMS
5	AsronSiregar	ASS
6	BonggalSiregar	BOS
7	DaudHalomoan	DOH
8	DervinaRomaitoSiregar	DERS
9	Efra	EF
10	ErnidaSiagian	ERS
11	GunawanSiregar	GUS
12	HalomoanSiregar	HALS
13	IskandarMudaHarahap	ISMH
14	Khairani Sep Siregar	KHS
15	KhairuddinDalimunte	KHD
16	Mega Sari Harahap	MESH
17	MuliaPartaonanSiregar	MUPS
18	NovriyantiHasibuan	NOH
19	PipiMuliaNingsihDalimunthe	PIMD
20	RahmanSiregar	RAS

21	RahmadaniSiregar	RDS
22	RomadonaMuliaSiregar	RMS
23	RasyidRidhoSiregar	RRS
24	RidhoHarahap	RH
25	SitiAisyahHarahap	SAH
26	SonangPohan	SOP
27	UsnanNaposoHarahap	UNH
28	Gita YulandaSiregar	GYS
29	FarhanSiregar	FS
30	Yuni Sahara	YUS

Appendix 6
Validity
for Pre-
Test **validity for post test**

No	Name	Item																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	Adawiyah Rabiyyatun Siregar	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	0
2	Abdiya sahri Hasibuan	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	0	0	1	0	1	0	0
3	Ahmad Sukri Siregar	0	0	0	1	0	0	1	0	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0
4	Amal Saleh	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0	1	0	0
5	Asron Siregar	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0
6	Bonggal Siregar	0	0	0	1	0	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	0	1
7	Daud Halomoan	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1
8	Dervina Romaito Siregar	1	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1
9	Efra	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1
10	Ernida Siagian	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1
11	Gunawan Siregar	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	1	0
12	Halomoan Siregar	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1
13	Iskandar Muda Harahap	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	0	1	0	1	1	1
14	Khairani Sep Siregar	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	0	0
15	Khairuddin Dalimunthe	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0
16	Mega Sari Harahap	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0
17	Mulia Partaonan Siregar	0	0	0	1	0	0	0	1	0	0	1	1	1	1	0	0	1	0	0	0	0	1	1	1	0	0	1
18	Novriyanti Hasibuan	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0
19	Pipi Mulianingsi Dalimunthe	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0
20	Rahman Siregar	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	0	0
21	Rahma Dani Siregar	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	0	0
22	Romadona Mulia Siregar	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	0	0
23	Rasyid Ridho Siregar	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	1	1	0	0	0	0	0

24	Ridho Harahap	1	1	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	1	1	0	
25	Siti Aisyah Harahap	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1
26	Sonang Pohan	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	1
27	Usnan Naposo Harahap	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0
28	Gita Yulanda Siregar	0	1	0	1	0	0	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1
29	Farhan Siregar	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0
30	Yuni Sahara	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0
	N=30	16	17	12	16	16	10	17	18	19	17	24	12	21	20	14	12	18	20	12	20	13	18	22	4	18	14	12	
	p	0.53	0.57	0.4	0.53	0.53	0.33	0.57	0.6	0.633	0.57	0.8	0.4	0.7	0.67	0.5	0.4	0.6	0.667	0.4	0.667	0.4333	0.6	0.7	0.13	0.6	0.47	0.4	
	q	0.47	0.43	0.6	0.47	0.47	0.67	0.43	0.4	0.367	0.43	0.2	0.6	0.3	0.33	0.5	0.6	0.4	0.333	0.6	0.333	0.5667	0.4	0.3	0.87	0.4	0.53	0.4	
	r tabel	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.396	0.396	0.4	0.4	0.396	0.4	0.4	0.4	0.4	0.396	0.396	0.396	0.396	0.396	0.396	0.4	0.4	0.396	0.4	0.396	
	r hitung	0.68	0.71	0.53	0.08	0.57	0.43	0.44	0.431	0.413	0.59	0.45	0.06	0.54	-0.3	0.6	0.38	0.0136	0.416	0.474	0.445	-0.389	0.0748	0.5	0.12	0.1491	0.49	0.4	

APPENDIX 6

STUDENTS' SCORE IN READING NARRATIVE TEXT OF MIA-1 AT GRADE X MAN
NAGASARIBU

No	Students' Initial	Total Score
1	ARS	80
2	ABS	80
3	AHS	40
4	AMS	55
5	ASS	45
6	BOS	50
7	DOH	85
8	DERS	40
9	EF	75
10	ERS	70
11	GUS	85
12	HALS	85
13	ISMH	75
14	KHS	50
15	KHD	90
16	MESH	70
17	MUPS	70
18	NOH	65
19	PIMD	75
20	RAS	70
21	RDS	60
22	RMS	50
23	RRS	40
24	RH	85
25	SAH	35
26	SOP	80
27	UNH	40
28	GYS	45
29	FS	45
30	YUS	55
	Highest Score	90
	Lowest Score	35
	Sum	1890
	Mean Score	63
	Mode	89.92
	Median	62.7

APPENDIX 6

STUDENTS' SCORE IN READING NARRATIVE TEXT OF MIA-1 AT GRADE X MAN
NAGASARIBU

No	Students' Initial	Total Score
1	ARS	80
2	ABS	80
3	AHS	40
4	AMS	55
5	ASS	45
6	BOS	50
7	DOH	85
8	DERS	40
9	EF	75
10	ERS	70
11	GUS	85
12	HALS	85
13	ISMH	75
14	KHS	50
15	KHD	90
16	MESH	70
17	MUPS	70
18	NOH	65
19	PIMD	75
20	RAS	70
21	RDS	60
22	RMS	50
23	RRS	40
24	RH	85
25	SAH	35
26	SOP	80
27	UNH	40
28	GYS	45
29	FS	45
30	YUS	55
	Highest Score	90
	Lowest Score	35
	Sum	1890
	Mean Score	63
	Mode	89.92
	Median	62.7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PADANG LAWAS UTARA
MADRASAH ALIYAH NEGERI PADANG LAWAS UTARA
AKREDITASI "A"

SK Nomor : 351/BANSM-PROV/SU/LI/XII/2015
Desa Nagasaribu Kecamatan Padang Bolak Tenggara Kabupaten Padang Lawas Utara
e-mail : managasaribu@yahoo.co.id Kode POS 22751
website : manupadanglawasutara.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan di bawah ini :


Nama : Maria Ulfah Siregar, S.Pd
Jabatan : Kepala Madrasah Aliyah Negeri Padang Lawas Utara

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Ilwal Hidayat Siregar
Nim : 16 203 00041
Semester : VIII
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Institusi : Institut Agama Islam Negeri Padangsidempuan

Telah selesai melakukan penelitian di Madrasah Aliyah Negeri Padang Lawas Utara, terhitung mulai tanggal 2 Januari sampai dengan 7 Januari untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "THE STUDENTS' ABILITY ON READING COMPREHENSION OF NARRATIVE TEXT IN MIA-1 AT GRADE X MAN NAGASARIBU"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Padang, 24 Juni 2020
Kepala Madrasah
Padang Lawas Utara

Maria Ulfah Siregar, S.Pd
NIP. 19831110 201903 1 011



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

17 September 2019

Nomor : 77 /In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Eka Sustri Harida, M.Pd** (Pembimbing I)
2. **Fitri Rayani Siregar, M.Hum** (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: IHWAL HIDAYAT SIREGAR
NIM	: 16 203 00041
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: THE STUDENTS' ABILITY ON READING COMPREHENSION OF NARRATIVE TEXT IN MIA-1 AT GRADE X MAN NAGASARIBU

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004