# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

May be we do not speak English with our parent or our friends but we always read in the books, magazine, papers, movies and etc. every day. So learning English is very important to know far increasing our knowledge.

English is one of an international language and it is widely used and studied all over the world. As people know that language is not only used in writing but also in speaking as a means of communication. This language used in many countries around the world. Besides that it is a means of international language. English language plays a very important role in every part of human international relationships, such as science, technology, culture, health,

education, tourism, business, trading, sport, etc. In many countries that speak or use English, the importance of the language is naturally very great. From the fact, English role is very important.

English is the first foreign language in Indonesia. It is very important for everybody, especially for educated people to increase their ability. The ministry of national education has decided that English as foreign language be taught in Indonesian schools. As we know that, as a foreign language, English has been learned in many schools in Indonesia. English is learned from kindergarten until in the high school up to university. It becomes one of the compulsory subjects that must be followed by students. The students do not only master to use English in communication but also mastery of skill and component language to face the high competition in the global era. By learning English the students will be able to develop their communicative ability by using the language.

Due the important role of English in the global era, approaches, methods and techniques of teaching are developed. The objective of using techniques is to enable students learn and practice English easily. The teaching English includes the teaching of English skills, which consists of listening, speaking, reading and writing. Those skills are presented in harmony.

Among the four basic skills, reading is one of the most important skills in learning language because the success of their learning depends on the greater part of their ability to read. In connection with the purpose of teaching

reading, it is important to define what reading is. Reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. People consider reading as an important activity for several reasons mentioned, so that people usually say that reading is the window of the world. It is a means to see the world. By reading, people can get the information widely without going anywhere.

In reading there are 11 genres of text. They are descriptive, report, procedure, explanation, analytical exposition, hortatory exposition, narrative, recount, and spoof, anecdote, and news item (Djuharie.2007:24). According to the syllabus, for the second year students of MTS/SMP in semester 2, the students will study about narrative text and descriptive text. The aims of this material are that the students can identify the main idea, generic structure, and purpose of the text. So they are able to differentiate between narrative with other texts and such as a result they will be able to make narrative text.

Reading, along with listening is sometimes viewed as a passive skill and also reading is not something that every individual learns to do (Nunan, 1999: 49). Even, actually reading is one of the language skills that play an important role in foreign language acquisition. So, in reading the learner must read carefully and give appreciation about what they read, because the learner

have the purpose in this process to get meaning and information from the reading task. During reading, the reader processes the text with regard to the purpose (Snow, 2003:15). It means that reading is a result of the interaction between the perception of graphic symbol that represent language and the reader language skill, cognitive skill, and the knowledge of the world. In this possesses the reader tries to create the meaning intended by writer.

Reading is not only to understand to the contents of text reading, but also the pronunciation and intonation (Scott and Ytreberg, 2010:58). Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In this study, researcher uses one of the types of text that is narrative text. Narrative text is one of kind of the text. A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. It can be folk tale, legends, fable, etc. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Even though reading skill is very important to measure the learners' language ability in field, almost every school in our country only applies

teaching English in giving knowledge of pronunciations and vocabulary to the learners. The students feel that reading activity is burdensome and boring. Some of them delay the reading activity so long. Some of them carry out the reading task, but they are not able to comprehend the contents of the text due to their limited vocabulary. It can be seen from the fact that the way the answer the question is only by repeating the sentences they find in the questions. English should not only be taught, but also used to communicate effectively. Teachers should give understanding have to conduct some techniques of teaching reading to encourage the students' to practice this skill.

Because of the reasons above, some schools and institutions establish some strategies to improve students reading skill. In order to produce good learners in their reading ability, the teacher have to do some processes in the teaching and learning process such us deciding the strategies of teaching reading, planning the activities, and making a good reading attack evaluation to overcomes the processes above that is SMPN 1 Boyolangu Tulungagung. This school successes enough in handling good teaching reading. This school has interesting strategies and motivation in increasing learners' ability to master English. Motivation can be external factors given to learners that support them practice English and to make learners not to feel understand to express English.

Based on the statement above, the researcher conducts a research under the title *"The Effectiveness of Using Short Stories in Teenager's Magazine Toward the Students Reading Comprehension Ability in Narrative Text at SMPN 1 Boyolangu Academic Year 20130/2014.*

B. **Research Problems**

Based on the background of the study, the writer formulates the problem on the study as follows:

1. How is the second year's student of SMPN 1 Boyolangu achievement on reading before they were taught using short stories in teenager's magazine in improve the student's reading comprehension on narrative text?

2. How is the second years students of SMPN 1 Boyolangu achievement on reading after they were taught short stories in teenager's magazine in improving students reading comprehension on narrative text

3. Is there any significant effect of short stories in reading before and after being taught by using short stories in teenagers' magazine in improving students reading comprehension on narrative text of SMPN 1 Boyolangu?

**C. Objectives of the Research**

The objective of the research are:

1. To know the students' achievement on reading before they are taught short stories in teenager's magazine in improving students reading comprehension on narrative text.

2. To know the students' achievement on reading after they are taught short stories in teenager's magazine in improving students reading comprehension on narrative text.

3. To know there is any significant different of students' achievement on reading before they are taught short stories in teenager's magazine in improving students reading comprehension on narrative text and after they are taught reading comprehension.

**D. Research Hypothesis**

**Alternative hypothesis (Ha)**

There is a significant influence of short stories in teenager's magazine in improving the students reading comprehension on narrative text of SMPN 1 Boyolangu.

**Null hypothesis (Ho)**

There is no significant influence of short stories in teenager's magazine in improving the students reading comprehension on narrative text of SMPN 1 Boyolangu,

**E. Significant of the Study**

The researcher hopes that the result of the study will give contribution to:

1. **For the teacher**

   This research can inspire the teacher to improve their knowledge about strategy, method and material of teaching English especially in teaching reading.

2. **For the students**

   The result of this study will add new experience for the students in the learning and teaching activity especially in reading.

3. **For the researcher**

   This study is very important because it will give some knowledge to the researcher and to know the benefits of using magazine in teaching reading.

**F. Scope and Limitation of the Study**

The scope this study conduct at SMPN 1 Boyolangu, focused on the short stories in teenager's magazine in improving the students reading comprehension on narrative text

This limitation of this research is research will be done of Class VIII SMPN 1 Boyolangu. There are many kinds of English Magazines, but there is only used that is High & Teen magazine.

**G. Definition of Key Terms**

To avoid misinterpretation and misunderstanding in the research, the several terms are defined as follows:

**1.** *Conceptual definition*

**a. Effectiveness**

The effectiveness is the producing the results that wants the doer (Mafdhuha, 2010:5). In other, effectiveness means producing some effect from the strategy is done tested. The result can be significant or not significant.

**b. Short Story**

Short story is a story which has coherent meaning of theme. A short story will only be written as a short story because of the power of its story toward how the character in the story solves the problem.

c. **Teenager's Magazine**

Teenager's magazine is a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.

d. **Reading Comprehension**

Reading comprehension is the process of simultaneous extracting and constructing meaning through interaction and involvement with written language.

e. **Narrative Texts**

Narrative text is a text dealing with problematic events which lead to a crisis or turning point of some kind (climax), which in turn finds a resolution.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter explains the review related literature. It consists of reading comprehension, teaching reading in junior high school, and narrative text.

