

## **The Students' Reading Comprehension of Narrative Text At The Second Grade Of SMP Negeri 6 Kota Jambi In Academic year 2018/2019**

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### **ABSTRACT**

Many students find some problem in reading. A major problem faced by the students in reading texts is that they often do not comprehend the overall have been major obstacles to understanding. Narrative text is a text, which related a series of logically and chronologically related event that are cause or experienced by factor, there are generic structure, orientation, complication, resolution, reorientation or coda. The research is aimed at knowing how to the students' reading comprehension focused at narrative text in the second grade of SMP Negeri 6 Kota Jambi in Academic year 2018/2019. The research was conducted in a pre-experimental method. The subject of the research class VIII J, this class consists of 36 students. This research, the data were collected from tests result. The tests consisted of pre-test and post-test, the instrument in this study was a test of students reading in narrative texts and answer the questions about narrative stories, The test was in the form of multiple choice test with five alternative answer a,b,c,d,e with 20 test. The finding of research was the mean score of pre-test is 40, and the mean score of post-test is 61,8. each test to find out the improvements of students' reading comprehension in narrative texts. The result of the research shows that the comparison of Frequency Scores Pre-Test and Post-Test, the percentage of the students who got the score low category in the pre-test (94,4%) and in post-test score high category (71,8%). It can be seen that in mastering narrative texts that can significantly improve students' reading comprehension skills.

**Key word :** *Reading Comprehension, Narrative Text.*

### **INTRODUCTION**

Reading is an action that aims, sees, and understands the contents of reading or writing. Reading is a process of decoding message in which the student need their own and knowlegde. Nevertheless, there are still some peopole who never have much initial interest or lasting interest in books or readings, so they cannot access to reading activities. According to Aebersold and field (1997:15), reading is what happens when peopole look at a text and assign meaning to the written symbols in that text. In order words, reading is one of the most important skills that students should properly learn as it is a key element that increases their language learning gains.

Reading can be viewed as the process of creating meaning through the dynamic interaction between the

reader's existing knowledge, the text information, the author, and the context of the reading situation. It includes the integration of various skills which lead to good text comprehension. Reading comprehension is the level of someone understanding after read some text or passage, and to understand the passage the reader needs some process, like read it in deep concentration and marking up the main idea for each paragraph.

Narrative text is a text, which related a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate. (Anderson,2003). Narratives can be used to improve students' motivation in reading. Because, it is one popular and common form of reading, in narratives, stories are told and plots

unfold. Narratives have characters and plot with a sequence of events. Narratives are written according to forms, or story grammars, and students will be know vocabulary word by word.

There are some methods in teaching-learning process the used by the teacher, especially in teaching reading. Student should have mastery on reading skill. When the student are reading indonesian text they have mastered vocabulary and structural sytem. Good achivement in reading is important for the students. Because by the reading, students will get information and ideas which can enrich their vocabulary and ideas.

### **THEORIES OF THE READING**

According to Nunan (1991:70) "Reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader"s knowledge of content of the text. Reading is the process of contruction meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information ( anderson et al., 1985 ). Thus, according to Smith in Madani (2004) was one of the first scholars who described reading as a process by charting the reader's path through a text rather than making decisions of comprehension based on reading outcomes.

Older, mechanistic definitions of reading as the translation of printed symbol into oral language equivalentns are incomplete, given the progress made in understanding the nature of the reading process. There is widespread agreement that without the activation of relevant prior knowlegde with the text information, there can be no *reading* of text.

Even definitions of that reading emphasize meaning indicate that reading is activated by print. The reader must be able to translate the written words into meaningful language. In addition,

reading is an activity of someone who read something which they demand to interact, know what the author mean in purpose, and the reader get new information from it. This selective approach of the reading process has pushed researchers to focus on reading strategies rather than skills. Meanwhile Sujaya in Tarin et al, 1990: 192) also argues that reading implies as aprocess of interpretation and giving meaning to the symbols of a person (the reader) in an effort to obtain the messages conveyed through the word of the auther in the form of writing. Tarin (1979 :7) suggest that reading is a process carried out and used by the reader to get a message that would be submitted by the author through the medium of words or written language.

