



**AN ANALYSIS OF STUDENT'S READING COMPREHENSION ON
NARRATIVE TEXT BASED ON ORIGINAL BLOOM'S TAXONOMY AT
TENTH GRADE OF SENIOR HIGH SCHOOL AT
MAN 1 MANDALING NATAL**

THESIS

*Submitted to the Faculty of Tarbiyah Science and Teacher Training UINSU
Medan as a Partial Fulfillment of the Requirements for S-1 Program (Degree of
Sarjana Pendidikan)*

BY:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN**

2019



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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan
 seperlunya terhadap skripsi saudara

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**Judul : An Analysis Of Student's Reading Comprehension on
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 Senior High School at Man 1 Mandailing Natal**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan
 dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN
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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang Membuat Pernyataan



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ABSTRACT

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Keywords : Reading Comprehension, Narrative Text, Original Bloom's Taxonomy, Tenth Grade Of Senior High School.

The objective of this research was to get the level of reading students' reading comprehension on narrative text on original bloom's taxonomy. This research used quantitative descriptive method. The sample of the research was the tenth grade of Senior High School at Man 1 Mandailing Natal. With the total number 32 students from X MIA 2. The instruments of this study are questionnaire and test. The writter used questionnaire that is covered with original blooms taxonomy levels that contain 8 items questionnaire. The result showed that 2 students classified as excellent, 7 students classified as very good, 9 students classified as good, 9 students classified as fairly good, 5 students classified as fair, 0 students classified as poor and 0 students classified as very poor.

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Medan, August 03th 2019

The writer

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CHAPTER I

INTRODUCTION

1.1 Background of The Problem.

Reading is one of the of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow stated that “reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement.”¹ Furthermore, according to Komiyama, “reading supports the development of overall proficiency and provides access to crucial information at work and in school.”² Therefore, it can be concluded that people’s daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

Reading is the skill in which the students will have the greatest ability at the end of their language study. It can help the students to understand about a country and its people. It can serve as a vehicle for entering into the country’s present and past civilization. The ability to read will stay with them longer than the other skills, and it is the skill that will be most convient to use. That is why

¹ Chaterine. Snow, *Preventing Reading Difficulties in Young Learner* (http://www.nap.edu/openbook.php?record_id=6023&page=15) accessed on January 24th 2018, 11 a.m.

² Reiko. Komiyama, *CAR: A Means for Motivating Students to Read*. United States: 2009,32. (http://americanenglish.state.gov/files/ae/resource_files/09-47-3-f.pdf) accesed on January 24th 2018, 11 a.m.

reading is very important to be taught to the students' starting from junior high school up to university.

In learning reading, the students' are required to understand the text to get the information. They are not required to understand each individual part of the sentences or paragraph, but they should understand the message the writer is trying to convey.

According to Anderson:

Reading is a very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the reader use and identify the symbols in front of her but also he must interpret what he reads in the light of her background knowledge, associate in with past experience and project beyond their in the term of ideas, judgments, application and conclusion."³

Furthermore, Oberholzer said that "understanding what we are reading is far more important to use than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose."⁴ It means that understanding text is the goal of reading skill that should be achieved by the students' in each levels of the language learning process.

So, it is important to analysis about how the students' learn with their workbook that they used and how far they understand from that reading exercise.

³As cited in Insiyah, *Teaching Techniques of Reading Skill For The Second Year Students of MTs Miftahul Ulum Batang-Batang Sumenep* (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2009), 2.

⁴Bronwen. Oberholzer, *The Relationship Between Reading Difficulties And Academic Performance* (Submitted in part fulfillment of the requirements for the degree of M Ed (Ed. Psych) in the Departement of Educational Psychology at the university of Zululand, 2005), 1.(online) accessed on January 24th 2018, 8 p.m.

And one aspect that should be analyzed is capability of the students' level in cognitive domain.

Cognitive domain in educational objectives makes reference to Bloom Taxonomy. Bloom Taxonomy is concept thinking theory that was introduced by Benjamin S Bloom, an America psychologist. It is the hierarchy structure that identifies the skill ranging from low to high level. The aim of taxonomy is very simple; it help the teacher to achieve the educational goal. Bloom's Taxonomy have been two models of taxonomy, the first one with the Original Bloom's Taxonomy structure which was presented in 1956 and the second one is the modified (Revised of Bloom's Taxonomy), which was presented in 2001. And both of that have a differences in several level, level 2 from comprehension changed to understanding and level 5 from synthesis changed to creating. And here resercer have been focused on Original Bloom devided into six thinking chategories in cognitive domain: knowledge, comprehension, application, analysis, synthesis and evaluation.⁵

The researcher has two reasons why to choose the problem about the students understanding in reading narrative text but by using questions that have been covered with all domain cognitive from the Original Bloom's Taxonomy. The main reason is researcher want to do research that uses test material that has been analyzed in advance whether it includes all the necessary cognitive points, so that the research would like to produce result that are appropriate and include all cognitive aspects and additional reason is based on the research experience at

⁵Anthony J Nitko and Susan M. Brookhard, *Educational Assesment Of Student*,(Boston: 2011),p. 215.

senior high school and teaching experience, many questions on understanding the contents of the reading only arrive to cognitive domain application and analysis, so that not all existing cognitive domain are met.