## A. Reading Comprehension

Expert gives different explanations concerning with reading comprehension. Reading comprehension is the act of understanding or the capacity to understand (Adam, 1995). It requires information from context and combines disparate elements into a new whole using schemata to interpret a text to construct meaning. Moreover, understanding information in the text and changing the knowledge that a reader uses to understand it are also included in reading comprehension (Mc Neil, 1992).

Therefore, reading comprehension is a process of making influences, activating, appropriate concepts, relating new information with the old one, creating picture images, and reducing the information in the text to a main idea.

### 1. The Nature of Reading

Reading as one of language skills is a process that involves reader and text, than interaction between reader and text**.** Reading is the most important skill among the four language skill that should be acquired by the

English learners in learning English. It has been described as an interactive process to understand and to extract required information from the text.

There are many definitions of reading; each expert defines the term "reading" differently. Reading is a process of communication information between a writer and reader. It is a line with Vacca, *et al* (1991) stating that in reading, a reader tries to understand ideas that a writer has put in a text. Reading in this process involves decoding and comprehension process. Decoding process means the process of saying word into a representation similar to oral language either silently or aloud, whereas comprehension process is the process of understanding the representation (Carnine et al., 1990). In the other words, the understanding of the text triggers from decoding process to comprehension process interactively.

Wallace (1998: 4) adds that reading interpreting which means reacting to a written text as a piece of communication. In other words we assume some communicative intents on the writer's part in which the reader has some purpose in attempting to understand. Moreover, De Bour and Dalman (1964: 22) define reading as an activity, which involves the comprehension and interpretation of ideas, which is symbolized by a written language.

According Harris & Sipay as quoted by Sukiyah Kustaryo in Fitrohturrohmah (2011: 11) "Reading is concerned mainly with learning to

recognize the ranted symbols that represent language and respond intellectually when being asked about the content of the text he has read.

From the definition above, it can be concluding that reading is process to get or understand ideas, which are symbolized by a written or printed language as a piece of communication. Reading as with others skill is more enjoy able to do. By reading we learn spelling, writing and translation.

## 2. The Importance of Reading

There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many of them want to be able to read text in English either for their careers, for study purpose or simply for pleasure. Reading is also important for the language learners especially for the beginners, since the language itself will be strengthened. As Scott and Yetreberg (1990:49) say, pupils will become better in foreign language, and the printed words become the main sources of expending and strengtening the languace.

Reading is usefull for other purposes too, any exposure to English is a good thing for language students. At the very least, some language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences,

paragraphs, and texts. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons (Harmer, 2001:68).

It is importance for students to study reading text in the class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning of the text, is just is important as this. As a result, we must give the students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic-thus provoking personal engagement with it and the language. With extensive reading, this is even more important. Reading for pleasure is-and should be-different from reading study. (Jeremy Harmer, 2007:101).

3.  **Types of Reading Activity**

According Elizabeth (2010: 286-288) and Mickulecky (2011 : 19) several type of reading activity :

a)  Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. Intensive reading is

text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Students' reads book to acquire knowledge is the kind of intensive reading. Intensive reading calls students' attention to grammatical form, discourse makers, and other surface structure details for understanding literal meaning, implications, rhetorical relationship and the like.

b) Extensive reading

Extensive reading is reading longer text, usually for someone's pleasure. This is fluency activity, mainly involving global understanding. In this type of course, students are usually given more freedom to choose reading material that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by teacher. In an extensive reading course, almost all reading is done outside of class, without teacher's aid. The text is always to be read for comprehension of main ideas, not every details word. Extensive reading is carried out to achieve a general understanding of usually somewhat longer text. Most it is performed outside the class. Pleasure reading is often extensive. It can sometimes help learner get way from tendency to overanalyze or look up words they do not know, and read for understanding.

c) Reading aloud

Reading aloud means reading a book by producing sounds audible to others. The danger of too much reading aloud as a method of teaching reading is that it may lead to the short circuiting of the meaning where by the written word does not convey meaning but becomes merely a symbol for a collection of sounds and is translated straight in sounds.

d) Silent reading

Silent reading means reading something without producing sounds audible to others. Handschin states, silent reading inculcates love for reading and pleasurable and it gives the pupils a feeling of power and achievement. Silent reading is both an end and a means in reading. It is a means to achieve the following:

- Intellectual: the students are quickly able to get all the facts or thoughts contained in the subject matter.

- Literacy : the students get both entertainment and enlighment.

- Linguistics: it aims at the expansions of pupils' vocabulary.

e) Skimming

Skimming involves moving our eyes rapidly over the page or pages in order to get a general idea of what the text is about, focusing on certain key words of phrase. Skimming is also used has person already

carefully studied ideas and the need to receive the major ideas and concept.

f) Scanning

We used this techniques who we seek a specifics piece of information in the text, such as, a much date statistic, whether a particular topic as treated. The purpose of skimming and scanning is to teach students to read rapidly in search of one particular king of act.

## 4. Strategies in Reading

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perceptions of graphic symbol that represent a language and the memory traces of readers experiences. Reading may be both a process and product. A process is a method, movement toward an end that is accomplished by going through all necessary steps. A product is the consequence of utilizing certain aspects of a process in an appropriate sequence (Burns, *et al.,*1984:261).

The purpose of reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension is a deeper form of understanding which is sometimes called reading between the lines. Three reading strategies that involve bottom-up strategies, top-down strategies, and interactive strategies are discussed here.

a) Bottom-up Strategies

The bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by the decoding graphic symbols into sounds. Therefore, the reader first identifies features of letters; links these feature together recognize letters; links these features together to recognize letters; combine letters to recognize words; and then proceeds the sentences, paragraph, and text level 1991 processing. The followers of these models have argued that reading is essentially the translation of graphic symbols into an approximation of oral language (Harris, *et al.* 1984: 6).

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. The reader starts from identifying letters to recognize words; and then proceeds to the phrase, sentence, paragraph, and then text level processing (Vacca, *et al*., 1991: 162)

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the word meaning. Furthermore, when the content of the text is felt difficult, the readers try to understand the text by relying on the visual information that is on the page.

b) Top-Down Strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By the top-down strategies, readers start to process the text by applying the higher level stages. In this case, readers start with hypotheses and predictions and attempt to verify them by working down to the printed stimuli.

Reading usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning of every word in the text, they may still have difficulties to understand the text if there are no cues in the text that can activate a certain content schemata.

c) Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process initiated by making prediction about meaning and or by decoding graphic symbols.

Interactive strategies in reading require both bottom-up and top-down strategies in combination.

In understanding a text, readers apply more interactive strategies then two other strategies. In the attempt of getting meaning of the text,

readers cannot just rely on visual information or on visual information. The knowledge is applied interactively (Cahyono, *et al.* 2011; 63).