There are seven main purposes for reading by (Rivers and Temperley (1978: 178) view, namely : 1) Respond to curiosity about a topic, 2) to follow instructions, 3) to perform an activity, 4) to read for pleasure and enjoyment, 5) to keep contact with friends, 6) and to know what is happening in the world.

### **READING COMPREHENSION**

Reading comprehension can be defined that a reader should have knowledge about understand the reading passage. According to Durkin in Amy L. Moore, (1993) stated that, Comprehension is the essence of reading and the active process of constructing meaning from text. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.

According to Robinson (1980 : 205) reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between reader and author. Reading comprehension as Jeremy (2009 : 285) is defined as the level of understanding of a text/message. This understanding comes from the interaction between the word that are written and how they trigger knowledge outside the text/message. In addition, reading comprehension is the level of someone understanding after read some text or passage, and to understand the passage the reader needs some process, like read it in deep concentration and marking up the main idea for each paragraph.

There are some factors that related with cause of difficulties in reading comprehension, they are : 1) Lack of fluency, 2) Limited vocabulary knowledge, 3) Lack of familiarity with the subject matter, 4) Difficulty level of the text ( Readability), 5) Weak verbal reasoning, 6) Problem with processing information, 7) Problem in reading information after reading. 8) Lack understanding inferences or implication

### **NARRATIVE TEXT**

Narrative text is a text, which related a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate. (Anderson, 2003). Narrative text deals with problematic events that lead to crisis or complication which in turn finds resolution; in addition, narrative paragraph is intended to entertain. A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. According to Wallace (1992:30) Narrative is a type text to retell activity of past event for narrating problems and resolution to amuse or entertain and often intended to give morality to the reader. There are several Generic Structures of a Narrative Text, such as:

1) Orientation , 2) Complication, 3) Resolution, 4) Reorientation/Coda

### **RESEARCH METHODOLOGY**

This research is quantitative descriptive design. It means that the researcher would describe the data gained as naturally as possible. Quantitative methods are research based on the philosophy of positivism, used to examine specific population or sample, data collection using research instrument, quantitative or statistical data analysis, with the aim of testing the applied hypothesis ( Sugiyono, 2009). In this research, the research used reading test of narrative text in the form of multiple choices.

### **POPULATION AND SAMPLE**

The population in a study is the whole object that is made research sources, have certain characteristics as objects, or targets research. Arifin (2012: 215) suggests "the population or universe is the entire object under study, both in the form of people, objects, events, values and things that happen. The population in this study included all class students at second grade of student's at SMP Negeri 6 Kota Jambi in academic year of 2018/2019. From ten classes, from class A to J are 365 students. There are 146 male students and there are 219 female students.

The sample is part of the number and characteristics possessed by population (Sugiyono, 2011: 120). If the population is less than 100, it is better to take it all, and if a large population can be taken between 10% - 15% or 20% - 25% (Arikunto, 2002: 112). The purpose of sampling is to use part of the object or representative used in research to obtain information about the population. The sample taken in this study only one class from all second classes found at SMP Negeri 6 Kota Jambi. This study used cluster sampling technique. According to Arifin (2012: 222) "cluster sampling is a sampling method based on a group of individuals and not taken individually or

individually. "In the cluster sampling based on existing classes or groups so that researchers do not take samples from individual population members however in the form of classes that are already available and randomization only to the classin that population. So, the researcher will takefrom population that is 36 students as sample with 17 student of male and 19 students of female.

The technique which was used to collect data in this research is a test. It is done to see studenrs' comprehension on narrative text. First, the researcher asked to permission to the teacher to enter the class and gave the test to the students. Last, after the time is up the test were collected by the researcher. The researcher used on one type objective test, which was multiple choice typed. The data of students' reading comprehension of narrative were collected by using test, because both of them were included to interval data. It aimed to know result of students's reading comprehension on narreative text. The researchst question. Namely Test I and Test II to find out how students' reading comprehension on narrative text.