Based on the explanation above, the writer interest in doing research with the title. **“An Analysis of Student’s Reading Comprehension on Narrative Text Based on Original Bloom’s Taxonomy at Tenth Grade of Senior High School at MAN 1 Mandailing Natal.**

1.2 Identification of the problem

Based on the background above, the problem can be identified as follow:

1. The students have difficulties to comprehend narrative text.
2. Teacher still can’t achieve the learning outcome on narrative text

1.3 Limitation Problem

Based on the identification of the problem above, it was impossible for the researcher to study all the problems that have stated, because of the limited time. Therefore, researcher would like to limit only on the reading comprehension on narrative text.

1.4 Formulation Problem

Based on the limitation problem above , the formulation of the problem is:
“how is the students’

reading comprehension on Narrative Text Based on Original Bloom’s Taxonomy at MAN 1 Mandailing Natal?

1.5 Objective Study

To investigate the students reading comprehension in narrative text based on cognitive dimension of original bloom's taxonomy.

1.6 The Significances Study

By conducting this study, the writer hopes that the results of this study give contribution to the reader especially:

1. Theoretically

The result of this study is to develop knowledge and science, also give beneficial contribution. Especially, for English knowledge, about learning in reading skill.

2. Practically

a. English teacher

Using this strategy teacher will get a new experience in their technique in teaching and learning. They will get easiness to find out whether the learning target has been achieved or not.

b. Students

They can improve their skill in reading, by themselves. When reading they can improve their ability to remember the contents of the reading through knowledge test from the smallest level to the largest level.

c. Writer

It can improve the reading experience and have good understanding in English, mainly in the technique to find out the students' understanding in reading.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraph that communicate something to us.

2.1.1 Definition Reading

Reading is one important skill in learning in learning a language. It also a means of recreation and enjoyment. Allah SWT suggested on the holy Al-Qur'an in Surah Al-Alaq 1-5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ
 مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ
 بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: "Read! In the Name of your Lord Who has created (all that exist), He has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen, He has taught man that which he knew not". (Al-Alaq 1-5).⁶

⁶Muhammad Taqi-ud-din Al-hilali and Muhammad Muhsin Khan, *Translation Of The Meanng Of The Noble Qur'an In The English Language*, (Madinah: King Fadh Complex For The Printing Of The Holy Qur'an).P.842.

The verse above means that to get more expression or getting more information they have to reading expect that students can be active and creative for development their knowledge, because reading contain the various kinds of information with various filed of knowledge to give a change to students in learning.

At the same time in enlarges knowledge and improves the technological achievement. In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۗ وَمَن
يَكْفُرْ بِهِ ۗ فَأُولَٰئِكَ هُمُ الْخٰسِرُونَ ﴿١٢١﴾

Meaning: “Those (who embraced Islam from Bani Israel) to whom we gave the Book [the Taurat (Torah)] [or those (Muhammad SAW companions) to whom We have given the Book (the Qur’an)] recite it (i.e. obey its orders and follow its teachings) as it should be recited (i.e. followed), they are the ones who believe the rein. And whoso disbelieve in it (the Qur’an), those are they who are the losers” (Al-Baqarah 2:121)⁷

Although people read many kinds of reading materials and have interest in reading, actually they do similar things. They try to catch the meaning or the

⁷Ibid., P. 23.

idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

Reading is the fundamental language skills in learning a language. In most general term, reading involves the reader, the text, and the interaction between reader and text. By readings learners could take the ideas, and also get the information from the text. There are some additions of the definition concerning about reading according to some language expert.

Reading is a complex “cognitive process” of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.⁸

According to Cristine Nuttal, in her book *Teaching Reading Skill A Foreign Language*, reading essentially focused on meaning, especially connecting the writer intention to the reader.⁹ The assumption is in line with Harmer, who defines that, reading is working of eyes and brain, the eyes look at the reading and receive the message and then the message is transferred to the brain to work out the message. An exercise dominated by eyes and the brain. The eyes receive messages and the brain then has to work and out the

⁸Ernita Daulay, *Learning Centered Approach Intensive Reading for English Education*, Medan: State Islamic University of North Sumatra, 2018.

