THE ANALYSIS OF READING COMPREHENSION ABILITY OF STUDENTS USING NARRATIVE TEXT AT THE FIRST GRADE OF MAN MODEL 1 MANADO

THESIS

Submitted to the Faculty of Cultural Sciences, Hasanuddin University in Partial Fulfillment of the Requirement to Obtain Sarjana Degree in English Department

BY:

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FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

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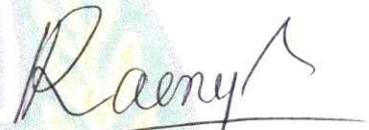and is declare to have fulfilled the requirements.

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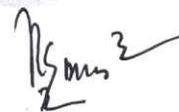NIP. 196004091987032001

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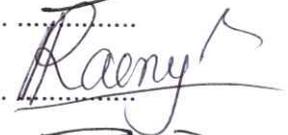**HASANUDDIN UNIVERSITY**

AGREEMENT

On Friday, January 13th 2023, the Board of Thesis Examination has kindly approved a thesis by Muhammad Rizki Fajar (F041181305) entitled **"The Analysis of Reading Comprehension Ability of Students Using Narrative Text at the First Grade of MAN Model 1 Manado"** submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, January 13th 2023

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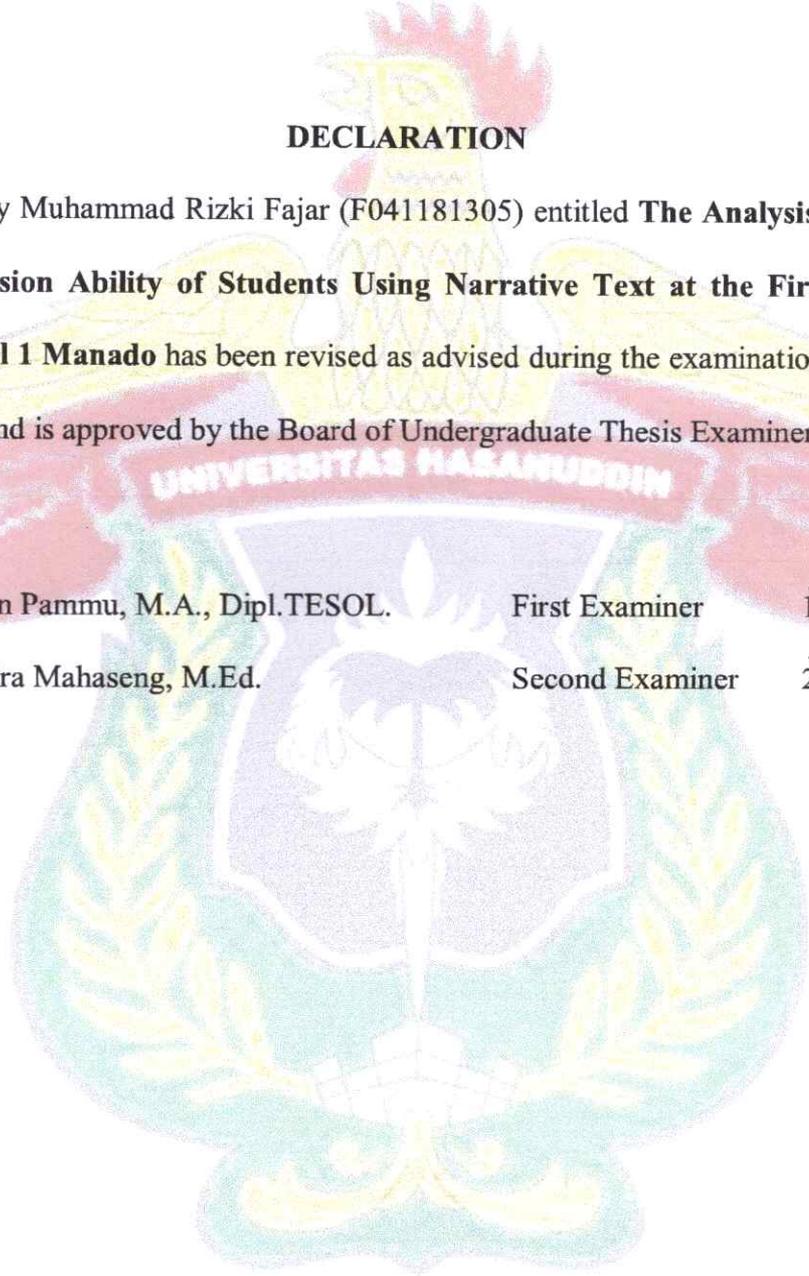
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The thesis by Muhammad Rizki Fajar (F041181305) entitled **The Analysis of Reading Comprehension Ability of Students Using Narrative Text at the First Grade of MAN Model 1 Manado** has been revised as advised during the examination on January 13th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