The instrument in this study was a test of students reading discourses about narrative texts and answer the questions about narrative stories, the researcher used a test to take or to get the real data of reading comprehension. The test was in the form of multiple choice test with five alternative answer a,b,c,d,e with 20 test..

**Tabel 1. The Item of Reading Comprehension Test**

| Indicators  | Number of test item          | Number of item |
|---|------------------------------|----------------|
| identifying generic structure of narrative ext such as theme, character, setting and blot | 2,3,6,7,11,12, 13, 18,19,20, | 10             |

|   |                |   |
|---|----------------|---|
| identifying vocabulary used in narrative text | 5,9,10,14,     | 4 |
| inferences or implied meaning                 | 1,4,8,15,16,17 | 6 |

*Source of table : according to appendix ( reading comprehension test )*

After collecting the data from the test, the data were calculated. It was conducted to know the result of students' reading comprehension on narrative text. To count the score individual of students the researcher used this formula :

$$X = \frac{y}{n} \times 100$$

In which :

X = Score

Y = Correct answer

N = Number of Item

( Sugiyono 2013 :131 )

The scoring system used to analyze the test was based on the total of correct answer. In this reseach, the researcher gave an interval of score, which is interpreted the level of the students reading comprehension ability in class, as follow :

**Tabel 2. Students Reading Score**

| Interval | Category  |
|----------|-----------|
| 85 – 100 | Very High |
| 75 – 84  | High      |
| 60 – 74  | Medium    |
| 40- 59   | Low       |
| 0 – 39   | Very Low  |

*Source : Arikunto (2000)*

The researcher analyzed the data from the result of pre-test and post-test scores. It is purposed to know whether the students' reading comprehension very good or not.The researcher then average scores of pretest and post test. The result of the tests were analyzed using a formula to for calculating the mean score of pre-test and post test follows :

$$\text{Mean} = \frac{\sum X}{N}$$

In which :

Mean : Mean the total scores

$\Sigma X$  : The total scores

N : Number of students

( Suparno : 2008 : 81 )

|                     |            |    |    |             |          |
|---------------------|------------|----|----|-------------|----------|
| 33                  | Student 33 | 70 | 7  | 35          | Very Low |
| 34                  | Student 34 | 70 | 7  | 35          | Very Low |
| 35                  | Student 35 | 70 | 7  | 35          | Very Low |
| 36                  | Student 36 | 70 | 12 | 60          | Medium   |
| <b>TOTAL SCORES</b> |            |    |    | <b>1440</b> |          |
| <b>MEAN</b>         |            |    |    | <b>40</b>   |          |

### FINDINGS

The researcher doing test 1 to know how the ability students' reading comprehension in the text. The purpose of the test I was to find out some problems in the classroom especially in writing narrative text. This stage was intended to know the students' weaknesses before having some treatments. Result of test 1 can be seen from the scores of students' reading comprehension as follows :