## 5. The Factors Influencing Comprehension Ability

Reading comprehension is not an easy process. It requires a number of basic abilities. There are some factors that influence the development of comprehension. Dawson and Bamman (1967: 220-223) state that there are five factors which influence the comprehension ability. They are:

a) Intelligence

The number of ideas that he or she understands and the depth of his or her understanding will be largely dependent upon his or her general capacity to learn. The slow learning or dull-normal students cannot be expected to show the same reactions nor gained the same appreciation as the bright students when they read together for pleasure or to gain information. The rate at which he or she associates what he or she reads with his or her knowledge or experience will be influenced by this thing, which we commonly call intelligence.

b) Experience

Much of the teaching of comprehension skills is concerned with providing experiences for students through whom they may

respond to books. They boy or girl with limited experiences may of the ideas and activities with which other students are familiar before they come to school.

c) Mechanics of reading

If our students have all mastered the skills of word attack and word meaning, if they have learned to handle books properly, if they have learned to read from left to right on a line of print, and if all these skills are performed smoothly, then comprehension should be easier for them.

d) Interest and interest span

It is true that we all respond quickly to what we read if we are interested in the topic or at last familiar with it. The average person is interested in those things, which are related to his best aptitudes.

Interest span is related to the personality factors. Interest span in the students is almost directly related to the purposes he has for reading at early stages of reading, the teacher will establish those purposes carefully, through discussion of student's experience, visual aids, and relating to immediate needs.

e) Skill of comprehending

Another factor, which influences the depth and amount of comprehension, is the skills, which the student has developed for that

purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

## 6. Improving Reading Comprehension Ability

Improving reading comprehension skills requires motivation, mental frameworks for holding ideas, concentration and good study techniques. A person can broaden their background knowledge by reading newspapers, magazines and books, or become interested in world events. Good writers are usually good readers. They are able to construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. There are also transitional words, phrases or paragraphs that change the topic. By identifying the type of reasoning the author is attempting to project, it allows the reader to think for himself. This leads to trying to anticipate and predict what the author is saying. If correct, this reinforces the reader's basic understanding. If wrong, adjustments can be made quicker. Improvement in comprehension can be achieved through reading in context during the regular reading period, through reading activity during other parts of school day and through the use of practice exercise set up to improve comprehension, as stated by Dalman (1982: 174) as follows:

a) Improving through incidental means.

b) Improving through practice exercise.

c) Questioning as a teaching for improving comprehension.

**7. Teaching Reading Comprehension**

**a. Definition of Teaching Reading Comprehension**

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom especially in reading comprehension.

**b. Principle for Teaching Reading Comprehension**

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language. There are the principles for teaching reading.

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background includes all of the experiences that reader brings to a text; life experience, educational experience, culture background and knowledge.

2) Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. Levine and reeves (1990) have found that "it is easier for the reader of academic text to cope with special terminology than with general vocabulary".

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct a checking that eider is making the necessary adjustments when meaning is not obtained.

4) Cognition can be defined as thinking

Metacognition can be defined as thinking about our thinking. In order to teach for comprehension, it is my belief that readers must monitor their comprehension processes and be able to discuss with the teacher and follow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

5) Work on increasing reading rate

One great difficult in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. The teacher must work towards ending a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not developing speed readers, but fluent readers.

c. **Techniques in Teaching Reading Comprehension**

Reading is viewed as an interactive process between language and thought. According Mukhroji in Cahyono, *et al.* (2011: 68) states there are three lind of activities involved in relation to the reading class activities:

1) Pre- reading activities

In pre-reading activities, activations is concerned with students background knowledge, objective of reading class, learning activities, and motivating the students (Mason, *et al.* 1990: 68). Pre-reading is to motivate students. Motivation in reading attracts student's attention to the text. The activities of pre-reading are activities aiming at facilitating the students understanding about the reading text.

2) During /Whilst-reading activities

During reading activities are the activities that a reader does while reading take place. During/whilst reading activities are

instructional activities that are going on while reading activities are happening, to this end, Mealey and Nist in Cahyono, *et al.* (2011: 69) suggest questioning technique and guides as strategies during reading activities, because questions in reading activity are also useful to guide and focus students attentions and performance.

3) Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities are instructional activities that students and teacher do after reading take place. Tierney and Cunningham in Cahyono, *et al*. (2011: 70) point out that post-questions, feedback, and group and whole-class discussions are activities that can be done in the phase of post-reading activities (Cahyono, *et al*.2011:70). Besides asking questions, summarizing can be used as the basis of determining the student's level of understanding to the text.

## 8. Assessing Reading

The techniques that might be used to test reading skills are multiple choice test, matching test, true false test and cloze test, C-test and dictation.

a) Multiple Choice Test

Multiple choice test technique gives the test-takers a chance of guessing the correct answer. The students will choose one answer (a, b, c, d). Each question correctly answered is given one point.

b) Matching Test

Matching test require the students to match two parts of a test. The two parts are usually interrelated in terms of meaning of content. Usually, the two parts are in the form of list. The list usually consists of some statement or questions, while the second consists of responses. To make matching test effective, the number of responses should be more than the statements. This is meant to make the students think critically until the last questions.

c) True False Test

Similar to matching test, true false test has also two parts. The first part consists of a list of statements. The second part is true (T) or false (F) listed beside each statement. The students should choose true (T) when the statement is considered correct and vice versa.

d) Cloze Test

Close test involves deleting a number of words in a passage, leaving blanks, and requiring the test-taker to replace the original words. After having a short unmutilated 'lead in', it is usually about every seventh word which is deleted. The cloze procedure seemed very attractive. It is easy to construct, administer and score.

e) C-Test

The C-Test is really a variety of cloze which is considered superior to the general cloze procedure. Instead of whole words, it is second half of every second word which is deleted.

f) Dictation

Dictation is testing technique in which passage is read aloud to students, with pauses during which they have to write down what they heard as accurately as possible (Richard *et al,* 1992).

Among those techniques, the researcher choose multiple choice test as a technique for assessing the students reading ability which consisted of 20 questions.

## B. Teaching Narrative to Junior High School

Teaching narrative is unique to each individual and should be a reflection of how that person sees her or himself as a teacher. In teaching narrative can be used for formative purposes, in helping one improve one's teaching. Teaching narrative can also be used for summative purposes in making decisions on tenure, promotion, and merit. Teaching narrative need to provide evidence of one's teaching and to place this evidence in a larger context. Teaching Narrative to junior high school students is not easy task for teacher since the teacher should introduce English as foreign language for the students. The students are expected to have skills of language in simple

English. So, mastery reading is very important. Traditionally, the purpose of learning to read in a language has been to have access to the literature written in the language. In junior high school, teaching materials are one of component to success teaching reading.

The types of texts for SMP students are follows: descriptive, procedure, recount, narrative and report. Those kinds of text type have to be mastered by the students in for skills; they are listening, speaking, reading and writing. The following table will review the kinds of texts that are taught in Junior High School:

| Genre | Social Function | Generic Structure | Significant Lexicogrammatical Feature |
|---|---|---|---|
| Descriptive | To describe a particular person, place or thing. | • Identification: identifies phenomenon to be describe.<br>• Description: describes parts, qualities and characteristics. | • Focus on specifics participants.<br>• Use of attribute and identifying processes.<br>• Frequent use of epithets and classifiers in nominal groups.<br>• Use of simple present tense. |

| | | | |
|---|---|---|---|
| **Procedure** | To describe how something is accomplished through a sequence of actions or steps. | • Title/goal: states the goal to be achieved.<br>• List of materials needed.<br>• Steps /methods/procedure: describe steps in a logical order to achieve the goal. | • Focus on generalized human agents.<br>• Use of simple present tense, often imperative.<br>• Use mainly temporal conjunctions (or numbering to indicate sequence)<br>• Use mainly of material process. |
| **Recount** | | • To retell events for the purpose of informing or entertaining. | • Orientation: provides the setting and introduces participants.<br>• Series of events: presents events chronologically, tell what happen in what sequence.<br>• Reorientation: optional-closure of events |
| **Narrative** | To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution. | • Orientation: sets the scene and introduces the participants.<br>• Evaluation: a stepping back to evaluate the plight.<br>• Complication: a crisis arises.<br>• Resolution: the crisis is resolved, for better or for worse.<br>• Re-orientation: optional. | • Focus on specifics and usually individualized participants.<br>• Use of material processes.<br>• Circumstances of time and place.<br>• Use of past tense.<br>• Focus on temporal sequence. |

Based on Curriculum in Junior High School level, there are types of four the text that must be learned by the second grade students. They are descriptive, procedure, report, and narrative. The researcher uses narrative text as the text that will be researched.