Makassar, January 13th 2023

The writer,

Muhammad Rizki Fajar

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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 537/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **MUHAMMAD RIZKI FAJAR** (F041181305) to be examined at the English Department, Faculty of Cultural Sciences.

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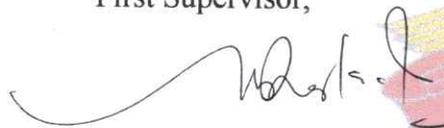
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This thesis is made to fulfill the final assignment of lectures and as one of the requirements to obtain a bachelor's degree and as a form of implementation of the knowledge gained during lectures at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University. The author realizes that the thesis is still far from being perfect. Therefore, the author hopes to learn more in implementing the knowledge gained.

In preparing this thesis, the author faced various problems with himself, various demands and activities that had to be carried out, and the COVID-19 pandemic which had hampered and limited the course of this thesis research that occurred in the past. However, there are always two figures who provide support and encouragement that make the author not want to give up. The two figures are the author's beloved parents,

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The Author

ABSTRACT

THE ANALYSIS OF READING ABILITY OF STUDENTS USING NARRATIVE TEXT AT THE FIRST GRADE OF MAN MODEL 1 MANADO

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This research aimed to analyze reading comprehension ability of students using narrative text. This research was conducted by using Classroom Action Research (CAR). The subject of this research was X-E grade of MAN Model 1 Manado 2022/2023 academic year which consisted of 37 students. The objectives of this research were to describe students' reading comprehension improvement after learning narrative text and to explain the factors that influence students' reading comprehension ability on understanding narrative text. This research was conducted in two methods which each consists of the score test and the survey. The data was gathered through quantitative data.

The result of this research showed that the ability of students at reading comprehension increased. The mean value of pre-tests was 67.56 and the post-tests was 86.48. It indicated that students' scores have increased from pre-test to post-test. The difference of both tests was considered significant with 18.87. It could be concluded that there is a remarkable difference between the students' achievement before and after getting the treatment. There are several factors that influence students' reading comprehension through narrative texts, that are master enough of English vocabulary, instructions or teaching material from the teacher, and the narrative text given is familiar to students.

Keyword: Narrative Text, Students' Reading Comprehension

ABSTRAK

ANALISIS KEMAMPUAN MEMBACA SISWA MENGGUNAKAN TEKS NARASI PADA SISWA KELAS X MAN MODEL 1 MANADO

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Penelitian ini bertujuan untuk menganalisis kemampuan membaca pemahaman siswa menggunakan teks naratif. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subyek penelitian ini adalah siswa kelas X-E MAN Model 1 Manado tahun ajaran 2022/2023 yang berjumlah 37 siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan peningkatan pemahaman membaca siswa setelah mempelajari teks naratif dan untuk menjelaskan faktor-faktor yang mempengaruhi kemampuan membaca pemahaman siswa dalam memahami teks naratif. Penelitian ini dilakukan dengan dua metode yang masing-masing terdiri dari tes skor dan survei. Data tersebut dikumpulkan melalui data kuantitatif.

Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam pemahaman membaca meningkat. Nilai rata-rata pre-test adalah 67,56 dan post-test adalah 86,48. Hal ini menunjukkan bahwa nilai siswa mengalami peningkatan dari pre-test ke post-test. Selisih kedua tes tersebut tergolong signifikan dengan nilai 18,87. Dari data tersebut dapat disimpulkan bahwa terdapat perbedaan yang mencolok antara pencapaian belajar siswa sebelum dan sesudah mendapatkan perlakuan. Ada beberapa faktor yang mempengaruhi pemahaman membaca siswa melalui teks naratif, yaitu penguasaan kosa kata bahasa Inggris yang cukup, instruksi atau bahan ajar dari guru, dan teks naratif yang diberikan sudah familiar bagi siswa.