**Tabel 3. Students' Score Test 1**

| No | Name       | Passing Grade | Numbers in Correct | Test 1 | Category |
|----|------------|---------------|--------------------|--------|----------|
| 1  | Student 1  | 70            | 10                 | 50     | Low      |
| 2  | Student 2  | 70            | 6                  | 30     | Very Low |
| 3  | Student 3  | 70            | 7                  | 35     | Low      |
| 4  | Student 4  | 70            | 9                  | 45     | Low      |
| 5  | Student 5  | 70            | 8                  | 40     | Low      |
| 6  | Student 6  | 70            | 9                  | 45     | Low      |
| 7  | Student 7  | 70            | 9                  | 45     | Low      |
| 8  | Student 8  | 70            | 7                  | 35     | Very Low |
| 9  | Student 9  | 70            | 6                  | 30     | Very Low |
| 10 | Student 10 | 70            | 7                  | 35     | Very Low |
| 11 | Student 11 | 70            | 7                  | 35     | Very Low |
| 12 | Student 12 | 70            | 7                  | 35     | Very Low |
| 13 | Student 13 | 70            | 10                 | 50     | Low      |
| 14 | Student 14 | 70            | 10                 | 50     | Low      |
| 15 | Student 15 | 70            | 6                  | 30     | Very Low |
| 16 | Student 16 | 70            | 11                 | 55     | Low      |
| 17 | Student 17 | 70            | 7                  | 35     | Very Low |
| 18 | Student 18 | 70            | 7                  | 35     | Very Low |
| 19 | Student 19 | 70            | 10                 | 50     | Low      |
| 20 | Student 20 | 70            | 7                  | 35     | Very Low |
| 21 | Student 21 | 70            | 7                  | 35     | Very Low |
| 22 | Student 22 | 70            | 8                  | 40     | Low      |
| 23 | Student 23 | 70            | 9                  | 45     | Low      |
| 24 | Student 24 | 70            | 7                  | 35     | Very Low |
| 25 | Student 25 | 70            | 12                 | 60     | Medium   |
| 26 | Student 26 | 70            | 0                  | 0      | 0        |
| 27 | Student 27 | 70            | 9                  | 45     | Low      |
| 28 | Student 28 | 70            | 11                 | 55     | Low      |
| 29 | Student 29 | 70            | 11                 | 55     | Low      |
| 30 | Student 30 | 70            | 4                  | 20     | Very Low |
| 31 | Student 31 | 70            | 9                  | 45     | Low      |
| 32 | Student 32 | 70            | 8                  | 40     | Low      |

From the table above, we know the result of test I. Mean score of the students test 1 on the table is a follows:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X}{N} \\ &= \frac{1440}{36} \\ &= 40 \end{aligned}$$

in the test I, students nothing who got point to 70. The students It can be seen that the mean score of the students' is very unsatisfying. Therefore, the researcher should do something to change or improve students' reading comprehension.

The test consisted of 20 items. It was constructed in multiple choice form. The frequency of the students' score is presentage in table 4.

**Tabel 4. The Frequency of Students' Score Test I**

| Interval     | Category  | Frequency | Percentage  |
|--------------|-----------|-----------|-------------|
| 85 - 100     | Very High | 0         | 0%          |
| 75 - 84      | High      | 0         | 0%          |
| 60 - 74      | Medium    | 2         | 5,6 %       |
| 40- 59       | Low       | 17        | 47,2 %      |
| 0 - 39       | Very Low  | 17        | 47,2 %      |
| <b>Total</b> |           | <b>36</b> | <b>100%</b> |

From the table 2 above, it shows that there 17 students (47,2 %) were in low category. It means that the achievement of students who were able to got score between 40-59. There were 16 students (47,2 %) were in very low category. It means that the achievement of the students who were able to got score between 0-39. There were 2

students (5,6%) were in medium category. It means that the achievement of the students who were able to get score between 60-74. There are no students in very high and high category. From the result above, it could be concluded that majority of students were in low category.

The researcher after doing The test I, then the researcher doing test II, the question test II is same from test I. The test II was aimed to find out the students' skill in reading narrative text after the treatment given. The purpose test II to know improved the students' about reading comprehension of narrative text. The researcher got who the students' be able to improved ability reading comprehension. The result of test II can be seen from the scores of students' reading comprehension as follows :