1) **Definition of Narrative Text**

Narrative is a text which contains about story fiction or non-fiction. The purpose of which is to entertain, create, stimulate emotion, motivate, and teach reader. Narrative is texts which have kinds story (folktale, fable, legend, short story, etc). The narrative text has general structure pattern, such as: orientation, complication, resolution, and reorientation. The structure pattern of narrative text, can be explained run away story from narrative text, beginning from orientation until the story the end or how ending from story.

According to Mifflin, (1984: 466) narrative is text that tells story in a sequential order and it usually tells about person, a place, an animal, or a thing. Furthermore, Kane (1988: 366) states that a narrative is a meaningful sequence of events told in words. It is sequential in that events are ordered, not merely random. Sequence alaways involves an arrangement in time and usually can valves other arragements as well. As straight forward movement from the first event to the last constitutes, the simplest cronology. However, chronology is sometimes complicated by

presenting the event in another order for example a story may open with final episode andthen flashback to all preceded it.

A narrative is a text that tells a story and, in doing so, entertains the audience (Anderson and Kathy, 1997: 3). A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This meaning is some called the theme of the story. Meaning is always randered. The writer has to do more than tell us the truth the sees in the story. The writer must manifest that truth in the characters and the action.

According to Montgomery (2007: 25), narratives are stories involving a sequence of related events. There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another. Such causal connections link one event with another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions.

Folse and friends (2010: 177) determine the narrative text into five main point, there are follow :

1. Narrative tells a story

2. Giving background information in the opening sentences.

3. It has a clear beginning, a middle and an end.Narrative give an entertains and informs.

4. It is uses vivid, description language that paints a picture that it so real that the reader can almost feel that he or she is witnessing the event live.

In the simplest narrative texts, there is a single series of events with causal connections between them. More complex narrative texts might be compounded from simple narratives, with two or more simultaneous narratives perhaps as plot and sub-plot, or with narratives in sequence that are only loosely connected, perhaps through sharing the same basic character, this is the structure of narratives (Folse, Vokoun and Solomon, 2010: 177)

From the statements above, the researcher concludes that narrative text is text which tell story in a sequential order that happens in the past, and have certain purpose. Person, thing, animal or place usually are become an object of story that are told.

Narrative as kind of story genre also has many types. There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventures stories, fables, myths and legends, historical narratives, short stories, ballads and personal experience.

Among these kinds of narrative texts, the researcher uses short stories.

2) **The Generic Structure of Narrative Text**

According to L. Spencer (2005), there are some steps to construct a narrative text into a good organization of a narrative text. There are orientation, complication, and resolution. The steps for constructing a narrative text are as follows:

a. Orientation

In orientation, the writer introduces the main characters and possibly some minor characters. Besides, the writer also tells the audience or readers about when the story is taking place and where the action is happening.

b. Complication

In complication, it includes the sets off events that influence what will happen in the story. It describes the rising crises or problems which the participants have to do with.

c. Resolution

In resolution, the writer shows the way of participant to solve the crises or problems, better or worse. In addition, a coda can be given in the last part of the text as an optional step. Coda provides a comment or moral based on what has been learned from the story.

From the statements above, the researcher concludes that narrative text introduces orientation to lead the readers to the context. It is

continued by sequence of events which tell the context of the story. Then, it is concluded in resolution as ending of story.

**3) The Types of Narrative Text**

According to L. Spencer (2005), there are many different types of narrative text including legend, fable, fairy tale, science fiction and short story. The types of narrative text stated as follows:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are:

- Sangkuriang

- Malin Kundang

- The Legend of Tangkuban Perahu

- The Story of Toba Lake

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human being. The examples of fable in narrative text are:

- Mousedeer and Crocodile

- The Ants and the Grasshopper

- The Smartest Parrot

- The Story of Monkey and Crocodile

c. Fairy tale

According to Wikipedia, fairy tale is an English language termfor a type of short narrative corresponding to th French phrase "conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and it usually magic or enchantments. The examples of fairy tale in narrative text are:

- Cinderella

- Snow white

- Pinocchio

- Beauty and the Beast

- The Story of Rapunzel

d. Science Fiction

According to Basil Daventport (1955) in L. Spencer (2005), science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a

situation that could not arise in the world we know. Some examples of science fiction are:

- To the Moon from the Earth by Jules Veme
- Starship Trooper by Robert Heinlein
- A Space Odyssey by Arthur C. Clarke

e. Short Story

Short story is a story which has coherent meaning of theme. A short story will only be written as a short story because of the power of its story toward how the character in the story solves the problem. According to Edgar Allan Poe, the famous man of letters from America, short story here means the reader can finish reading it in once sit, no more than an hour. A short story basically demands a clear dispositive. According to Jacob Sumardjo 3and Saini K.M (1995:30), size of this short is emphasized on the limitation of the element development.

There are many characteristics of short story. Those are:

- A short story is a piece of prose fiction which can be read at a single sitting.
- It ought to combine objective matter-of-fact description with poetic atmosphere.

- It ought to present a unified impression of tone, colour and effect "unity of effect" (Poe)

- It mostly shows a decisive moment of life (which can entail a fatal blow).

- There is often little action, hardly any character development, but we get a snapshot of life (slice-of-life story).

- Its plot is not very complex (in contrast to the novel), but it creates a unified impression and leaves us with a vivid sensation rather than a number of remembered facts.

- There is a close connection between the short story and the poem as there is in both a unique union of idea and structure.

- There is a limited set of characters, one single action and simple plot (often: exposition, complication, crisis, sad/happy ending).

- A short story very often has an open/ abrupt beginning and an open or surprise ending.

- A short story is restricted to one setting only (fixed place and time, social surroundings).

By learning the types of narrative text, the students can get the comprehensive understanding about the types of narrative text and the purposes of narrative text. Students can know the detail information of narrative text briefly. Students know about narrative text clearly from the

purpose of a narrative text, the schematic stucture of narrative text, and the language features of narrative text it self. They can build their imagination when they have to write a narrative text with the knowledge they have got by learning kind of narrative text. They can easily write a narrative text correctly for the result after learning a narrative text specifically.