Kata Kunci: Teks Naratif, Pemahaman Membaca Siswa

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

The role of English as an international communication language is significant for various sectors, and Indonesia is one of the countries that make English a foreign language (EFL). In language teaching, the term foreign language is different from second language. A foreign language is a language that is not used as a means of communication in a particular country where the language is taught. In contrast, a second language is a language that is not the main language (the language of native speakers) but is one of the languages used in general in a country. Meanwhile, foreign languages are usually taught as one of the subjects in school with the aim of basic communication and mastering the four language skills, which are listening, reading, writing, and speaking.

As one of the four language skills, reading plays an important role in improving students' knowledge. As the saying goes "The more I read, the more I get information," the importance of reading is the key to accessing information in this global era. In education, reading is an ability that is needed by students to find information or the meaning of the material they read so as to produce comprehension. Accordingly, teaching reading should involve activities that relate ideas from the text to what students already know.

As an approach to learning English for high school, the National and Education Standards Agency with the Center for Curriculum and Bookkeeping (2013) made students' reading skills part of communicative competence in functional discourse to develop students' social and academic potential by using descriptive, recount, narrative, procedure, factual report, analytical exposition, hortatory exposition, news item, spoof, discussion, explanation, and review for high school level to access knowledge. One of the activities of a scientific approach in reading English is reasoning or associating, which is the process of developing the ability to group and compare various ideas and events and then enter them into memory fragments. Experiences that have been stored in the brain's memory relate and interact with previous experiences that are already available. Therefore, teaching reading will not be successful if students can only read the text without understanding the text message that is read. Every text that is read must understand the context in it. Smith and Robinson (1980) argued that comprehension means understanding. This means that reading comprehension is a process in a reading activity in which the reader understands the ideas of the text and interprets or relates them to the needs of the reader.

Based on the experiences of researcher and the opinions of English teachers at MAN Model 1 Manado, it is found that most students at the senior high school level frequently find it hard to understand English text and it most of the time results in poor comprehension, so that their reading competency are below satisfactory limits. Dymock (1998) stated that reading comprehension difficulties have been caused by a lack of understanding of the language of the text. In another sense, weak mastery of

English has difficulty understanding vocabulary in the text and also knowledge of vocabulary in memory is still lacking which can lead to failure in comprehension efforts. Yuill and Oakhill (1991, as cited in Aarnoutse, 1999) also added that the other factor of poor comprehension is the students' inability to store and integrate information, especially inferential information, and the lack of understanding and application of implicit information in the text. These two problem statements are often found in students who have difficulty understanding texts that are unfamiliar to them. In addition, poor comprehension is due to insufficient teaching of the skill in a structured way (Yuill & Oakhill, 1991, as cited in Aarnoutse, 1999). Based on the researcher's observation in high school, reading instruction seems to focus on pronouncing words correctly and fluently based on the text. Consequently, this overemphasis act on decoding sometimes produces students who can decode and pronounce words but fail to comprehend what they read.

These phenomenon describe that teaching reading mostly does not provide opportunities for students to be aware more of the thinking process. Furthermore, students are rarely trained to employ a strategies in understanding the text concerning to the topic being read. Dymock (1993, as cited in Aarnoutse, 1999) reported that teachers spend less than 2% of the class time on teaching comprehension strategies. As a result, students do not find challenges in understanding the content of the text. This felt to be less supportive in preparing students to be able to use English in conversation with others and for academic matters.

Based on some of these phenomena, this study, which is carried out by the researcher, wants to know the extent to which students' reading comprehension ability is. In this study, students were given a text that is often encountered by students, namely narrative text. Sejnost and Sharon (2010) argued that narrative text includes all types of writing that relate a series of events that include fiction and nonfiction that tell stories using imaginative language and express emotions, often through the use of imagery, metaphors, and symbols.