**Tabel 5. Students' Score Test II**

| No | Name       | Pas<br>sing<br>Gra<br>de | Num<br>bers in<br>Correc<br>t | Test II | Category  |
|----|------------|--------------------------|-------------------------------|---------|-----------|
| 1  | Student 1  | 70                       | 10                            | 50      | Low       |
| 2  | Student 2  | 70                       | 10                            | 50      | Low       |
| 3  | Student 3  | 70                       | 12                            | 60      | Medium    |
| 4  | Student 4  | 70                       | 11                            | 55      | Low       |
| 5  | Student 5  | 70                       | 19                            | 95      | Very High |
| 6  | Student 6  | 70                       | 11                            | 55      | Low       |
| 7  | Student 7  | 70                       | 12                            | 60      | Medium    |
| 8  | Student 8  | 70                       | 15                            | 75      | High      |
| 9  | Student 9  | 70                       | 15                            | 75      | High      |
| 10 | Student 10 | 70                       | 0                             | 0       | 0         |
| 11 | Student 11 | 70                       | 14                            | 70      | Medium    |
| 12 | Student 12 | 70                       | 15                            | 75      | High      |
| 13 | Student 13 | 70                       | 14                            | 70      | Medium    |
| 14 | Student 14 | 70                       | 14                            | 70      | Medium    |
| 15 | Student 15 | 70                       | 11                            | 55      | Low       |
| 16 | Student 16 | 70                       | 17                            | 85      | Very High |
| 17 | Student 17 | 70                       | 11                            | 55      | Low       |
| 18 | Student 18 | 70                       | 14                            | 70      | Medium    |
| 19 | Student 19 | 70                       | 14                            | 70      | Medium    |

|                     |            |    |    |             |           |
|---------------------|------------|----|----|-------------|-----------|
| 20                  | Student 20 | 70 | 13 | 65          | Medium    |
| 21                  | Student 21 | 70 | 11 | 55          | Low       |
| 22                  | Student 22 | 70 | 14 | 70          | Medium    |
| 23                  | Student 23 | 70 | 14 | 70          | Medium    |
| 24                  | Student 24 | 70 | 15 | 75          | High      |
| 25                  | Student 25 | 70 | 11 | 50          | Low       |
| 26                  | Student 26 | 70 | 12 | 60          | Medium    |
| 27                  | Student 27 | 70 | 12 | 60          | Medium    |
| 28                  | Student 28 | 70 | 16 | 80          | High      |
| 29                  | Student 29 | 70 | 10 | 50          | Low       |
| 30                  | Student 30 | 70 | 12 | 60          | Medium    |
| 31                  | Student 31 | 70 | 17 | 85          | Very High |
| 32                  | Student 32 | 70 | 15 | 75          | High      |
| 33                  | Student 33 | 70 | 15 | 75          | High      |
| 34                  | Student 34 | 70 | 15 | 75          | High      |
| 35                  | Student 35 | 70 | 16 | 80          | Very High |
| 36                  | Student 36 | 70 | 11 | 55          | Low       |
| <b>TOTAL SCORES</b> |            |    |    | <b>2225</b> |           |
| <b>MEAN</b>         |            |    |    | <b>61,8</b> |           |

From the calculation of the students' reading comprehension, we knew that the students' reading comprehension improved significantly. There was an improvement on the students' reading comprehension from test I to test II. Then the result of mean score of the students' test II on the table is as follows:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{2225}{36} \\ &= 61,8 \end{aligned}$$

It can be seen that the mean score of the students' ability in reading comprehension test to improve from test I.

The test consisted of 20 items. It was constructed in multiple choice form. The frequency of the students' score is presentage in table 6.

**Tabel 6. The Frequency of Students' Score Test II**

| Interval     | Category  | Frequency | Percentage |
|--------------|-----------|-----------|------------|
| 85 – 100     | Very High | 4         | 11,1%      |
| 75 – 84      | High      | 8         | 22,2%      |
| 60 – 74      | Medium    | 14        | 38,9%      |
| 40- 59       | Low       | 10        | 27,8%      |
| 0 – 39       | Very Low  | 0         | 0 %        |
| <b>Total</b> |           | 36        | 100%       |

From the table above, it shows that there were 10 students (27,8%) were in low category. It means that the achievement of students who were able to get score between 40-59. There is no students ( 0%) were in very low category. It means that the achievement of the students who were able to get score between 0-39. There were 14 students (38.9%) were in medium category. It means that the achievement of the students who were able to get score between 60-74. There were 8 students (22,2%) were in high category. It means that the achievement of students who were able to get score between 75-84. There were 4 students ( 11,1%) were in very high category. It means that the achievement of the students who were able to get score between 85-100.