4) **The Example of Narrative Text**

| Mantu's Little Elephant | |
|---|---|
| Adapted from: 50 Bedtime Stories, 2002 | |
| **Orientation** | Little Mantu lived in village deep in the jungle where elephants helped the man with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air. |
| **Complication** | Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants. <br><br> Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they gwents thundering in fright. |
| **Resolution** | "Did I say there were snakes?" giggled Mantu. "No, I don't think so,"smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about |

| | |
|---|---|
| | the foolish elephants. |

## C. Previous Study

This is done in order to avoid any duplication. In this research, the researcher summarized the relevant previous study to show the originality and to avoid plagiarism. Here the writer last the readers know the previous study.

Besides surfing, the researcher also went to libraries to look for other related studies. The previous research was done by Anis Azimah, S. Pd (2012) entitiled "Improving Students Reading Comprehension of Narrative Text of the Eight Year Student SMPN 2 Ngunut Instructional Authentic Material from Magazine". The result of the research shows that using teenager's magazine can improve student's reading comprehension and classroom situation. The improvement of the classroom situation was supported by data which cover the student's participation, attendance and enthusiasm during the teaching learning process.

The conclusion states that there is significant effectiveness of short stories in teenager's magazine in improving the student's reading comprehension on narrative text at SMPN 1 Boyolangu Academic Year 2013/2014.

Based on conclusion above it show that short stories is effective to used in improving the student's reading ability.

# CHAPTER III

# RESEARCH METHOD

This chapter presents the research method. It focuses on the use of method conducting this study. It covers research design, population and sample, research instrument, validity and readability testing, normality and homoginity testing, data collecting method, data analysis.

## A. Reseach Design.

This study will be conducted in experimental design using quantitative approach with One-Group Pretest-Posttest design. Experimental research is a study of the effect of the systematic manipulation of one variable on another variable (Ary. 2006:28). So, the experimental research is design which used the quantitative approach, it is controlled one or more independent variables and dependent variables. Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research will be done in the class by taking students as population.

Experimental research is inquiry in two very important respects: it is the only type of research that directly attempts to influence a particular

variable, and when properly applied, it can apply one or more dependent variables. An experimental usually involves two groups of subjects, an experimental group and a comparison group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups. *(Ar et al,*1985:26*).* So, experimental research contributes more to be conducted to groups in experimental research it also provides all treatments to influence a particular variable. Experimental research has been given treatment by using one or more dependent variables.

The research sample was one class for experimental research that was class VIII A. In this study, the experimental research can be illustrated in this diagram as follows:

**Table 3.1 Diagram of experimental research**

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| Y1 | X | Y2 |

Y1     : Students' reading ability of experimental group in pre-test

X     : Treatment teaching reading by using short stories in teenagers' magazine

Y2     : Students' reading ability of experimental group in post-test.

**B. Population, Sample and Sampling**

1. **Population**

Population is all of the research subjects which can be consist of human, animal, testing score/event as a source data which have a certain characteristic in the research. According to Arikunto, population is the entire research object. A population is the group to which the results of the study are intended to apply stated by (R.Frankael 1996: 91).The population on this research is the second grade of SMPN 1 Boyolangu which consists of ten classes.

**Table 3.2 Population of second grade of SMPN 1 Boyolangu**

| Class | N |
|-------|-----|
| A | 29 |
| B | 30 |
| C | 30 |
| D | 30 |
| E | 30 |
| F | 30 |
| G | 30 |
| H | 30 |
| I | 30 |

| J | 30 |
| --- | --- |
| Total | 299 |

## 2. Sample

A sample is a group in research study on which information is obtained (R.Frankael 1996: 91). The sample of this research was the students of the VIII-A class VIII A of SMPN 1 Boyolangu, in which the total of them are 29 students and this research was just conducted in one class.

## 3. Sampling

According to Sugiyono (2012:121) " Sampling is a sampling technique to determine the sample to be used in research.There is variety of sampling techniques to be used. In this research, the researcher used purposive sampling technique to obtain the sample. Arikunto (2006: 139) explains:

Purposive sampling is sampling technique which researchers consider strata, random or area when they handpick a subject. However, they consider the certain purpose. Related to this sampling technique the English teacher of SMPN 1 Boyolangu allows one class to be the sample

this class is chosen by basing on the recommendation from school. And the result class VIII A of SMPN 1 Boyolangu as the sample of the research that consist of 29 students, 15 female and 14 male students.

## C. Research Variable

In this research, the writer thinks it is important to know the meaning of variable itself. According to R.Franklen (1996:51) variable is concept a noun that stands for variation within a class of objects. According to Donald Ary (1985:39) A variable is a construct or a characteristic that can take on different values or scores. The most important classification is on the bass of their use within the research under consideration, when they are classified as independent variables or dependent variables.

1. Independent variable (X)

Independent variable is variable which is manipulated by a researcher deliberately. In this research, independent variable is teaching reading narrative text by using short stories in teenager's magazine.

Description of short stories in teenager's magazine in teaching reading. Firstly, the researcher gives the pre-test to the students in VIII A class. Pre-test here is to measure how far the students' understanding about the course and how far they know about reading paragraph as like narrative. Secondly, the researcher gives treatment to the students in

reading narrative text using short stories in teenager's magazine with to find formulate the problems. The student can formulate the problems of their reading in narrative text by how the way to read narrative text by using short stories in teenager's magazine form correctly and the researcher analyze and present the result in the reading narrative text. In the end, the researcher gives the post-test to the students in VIII A.

2. Dependent variable (Y)

Dependent variable is a variable that enrage in function relationship influence by independent variable. In this research, dependent variable is student achievement in reading narrative text.

## D. Research Instrument

An instrument has important function in this research. Instrument is one of the significant steps in conducting this research. The main instrument used of this study is test. The material of test is taken from magazine which related to their subject and based on junior high school curriculum with the subject the narrative text.

### 1. Pre test

To measure their ability before treatment process, this test was given to know the basic competence for 29 students and to know their earlier knowledge before they get treatment. Pretest was done on May

$12^{th}$ 2014. The score were analyzed to determine the students' scores between pretest and posttest. The test of pretest is multiple choices with 20 questions about narrative text. Time allocation of the test is 60 minutes. Every right answers scores one and every wrong answers scores zero.

2. **Post test**

      Posttest is test that is given to VIII A class of SMPN 1 Boyolangu. To measure their ability after treatment process, this test was given to know the basic competence for students and to know their earlier knowledge after they get treatment. It is done to know the final score and to know the students difference achievement before and after they get treatment. This test was used to measure the students' achievement after they were given treatment. Post test was done on May $21^{th}$ 2014. The test of posttest is multiple choices with 20 questions about narrative text. Time location of the test is 60 minutes.

E. **Validity and Reliability Testing**

      To produce valid data, the instrument must possess characteristic of a good test which consists of validity and reliability. In this study the writer conducts a try out test to know whether the instruments already fulfill the characteristic of a good test.

1. **Validity**

The first criterion of a good test is validity, the extent to which it measures what it is supposed to measure and nothing else (Healton. 1988: 159). Healton divides validity into four types: face validity, content validity, construct validity, and empirical validity.

The content validity a test is said to have content validity if its contents constitutes a representative sample of the language skill, structures, etc. being tested. The test will have content validity if it includes a proper sample of the structure or content which is relevant with the purpose of the test. In this research, the content validity to write is content valid it means that refer to the "Kurikulum Tingkat Satuan Pendidikan (KTSP)". Based on the standard competence in syllabus of "Kurikulum Tingkat Satuan Pendidikan", it is mentioned that the second year students of Junior High School are expected able to express meaning in functional written text and simple short essay in the form of recount and narrative to interact with the society around them.