There is previous researcher who has examined the analysis of reading comprehension through narrative reading as a preliminary reference for this research. Yildirim et al (2019) in a focused reading comprehension study entitled fluency and comprehension of narrative texts in Turkish students revealed from their findings that that reading is substantially related to reading comprehension of narrative texts. As students move from one grade level to another, the difficulty of the narrative texts they were asked to read increases in difficulty and complexity. As the difficulty of Turkish narrative texts increases, the level of fluency required to read the text successfully also increases. From other similar studies, Yildirim et al (2010) revealed their findings about students' listening and reading comprehension with respect to text types that pupils understand narrative texts better than informative texts, be it through listening or reading. The narrative text structure, which pupils are familiar with from preschool times, continue in the formal education process, almost unchanged. Narrative texts are fully emblematic of the types of texts that students encounter in secondary and college reading.

In this study, narrative texts are given along with text-based questions as tests and students' daily assignments to measure their reading comprehension competence. This activity requires the teaching that will be provided by the researcher as an important part of the study. At the end of this activity the researcher finds out what factors influence the student's competence. From the activities in this study, the researcher believes that students' reading comprehension ability continues to increase from simple text to complex text and from familiar text to unfamiliar text. It is significantly important to conduct the study to measure the relationship between narrative text and the development of reading comprehension ability among students at senior high school. Therefore, this study entitled The Analysis of Reading Comprehension Ability of Students Using Narrative Text at the First Grade of MAN Model 1 Manado in Academic Year 2022/2023 is conducted.

1.2. Identification of the Problem

Reading comprehension is a complex task. It can be said that reading comprehension is a difficult task for most of the first-grade students in MAN Model 1 Manado, considering that this ability is not just reading because it requires the orchestration of many different cognitive skills and abilities. Based on the background above, the researcher identified several problems such as follow:

1. Students often experienced difficulties in understanding English text because of weak mastery of English.

2. Students lack vocabulary knowledge which resulted in difficulty in understanding the text.

3. Teacher did not focus on material related to reading or related to text elements in reading activities.

These phenomenon is known by the researcher in planning this study based on the experience of the researcher, both at school and directly involved in the classroom for observation.

1.3. Scope of the Problem

Based on the identification of the problems described above, the researcher determined the scope for this research as the main discussion. This research only focuses on analyzing the difficulties of first grade students of MAN Model 1 Manado in reading comprehension and knowing with the evidence of this research about the factors that influence their reading comprehension through narrative texts.

1.4. Research Questions

This study aims to answer the following questions:

a. How does narrative text improve students' reading comprehension ability?

b. What are the factors influenced students' reading comprehension ability on understanding narrative text?

1.5. Objective of the Research

  Based on the research questions, this study aims:

a. To describe students' reading comprehension result after reading narrative text.

b. To explain the factors that influence students' reading comprehension ability on understanding narrative text.

1.6. Significance of the Research

  This study is significant for the following reasons:

a. The results of this study are expected to be a reference for English teachers regarding the level of students' reading comprehension to assist students' learning processes in improving their reading comprehension skills as well as possible so that they can be carried out continuously. It can help achieve the objective of the English teacher that are the competence of students in reading in accordance with the demands of accessing information in this modern era.

b. The results of this study can be known by students about how strong their reading comprehension ability is. By understanding students' reading comprehension ability, students are expected to be more motivated in improving their reading comprehension better.

c. For this institution, the results of this research will become evidence and archive about the strengths and weaknesses of students' reading comprehension in this school.

d. This study is expected to be a reference or literature review for researchers who want to research related to reading comprehension to research similar case studies and develop knowledge about reading comprehension further.

CHAPTER II
LITERATURE REVIEW

2.1. Previous Study

Related to this study, several researchers have conducted previous study on reading comprehension ability. The first study conducted by Dasrah Hidayati (2018), an English education student of Ar-Raniry State Islamic University, who analyzed about students' difficulties in reading comprehension at the first grade of SMA Negeri 1 Darussalam. Her study focused on the difficulties faced by the first grade students of senior high school in reading comprehension. The result of her study showed that most of the first grade students of SMA Negeri 1 Darussalam had difficulty in finding the main idea, looking for reference questions, and making conclusions. The most difficult aspect faced by students of SMA Negeri 1 Darussalam was finding the main idea because the location of the main ideas was difficult to find. In addition, based on students' responses to the questionnaire, most of them had difficulty understanding long sentences, lack of understanding of vocabulary and grammar, lack of learning media, lack of motivation, and did not have strategies in reading comprehension.