Based on the table above, it could be summarized that the skill of the students reading comprehension, from test II the mean score that was 61,8. It was higher than the mean score of the test I that was 40.

**Tabel 9. The comparison of frequency scores pre-test and post-test**

| Test I       |           |           |            | Test II   |            |
|--------------|-----------|-----------|------------|-----------|------------|
| Interval     | Category  | Frequency | Percentage | Frequency | Percentage |
| 85 – 100     | Very High | 0         | 0%         | 4         | 11,1%      |
| 75 – 84      | High      | 0         | 0%         | 8         | 22,2%      |
| 60 – 74      | Medium    | 2         | 5,6 %      | 14        | 38,9%      |
| 40- 59       | Low       | 17        | 47,2 %     | 10        | 27,8%      |
| 0 – 39       | Very Low  | 17        | 47,2 %     | 0         | 0 %        |
| <b>Total</b> |           | 36        | 100%       | 36        | 100%       |

Based on the table above, there are to improved the students' reading comprehension of pre-test and post-test, it is from 0 (0%) student were in very high category become 4 (11%) students were in very high category, it is from 0 (0%) student were in high category become 8 students were in high category, it is from 2 (5,6%) students were in medium category become 14 (38,9%) students were in medium category, it is from 17 ( 47,2%) students were in low category become 10 ( 27,8%) students were in low category, it is from 17 (47,2%) students were in very low become 0 (0%) student were in very low category. From the result above, the researcher conclude that the students' to improve in reading comprehension of narrative text.

## DISCUSSIONS

Based on the result of the quantitative data, the result showed that the students improved their reading comprehension of narrative text. The students' score was getting better from the first test until the second test.. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the test I was 40. It was low because only 2 students who got the score 60 and more. The mean of the students' score in the test II of was 61,8. It was higher than the test I, because it was nothing who got the score very low category. So, the researcher concluded that the students' reading comprehension of narrative text to improvement of the students' mean score from the test I to the test II.

Then, the percentage of the students who got the score medium category in the test I was two of twenty six students (5,6%) and the percentage of the students who got the scores low and very low category in the test I twenty four of twenty six students (94,45%) and in the test II, there are percentage of the students who got the score very high category, it is four students (11,1%) of twenty six students. It indicated that the improvement of the

students' reading comprehension in narrative text was significant.

In this study the researcher found the students' distress in answering the test narrative text problem. From of 36 students there are many students who are wrong in answering, the questions the most are : 1,6,8,11,13,14,17,18,19 the questions about generic structure, vocabulary, inference and implied. Based on the result of the study, most students are wrong on answering the questions about inference and implied. The students the answer questions false, there are 95% from 36 students. Because students do not know how inference of story. Then, the students have understanding and always the answer true about questions number : 2,3,4,5,7,9,10,12,15,16,20. The students got the answer questions true, there are 85% from 36 students.

Based on the explanation above, it can be seen that the action hypothesis is accepted. in mastering narrative texts that can significantly improve students' reading comprehension skills the students at the second of SMP Negeri 6 Kota Jambi in Academic 2018/2019.

## CONCLUSIONS AND SUGGESTIONS

In conclusion, there were several findings which were related from the research. This research is done due to the problem identified in SMP Negeri 6 Kota Jambi. The students of SMP Negeri 6 Kota Jambi got low achievement in reading comprehension that was caused from the teacher and students themselves. After the implementation the researcher concluded that there was improvement in the students' achievement in reading skill and the English teaching learning process in story of narrative text.

The teaching reading comprehension of narrative text by story can improve students' reading comprehension. The result of the were

as follows, the mean score pre-test was 40 and mean score of post-test was 61,8

Based on those findings above, the researcher here wanted to give the solutionsto solve the problem in teaching English by giving these following suggestions as follows: 1) For the teacher, the teacher should be as a partner for the students in learning process and care to the students and should be prepared to give the learner a more meaningful role. They support and encourage the learner's desire to learn. 2) For the students, the students should have some efforts to learn English by reading the kind of English books and be active participants in learning English by asking some questions.

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