2. **Reliability**

Reliability is necessary characteristic of any good test for it to be valid at all a test must first be reliable as a measuring instrument. If the students are given the same test on two different occasions, the test should yield similar results Grounlund in Brown (2004: 22). The word "similar" is used here because it is almost impossible for the test-takers to get exactly the same scores when the test is repeated the following day.

This is because of the fact that human beings do not simply behave in exactly the same way on every occasion, even when the circumstances seem identical.

To get the reliability of the test in this research, the researcher used Cronbach Alpha Reliability Coefficient in SPSS program 16.0 version to analyze the data.

According to Arikunto (2002: 245), reliability of the test distribution can be categorized into 5 classes as follows.

1.  If the Cronbach's Alpha score 0.800 – 1.000 : very reliable

2.  If the Cronbach's Alpha score 0.600 – 1.799 : reliable

3.  If the Cronbach's Alpha score 0.400 – 0.599 : enough

4.  If the Cronbach's Alpha score 0.200 – 0.399 : rather

5.  If the Cronbach's Alpha score 0.000 – 0.179 : less

Based on the result of reliability testing by using Cronbach's Alpha with SPSS program 16.0 version showed that the Cronbach's Alpha score in pretest was 0.876. Related with categories of the reliability testing stated by Arikunto, the result of computation was categorized into very reliable test. For detailed evidence of computation can be seen in Appendix 11.

F.  **Normality and Homogenity Test**

Normality tests are used to determine a data set is well-modeled by normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. Normality test is intended to show that the sample data come from a normally distributed population.

To know the normality, the researcher used *kolmogorov- smirnove* test with SPSS. Kolmogorov-smirnov D test is a test of normality for large samples. If the observed data distribution and a normal distribution is rejected. Simply put, a value less than 0.05 indicates that the data are non-normal. The result can be seen in the table below.

**Table 3.3 Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

|  |  | normallity |
|---|---|---|
| N |  | 29 |
| Normal Parameters[a] | Mean | 65.5172 |
|  | Std. Deviation | 5.87744 |
| Most Extreme Differences | Absolute | .189 |
|  | Positive | .156 |
|  | Negative | -.189 |
| Kolmogorov-Smirnov Z |  | 1.018 |
| Asymp. Sig. (2-tailed) |  | .251 |

a.  Test distribution is normal.

b.  Calculated from data.

The result of normality test, the test is normal, because the significant is 1.018 more than 0.05

Homogeneity test is intended to show that two or more groups of data samples come from population having the same variance. To know the normality, the researcher used *one way anova* with SPSS. The result can be seen in the table below.

**Table 3.4 Homogeneity Test**

**G. D**

**ANOVA**

| VAR00001 | | | | | |
|---|---|---|---|---|---|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 289.792 | 5 | 57.958 | 1.968 | .122 |
| Within Groups | 677.449 | 23 | 29.454 | | |
| Total | 967.241 | 28 | | | |

**Sources**

According to Arikunto, (2006: 129) states that there are three sources of the data, they are person, place and paper.

1. Person: person means that someone who gives the data or information orally. It can be done by giving questions for subject. The source data (person) of this study through headmaster, English teacher, student.

2. Place: place is the resources of data that deals with the place or moving something. Then, it can be done in the room. The writer conducted this

study in SMPN I Boyolangu, Tulungagung, especially in the room of A class.

3. Paper: paper is the resources of data deals with the symbol, book or number. The paper of this study was taken from the students' paper of the simple past tense task in experimental class.

## H. Data Collecting Method

1. Administering test

In this research, the researcher used test to collect the data. Donald Ary (2002: 216) states that "A test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned." According to Arikunto (2010: 13) test is draft of question used for knowing the skill, intelligence, and ability of individual of group. In conducting this research, the researcher used test as the first method of collecting the data. The test was used to collect the students' reading that must be analyzed to identify the students' understanding on reading narrative text. The form of test in this research is a subjective test based on the instruction. In this case, the student was given freedom chance to think as much as possible. They can freely express and organize their ideas in written form related to the material of narrative text.

In this research, the researcher used pretest and posttest.

a. Pretest

Before teaching the new material by using short stories in teenager's magazine as media to answer question narrative text, the researcher gave the pretest to the students to answer the questions about narrative text in the form of questions. This test was given to measure the students' achievement before given a treatment.

b. Treatment

The researcher gave treatment there are two meetings. The fists treatment was done on May 14$^{th}$ 2014 and second treatment was done on May 19$^{th}$ 2014. The treatment was conducted after the administration of the pre-test. Treatment here means that the researcher applied magazine to improve the student's ability on reading comprehension in narrative text.

**Table 3.5 Steps in Teaching Reading Short Stories Using Teenager's Magazine**

| No. | Steps | Teacher Activities | Students Activities |
|-----|-------|--------------------|--------------------|
| 1. | Opening | Greeting | • Answer greeting<br>• Brainstorming |
| 2. | Main Teaching | Introduction the material about narrative text | • Pay Attention |
|  |  | Giving explanation about the teaching reading short stories using teenager's | • Listening the explanation |

| | | magazine<br>❖ Telling the students that they will study using magazine and give the question orally:<br> • Have you ever seen this magazine?<br> • Do you like magazine?<br> • Have you ever read magazine?<br> • How many times did you read in a week?<br>❖ Stimulate the prior knowledge of the story and its elements by asking leading question on famous story like Abu Nawas<br>❖ The teacher introduces the magazine and it's contain and distribute the worksheet.<br>❖ Have the students read the story<br>❖ The teacher write some difficult words on the white board, discuss it and expressions found in the text | from the teacher<br> • Answer the teacher question |
|---|---|---|---|
| 3. | Closing | Asking the students about narrative text | Giving explanation about narrative text |
| | | Giving evaluation as the exercise | Doing the exercise |

c. Posttest

Posttest was held after all treatments were conducted. Posttest was given in order to measure the improvement of the students' understanding on reading narrative text after they learn reading narrative text by using short stories in teenager's magazine. They should answer the questions about that story in the form of multiple choice.

**I. Data Analysis**

Data analysis is the process of systematically searching and arranging to increase your own understanding of them and to enable your present what you have discovered to others. In this research, the researcher uses quantitative data analysis. Quantitative data analysis is also called statistical analysis. Usually the data are classified into numerical form. This technique is used to find the significant different ability of the second year students of SMPN 1 Boyolangu in academic year 2013/2014 in reading narrative between the students who learned reading by using short stories in teenager's magazine and those who learnt reading without using short stories in teenager's magazine.

The researcher in this research used Paired Sample T Test stated by SPSS 16.0.

## J. Hypothesis Testing

The hypothesis of this study was as follow:

1. If T-Test score is bigger that T-table, the alternative hypothesis (Ha) is accepted. It means that there is different score to the second grade before using short stories in teenager's magazine and after using short stories in teenager's magazine. The difference is significant.

2. If T-Test score is smaller than T-table, the null hypothesis (Ho) is rejected. It means that there is no different score to the second grade before using stories in teenager's magazine and after using stories in teenager's magazine. The difference is not significant.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the research findings, hypothesis testing and discussion.