The second study conducted by Estika Satriani (2018), an English language education student at the Islamic University of Riau, who analyzed about reading comprehension difficulties encountered by English students at the university where she studied. The aim of her study was to find out the difficulties of reading comprehension faced by the first semester of students in FKIP UIR Pekanbaru. Based on the results of

data analysis from questionnaires and interviews, the researcher found that most of the students had difficulty in reading comprehension because they did not have motivation in reading habits. This considered a problem for students to understand the reading text. Another student's difficulty in reading comprehension is low reading skills. They needed to study hard to remember the information they have just read and take a lot of time to read the text to solve their problems. The reading material that is unfamiliar to them and the complexity of grammar were also the reasons why students fail to understand the text properly. Related to this problem, new words and long texts saw by students as the main obstacles to understanding a reading text.

The third study conducted by Ayu Kedaton Suardhiani (2018), an English education program language and art student at Mataram University, who analyzed about students' difficulties in comprehending narrative text in SMA Negeri 1 Labuapi at the second grade in academic year 2017/2018. Her research aimed to find out the students' difficulties in comprehending narrative text and the main causes that influence the students' difficulties. The results showed that the most difficult test item faced by the students was making inference. The students' difficulties in comprehending narrative text caused by two factors; internal and external factors. The internal factors were the students' boredom, laziness, limited time to read any English text in the class, lack of motivation, lack of vocabularies mastery in reading narrative text, lack of interest in reading narrative text, difficulties in finding the information, and difficulties in understanding the text. While the external factors were; the way

teaching techniques, the limitation of the personal dictionary, the difficulty level of narrative text, and the learning environment.

The similarities found between the previous studies and this study is all studies focused on measuring students' reading comprehension. The differences found more on the methodology of the study. This study measuring reading comprehension by focusing on the use of narrative text among senior high school students, whereas the three previous studies focused on analyzing reading comprehension. Another difference is the second previous study got their data from university students. Therefore, this study has new element and originality in the research field of reading comprehension ability.

2.2. Theoretical Background

The theoretical background is an overview or plan that contains an explanation of all the things that are used as study material. The theoretical background contains the relationship between a variable and other variables according to the study topic, where there are causes and effects of two or more of these two variables to support the study.

2.2.1. Reading Comprehension

When students leave high school and enter higher education environments or the real world, they need to be able to comprehend complex texts. Reading comprehension is one of the most complex behaviors in which humans engage,

considering that this ability is not just reading because it requires the orchestration of many different cognitive skills and abilities. The following are some theories about reading comprehension based on studies of expert.

2.2.1.1. The Nature of Reading Comprehension

Every text that is read must understand the context in it. Smith and Robinson (1980) argued that comprehension means understanding. This means that reading comprehension is a process in a reading activity in which the reader understands the author's ideas and interprets or relates them to the needs of the reader. Rebecca J. Baier (2005) argued that reading comprehension is a skill that is critical in the educational success of all individuals, in another sense that reading comprehension is an important skill needed for all areas of school. Without adequate reading comprehension skills, students can excel in many fields of study.

In addition, Turner (1988 in Alexander 1988) argued that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Moreover, he said that an individual may be said to comprehend a text fully when he can: (1) recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning); (2) associate meanings, both denotative and connotative, from personal experiences with the printed text (obtain inferential meaning); (3) recognize how all these meanings and/or his perceptions of them fit together contextually; (4) make value judgments about, and based on, the reading experience (read critically).

Similar to the above concept, Davis (1968 in Alexander 1988) identified eight comprehension skills through a factorial analysis procedure (factor analysis is a statistical procedure that attempts to identify the unique component elements of a competency): (1) recalling word meaning; (2) drawing inferences about the meaning of a word from context; (3) finding answers to questions answered explicitly or merely in paraphrase of the content; (4) weaving together ideas in the content; (5) drawing inferences from the content; (6) recognizing a writer's purpose, attitude, tone, and mood; (7) identifying a writer's technique; (8) following the structure of a passage.