## A. Research Findings

In this research, the researcher did a pre-experimental research about the effectiveness of short stories in teenager's magazine toward the students reading comprehension ability on narrative text at SMPN 1 Boyolangu academic Year 2013-2014. The researcher used three steps; pre-test, treatment using short stories in teenager's magazine and post-test. Pre-test and post-test were done to get reading comprehension score of the students. Those were presented clearly below:

### 1. Data presentation score before taught by using short stories in teenager's magazine

After the research procedures were conducted, the researcher gained the data of pre-test and post-test. The pre-test in experimental group was given by asking student's to answer the question about narrative text. The number of question 20 multiple choice questions. This

test is to know the students reading achievement before students got
treatment.

**Table 4.1**

**The result of pre-test student's reading comprehension before they
were taught using short stories in teenager's magazine**

| No. | Name | Pre-test score |
|-----|------|----------------|
| 1 | AB | 70 |
| 2 | AD | 55 |
| 3 | AG | 55 |
| 4 | AH | 60 |
| 5 | AN | 65 |
| 6 | AD | 60 |
| 7 | AR | 80 |
| 8 | CH | 65 |
| 9 | DE | 65 |
| 10 | DP | 70 |
| 11 | DW | 55 |
| 12 | ED | 70 |
| 13 | EN | 65 |
| 14 | ER | 65 |
| 15 | EV | 70 |

| 16 | EW | 70 |
|---|---|---|
| 17 | EA | 70 |
| 18 | FA | 70 |
| 19 | FE | 65 |
| 20 | IL | 70 |
| 21 | LA | 60 |
| 22 | MA | 75 |
| 23 | ME | 60 |
| 24 | MO | 65 |
| 25 | MU | 65 |
| 26 | NO | 65 |
| 27 | NU | 70 |
| 28 | PU | 65 |
| 29 | RA | 60 |
|  | N= 29 | X=65.5 |

Bases on the table above, there are 29 students as sample of the research. The test was conducted by the writer before using short stories in teenager's magazine. In pre-test, the student's lowest score was 55, and the highest score was 80.

**Table 4.2 Descriptive Statistic of Pre Test**

| N | Valid | 29 |
|---|---|---|
|  | Missing | 0 |
| Mean |  | 65.5172 |
| Median |  | 65.0000 |
| Mode |  | 65.00 |
| Std. Deviation |  | 5.87744 |

Based on the table above can that consist of 29 students. It shows that the mean score 65.5172. Mean score 65.51 means that the good of 29 students get score is 65. Based on the mean score, the student's ability was categorized into good ability.

**Table 4.3. Frequency of Pre-Test**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 55 | 3 | 10.3 | 10.3 | 10.3 |
|  | 60 | 5 | 17.2 | 17.2 | 27.6 |
|  | 65 | 10 | 34.5 | 34.5 | 62.1 |
|  | 70 | 9 | 31.0 | 31.0 | 93.1 |
|  | 75 | 1 | 3.4 | 3.4 | 96.6 |
|  | 80 | 1 | 3.4 | 3.4 | 100.0 |
|  | Total | 29 | 100.0 | 100.0 |  |

Based on the table 4.4 can see that 18 students fair score got score 55 got by 3 students, score 60 got by 5 students and 10 students got

65 score. It means that the ability of students reading comprehension is good. And than 11 good score students it means that the students has good in reading comprehension. The score 70 got by 9 students, the student got 75 is 1 student and the student got score 80 is 1.

2. **Data presentation score after taught using short stories in teenager's magazine**

The post test was given by asking the student to answer the question about narrative text. The question is 20 in the form of multiple choice. There were 29 students as sample or subject. It was done after treatment process by giving short stories in teenager's magazine.

**Table 4.4**

**The result of post-test student's reading comprehension after they were taught using short stories in teenager's magazine**

| No. | Name | Post-test score |
|-----|------|-----------------|
| 1 | AB | 90 |
| 2 | AD | 70 |
| 3 | AG | 85 |
| 4 | AH | 80 |
| 5 | AN | 75 |
| 6 | AD | 80 |
| 7 | AR | 85 |
| 8 | CH | 80 |

| 9 | DE | 80 |
|---|---|---|
| 10 | DP | 75 |
| 11 | DW | 65 |
| 12 | ED | 80 |
| 13 | EN | 90 |
| 14 | ER | 90 |
| 15 | EV | 85 |
| 16 | EW | 85 |
| 17 | EA | 90 |
| 18 | FA | 80 |
| 19 | FE | 85 |
| 20 | IL | 85 |
| 21 | LA | 85 |
| 22 | MA | 90 |
| 23 | ME | 85 |
| 24 | MO | 85 |
| 25 | MU | 85 |
| 26 | NO | 80 |
| 27 | NU | 80 |
| 28 | PU | 80 |
| 29 | RA | 85 |
| | N= 29 | X=82,4 |

The researcher obtained the post-test score which the lowest score was 65, and the highest score 90. It means that the students got better score in post-test.

**Table 4.5. Descriptive Statistic of Post Test**

| N | Valid | 29 |
|---|---|---|
| | Missing | 0 |
| Mean | | 82.4138 |
| Median | | 85.0000 |
| Mode | | 85.00 |
| Std. Deviation | | 5.91920 |

Based on the table 4.5 can see that the student consist of 29 students. It shows that the mean score 82.4138 its mean that the good of 29 students get score is 82, means that the student can master reading comprehension well. The median score is 85.0000. In this case the mode score is 85. It means that the most frequenly score is 85 so there are many students got excellent score.

**Table 4.6 Frequency of Post Test**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 65 | 1 | 3.4 | 3.4 | 3.4 |
| | 70 | 1 | 3.4 | 3.4 | 6.9 |
| | 75 | 2 | 6.9 | 6.9 | 13.8 |

| | | | | |
|---|---|---|---|---|
| 80 | 9 | 31.0 | 31.0 | 44.8 |
| 85 | 11 | 37.9 | 37.9 | 82.8 |
| 90 | 5 | 17.2 | 17.2 | 100.0 |
| Total | 29 | 100.0 | 100.0 | |

Based on the table 4.6, we can see that there is 1 student got score 65 it means that the ability of students reading comprehension is average. The score range between 70-80 got by 12 students, it means that the students are good. The score between range 85-90 got by 16 students, it means that the students are very good in mastery reading comprehension.

So, there are differences data presentations between before taught by using short stories in teenager's magazine and after taught using short stories in teenager's magazine better and higher than taught before using short stories in teenager's magazine.

**3. The effectiveness of teaching reading comprehension before and after being taught by using short stories in teenager's magazine**

The researcher used statistical test using paired sample T Test stated by SPSS 16.0 (Hartono. 2008: 236) to ensure the effectiveness of

using short stories in teenager's magazine in reading comprehension. The
test result as follows

**Table 4.7**

Paired Sample Test

| | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 95% Confidence Interval of the Difference | | | | |
| | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pa pre –test ir & post- 1 test | -1.689 | 6.32650 | 1.17480 | -19.30302 | -14.49008 | -14.382 | 28 | .000 |

Based on the table above, output paired sample test shows the
result of compare is on analysis with using statistical calculation T-test.
output shows that mean of pre-test and post-test is (1.689), standard
deviation (6.32650), mean standard error (1.17480). The lower difference
is (19.30302), while upper difference is (14.49008). The result of T-test =
(14.382) with df = 28 and significance of 0.00 with confident level 95%.