In line with the comprehension aspects above, proposed by Herber (1970) simplicial had proposed the idea of skill hierarchies in comprehension. His search for the sequences or hierarchies of skills in reading comprehension reveals three levels of reading comprehension, also known as the three-level guide. The three levels consist of *literal*, *interpretative or inferential*, and *applied or evaluative*. Literal comprehension refers to the ability to comprehend the text at the word level, read the lines, and search for literal information. Inferential comprehension refers to the ability to read between the lines, identify relationships among data, and comprehend the author's intended meaning. Finally, evaluative comprehension refers to reading beyond the lines, engaging extensive background knowledge, and evaluating information.

Relevant to the level of comprehension, this study adopts the three-level guide offered by Herber (1970) namely *literal*, *inferential*, and *evaluative* levels regarding the development of students' reading comprehension.

In conclusion, reading comprehension is an ongoing process of interaction between the reader and the text so as to produce understanding. In the full sense, reading comprehension is a process in a reading activity in which the reader understands the ideas of the text and interprets or relates them to the needs of the reader. This ability is not just reading because it requires the orchestration of many different cognitive skills and abilities. Thus, this study analyzes the extent to which students' reading comprehension skills and the results of this study serve as evaluation material for students in reading comprehension to be further improved. Students' reading comprehension ability which will be studied has inhibition in students' reading comprehension to be used as a benchmark for this study.

2.2.1.2. Factors Affecting Reading Comprehension Ability

Understanding language is the main provision in dealing with a discourse to get the context thus gaining comprehension. Therefore, having basic language skill is the way to start reading. It is a tough challenge for students in Indonesia to master English, considering that Indonesia is one of the countries that implements learning English as EFL (English as a Foreign Language) neither native language nor second language. Therefore as mentioned in the background of the study, Dymock (1998) stated that reading comprehension difficulties have been caused by a lack of understanding of the language of text. It means that poor language understanding can lead to failure in understanding of comprehension activities.

Furthermore, mastery of understanding vocabulary is important in reading comprehension. Nicholson and Dymock (2010) stated that vocabulary knowledge is a critical component of reading comprehension and success in school. Knowing the meaning of lots of words is important to build a rich vocabulary thereby producing reading comprehension. The strength of vocabulary mastery depends on reading whether the vocabulary in the text is easy or difficult to understand, or the text is very familiar or unfamiliar to the reader as a memory process. To support this statement, Anderson and Freebody (1981) reported the results of their research on "Cohesiveness and Vocabulary Difficulty" that participants often had difficulty understanding vocabulary on unfamiliar topics that they gave as experiment. The ability to understand reading decreased when given unfamiliar text, but participants' reading comprehension improved on familiar text, it seem that easy vocabulary resulted in somewhat higher performance than difficult vocabulary. Nicholson and Dymock (2010) also reported the results of their research on students' reading comprehension that found some participants had difficulty understanding the reading because the text was not familiar.

To encourage reading comprehension skills further, comprehension teaching strategies are needed by readers as well as controllers in reading activities. Reading (narrative) strategy instruction gives students a more elaborate understanding of context (stories) (Dymock, 2007). Therefore, teachers play an important role in assisting students to develop a good understanding of the text.

2.2.1.3. The Teaching Reading Comprehension

As mentioned in the background of the study, the English teacher sometimes face many problems on how to improve the student's ability in reading. Poor comprehension may also be due to insufficient teaching of the skill in a structured way (Yuill & Oakhill, 1991, as cited in Aarnoutse, 1999). They report that teachers spend less than 2% of the class time on teaching comprehension strategies. As a result, students do not find challenges in understanding the content of the text. This felt to be less supportive in preparing students to be able to use English in conversation with others and for academic matters.

Teachers need comprehension teaching strategies to improve students' reading comprehension. When teachers teach comprehension as a strategic process, it enables the readers to make connections with what they are reading and then allows them to move beyond a literal recall of the texts (Fountas & Finnell, 2001 in Applegarth, 2006).

Wallace (1992) proposed that reading activities in language classes can be divided into three stages, namely *pre-reading*, *during-reading*, and *post-reading* stages. In the pre-reading stage, the teacher have students think, write, and discuss everything they know about the topic, employing techniques such as prediction, semantic mapping, and reconciling reading. The objective is to ensure that students have the relevant schema for understanding the text. In the during-reading stage, the teacher guide and monitor the interaction between the reader and the text. One essential skill teachers can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, summarize information, and

record their reactions and opinions. Wallace (1992) argued that this type of task can help readers in classroom situations to become more aware of the reading process and what is involved in it, as well as their own reading strategies. In the last stage, Post-reading activities facilitate the chance to evaluate students' adequacy of interpretation while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intentions are addressed (Tierney and Pearson, 1994). Post-reading activities focus on a wide range of text-dependent questions answering that allow for different interpretations based on levels of understanding. Fisher and Frey (2012) proposed that text-dependent questions, known as text-based questions, do not have to exclusively focus on the recall and recitation of information, they can be invitations for students to think deeply about a text and compare it with their own perspectives and experiences. The goal in creating text-dependent questions is to balance the reader and the text so that each is involved in the transaction of reading (Fisher & Frey, 2012). As with pre- and during-reading assignments, activities need to be motivated by the genre and content of the text, the learning context, and the learning objectives. This is why some students continue to improve their reading habits to improve their reading comprehension.

Consequently this study adopted the stages proposed by Wallace (1992) which covers three main types of reading activities, namely *pre-reading activities*, *while-reading activities*, and *post-reading activities*. Furthermore, most contemporary reading materials reflect those stages and most of English teachers are already familiar with the stages in teaching reading. Moreover, the text-based questions is in the line

with the three-level guide of comprehension skills offered by Herber (1970), namely *literal*, *inferential*, and *evaluative* levels. For this study process, the teaching instruction of reading comprehension by the researcher is a supporting factor for students' activeness as study subject in guiding them to produce their reading comprehension as well as to obtain study results.

2.2.2. Narrative Text

Narratives are stories. Sejnost and Sharon (2010) argued that narrative text includes all types of writing that relate a series of events that include fiction and nonfiction that tell stories using imaginative language and express emotions, often through the use of imagery, metaphors, and symbols. Hardy (1977), in which she argued that 'inner and outer storytelling' plays a major role in our sleeping and waking lives. She wrote that for dreaming in narrative, daydream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn, hate, and love by narrative. It means that narratives becomes important because they are interwoven through so many facets of daily experience. The purpose of narrative text is to entertain, gain and retain the reader's interest (Sejnost & Sharon, 2010).

Furthermore, Derewianka (2004) states that narrative texts are typically imaginary, but it can be factual. They include fairy stories, mysteries, science fiction, choose-your own adventures, romance, horror stories, "heroes and villains" (e.g. TV cartoons), adventure stories, parables, fables and moral tales, myths and legends, and

historical narratives. Narrative texts employed in this study are in term of imaginary in the forms of fables, moral tales, and myths.

2.2.3. Reading Comprehension and Narrative Text

In terms of the procedures in teaching reading and taxonomy of reading comprehension, this research applies Wallace's theory (1992) in term of the procedures in teaching reading and the theory proposed by Herber (1970) in accordance with reading comprehension. Narrative texts employed in this study are in term of imaginary in the forms of fables, moral tales, and myths following the theoretical basis initiated by Sejnost and Sharon (2010) about narrative text. As a follow-up, Sejnost and Sharon, (2010) argued that narrators often relate complex stories that examine general ideas, events, and problems. Ideas or themes generally relate to universal truths and students' experiences. As a result, students need to learn the purposes and methods of narrative in order to understand the narrative framework and relieve frustration as they read. When students know the elements of narrative text, they can more easily follow the storyline and make accurate predictions about what will happen. In addition, understanding these elements develops higher order thinking skills, for example complications in the plot related to cause and effect, and awareness of character motives can lead to analysis.

As conclusion, narrative text has many benefits to be used as reading material in learning reading comprehension. Narrative text is reading materials that students may be interested in because ideas or themes generally relate to universal truths and

student experiences. Narrative texts may also entertain with imaginative things and expressions so that students' reading interest does not decrease. These things can increase students' reading interest so that their reading comprehension becomes better to prepare them to understand difficult texts later.