To know the student's achievement that is good or not, the
researcher gives as follow:

**Table 4.8 Table of criteria student's score**

| No. | Grade | Qualification | Range Score |
|-----|-------|---------------|-------------|
| 1 | A | Very Good | 100-85 |
| 2 | B | Good | 84-70 |
| 3 | C | Fair | 69-54 |
| 4 | D | Poor | 53-38 |

## B. Hypothesis Testing

From the data analysis is could be identified that:

1.  The null hypothesis would be accepted if the significant value was greater than 0.05

2.  If the significant value was smaller than 0.05, the null hypothesis would be rejected.

From the result of T-test by using SPSS program 16.0 version, it could be seen that the significant value from the calculation output was 0.000. Therefore, it could be inferred that the significant value was smaller than 0.05 (0.000 < 0.05), so the null hypothesis was rejected.

By comparing the "t" that the researcher has got calculation $t_{count}$ = (14.384) and the value of "t" on the $t_{table}$ $t_0$ = 0.05 (2.048). it is known that t-count is bigger than t-table = (14.382 > 2.048).

Because the $t_{count}$ is bigger than t $_{table}$ the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected, it means that there is different

reading comprehension score of the second grade junior high school in SMP Negeri 1 Boyolangu between before being taught by using short stories in teenager's magazine and after using short stories in teenager's magazine.

From those result, it can be concluded that there is significant difference of the student's ability in reading narrative text who were taught without using short stories in teenager's magazine and who were taught by using short stories in teenager's magazine of the second year students of SMPN 1 Boyolangu in academic year 2013/2014. Moreover, the finding verified that short stories in teenager's magazine was effective used to improve the students ability in reading comprehension on narrative text for the second year.

## C. Discussion

Based on the result of pretest and post test it shows that there was significant difference of the students ability in reading comprehension on narrative text when they were taught without using short stories in teenager's magazine and who were taught by using short stories in teenager's magazine. It can be seen from the gained score before and after they were given a treatment in pretest the mean score was 65.5172 while in post test was 82.4138, with gained score 16.896. It means that there was improvement of the student's ability.

To give more evident the writer analyzed the result by using SPSS program. Based on the computation it was found that $t_{value}= 14.382$, with degree of freedom (df) was 28 the significant value 0.000 with confident level 95%.

Based on the result, it can be concluded that using short stories in teenager's magazine toward the students reading comprehension ability on narrative text was effective in teaching reading comprehension at junior high school especially at the second grade student's of SMPN 1 Boyolangu. Using short stories in teenager's magazine in teaching reading comprehension is an alternative to make students improve knowledge about narrative text from the magazine. The score of the students before and after taught by using short stories in teenager's magazine better and higher. It could be seen in the treatment process, the students more interested when the researcher applied this material. They felt enthusiast to make question from the text and answered the question from the teacher also from classmate. With short stories in teenager's magazine not only motivate the students to learning reading comprehension by helping and supporting each other in mastering the material taught by teacher and students become more independent reader, but also make them work together to solve the problem and they could solve alone because each students in one group are able to be summarize, the student can understand about text and then they make summary about the text give by the teacher with using alone language. As explained in chapter II Extensive

reading is reading longer text, usually for someone's pleasure. This is fluency activity, mainly involving global understanding. In this type of course, students are usually given more freedom to choose reading material that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by teacher. In an extensive reading course, almost all reading is done outside of class, without teacher's aid. The text is always to be read for comprehension of main ideas, not every details word. Extensive reading is carried out to achieve a general understanding of usually somewhat longer text. ssSo, they can learn to develop their ability in reading comprehension, especially of narrative text.

In teenager's magazine toward the students reading comprehension ability on narrative text was effective in teaching reading comprehension at junior high school especially at the second grade student's of SMPN 1 Boyolangu. As explained by L. Spencer (2005) that they are many kind of narrative texts are legend, fable, fairy tale, science fiction and short story. In this research, short story was used. Using short stories in teenager's magazine in teaching reading comprehension is an alternative to make students improve knowledge about narrative text from the magazine as, stated by Edgar Allan Poe (1995: 30) short story is a story which has coherent meaning of theme. A short story will only be written as a short story because of the power of its story toward how the character in the story solves the problem.

According Arigol (2001 as cited in Hismanoglu, 2012 in Khatib and Nasrollah), using short story can give advantages, for students example short story makes the students reading task easier because it is simple and short. It gives learners a better view of other people and other cultures. Another advantage is it offers a fictional and interesting word. Besides, it reduces student's anxiety and helps them feel more relax.

According to explanation above, short stories in teenager's magazine surely showed the real effectiveness in teaching reading comprehension because it can help the students to improve their reading comprehension achievement of the second grade students of SMPN 1 Boyolangu.

# CHAPTER V

# CONCLUSIONS AND SUGGESTION

This chapter presents two points, conclusion and suggestion. The conclusion is based on the result of data analysis. The suggestions are given related to further implementation teaching reading comprehension using short stories in teenager's magazine to further studies.

## A. Conclusion

After carrying out the research and according the result of students test, based on analysis of the data and hypothesis testing, it can be conclude that there is significant difference between teaching narrative text by using short stories in teenager's magazine and without short stories in teenager's magazine.

1. The student's ability in reading narrative text before they were taught using short stories in teenager's magazine was categorized in fair ability. It was proved by their means scores 65.5 in pre-test.

2. The student's ability in reading narrative text after they were taught using short stories in teenager's magazine was categorized in good ability because the score was improved. It was proved by their mean scores of 82.4 in post-test.

3. There was significant effect of short stories in reading before and after being taught by using short stories in teenager's magazine. It can be seen from the result statistical analysis using paired Sample T test using SPSS 16.0, it shows with t value is (14.382). The writer uses degree of significance of t table is 0.05 in the table of significance. So the writer made conclusion of the hypothesis that $t_o$ is bigger than $t_t$ namely 14.382 > 2.048. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It can be seen that on the of (degree of freedom) 28 and degree of significance is 0.00. The writer found out that the students are more interested in learning narrative text by using short stories in teenager's magazine. They could be easier to imagine the story that is told. The use of short stories in teenager's magazine in teaching narrative text is more effective than without short stories in teenager's magazine.

**B. Suggestion**

From the researcher recommended some suggestion to improve the student's ability in teaching learning (narrative text) achievement as follow:

1. For the teacher

   Because of the effectiveness of short stories in teenager's magazine in improving the students' reading comprehension on narrative text, the English teacher should be able to develop their technique to teach the students in order to make them interest in learning the subject. The researcher recommended for teacher to use magazine in teaching learning process, especially in reading.

2. For the students

   Students as the object of teaching and learning process should be more active with the lesson that the had been given of teacher. The students should be applying short stories in teenager's magazine in learning activities to increase the English achievement. The students are expected to read narrative text more, so they will get more knowledge and understand reading text.

3. For future researcher

   Because this study is limited in the teaching reading narrative text in SMPN 1 Boyolangu, the researcher hope for the future researcher to conduct the research in similar area, especially on using short stories in teenager's magazine, but using other genre in the other school.