⁹Cristine Nuttal, *Teaching Reading Skill A Foreign Language*, (London: Macmillan, 1996), p. 3.

significance of these messages.¹⁰ It means when reading the reader have to focus their eyes and brain to get the information from printed words as they are reading. Meanwhile Gray added the four different steps in the total reading process: word perception, comprehension, reaction, and introgation, all of which reach back into the meaning background of individual.¹¹ In the sense what the reader get from the text related to the background knowledge of the reader.

Moreover, concerning about understanding in readng, Deborah and Nancy said that, "reading is an active process that depends on both author's ability to convey meaning using words and your ability to create meaning from them".¹² So, reading as the construction of meaning from a printed or written message. It means there is a process communication between the reader and author in the form of written language to get the interpretation and understanding of the text. Based on those explanations given by experts, the writer can concluded that reading is an active activity of eyes and brain which convey the meaning of message or the information in the written form, where people can take the conclusion from the text.

There are many aspects of reading ability. In this research, the researcher limits the aspects of reading ability as follows: (1) infer meaning of the words; (2) identify the main idea of the text; (3) identify referent of the text; (4) find

¹⁰Jeremi Hammer, *The Practice of English Language Teaching* , (New York: Logman Publishing, 1991), p. 153.

¹¹Miles V . Zintz, *Corrective Reading*, (Lowa: W.C. Brown Publisher, 1966), p. 353.

¹²Deborah Daiek And Nancy Anter, *Critical Reading for Collage and Beyond*, (New York: McGraw-Hill, 2004), p. 5.

implicit information of the text; (5) determine the explicit information; and (6) identify communicative purpose of the text.

From the explanations above, it can be concluded that reading skill is an activity and active mental process of understanding literal and implied meaning. This activity involves understanding general ideas, understanding specific information and making inferences. In other words, reading is complex cognitive process which consists of receiving information, understanding, interpreting, and evaluating the meaning from the written or printed language. Reading is an active process, not a passive process that a written text as a piece of communication. It has two matters play important role on obtaining information from written symbols and understanding the meaning of written forms.

There are many aspects of reading ability. In this research, the researcher limits the aspects of reading ability as follows: (1) infer meaning of the words;

(2) identify the main idea of the text; (3) identify referent of the text; (4) find implicit information of the text; (5) determine the explicit information; and (6) identify communicative purpose of the text.

2.1.2 The Purpose of Reading

Wallace describes that reading has three main objectives, they are:¹³

a. Reading for survival

It means reading a text that is very crucial for life, for example an instruction sign. Survival reading serves immediate needs.

b. Reading for learning

¹³Wallace, *Reading*, 1966, New York: Cambridge University Press, P. 4.

It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to “translate” the text literally or metaphorically, to learn vocabulary, to identify “useful” structure or collocations, to use a text as a model for writing and to practice pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read narrative text.

From the purpose of reading above, the researcher used reading for learning in MAN 1 Mandailing Natal. It is intended to support learning. The students need to “translate” the text literally or metaphorically, to learn vocabulary, to identify “useful” structure or collocations, to use a text as a model for writing and to practice pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of text. It is expected to solve the reading’s problem of the students.

2.1.3 The Ways of Reading

Grellet defines for main ways to improve students’ reading skillin reading, they are:¹⁴

a. Skimming

¹⁴Francoise,1988, Grallet, *Developing Reading Skill*, Cambridge: Cambridge University Press, P. 4.

Brown states that skimming is the process of rapid coverage of reading matter to determine its gist or main idea.¹⁵ Know roughly what a text is about, we read it through quickly. We let our eyes run over it. Then, we should have the gist that is the general meaning without any of the details.

b. Scanning

Brown states that scanning is a strategy used by all readers to find relevant information in a text.¹⁶ It is a reading technique used only when we need to find answer to specific questions. Often the answers are short and factual and may be numbers or names.

c. Intensive Reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This kind of reading, which seeks to grasp the whole message, including both arguments and supporting details, encourages careful, literal processing of text.

d. Extensive Reading

Extensive reading is reading longer text usually for someone's pleasure, this is a fluent activity, mainly involving, global understanding.

Based on the ways of reading above, the researcher used Skimming, Scanning, Intensive Reading, and Extensive Reading. Skimming is used to

¹⁵H. Douglas Brown, 2003, *Language Assessment Principles and Classroom Practice*, San Francisco, California: Longman, P. 213.

¹⁶*Ibid.*, P. 209.

find the main idea of the text; scanning is used to find explicit information, then intensive reading is used to find the word meaning, reference, implicit information, and communicative purpose of the text, and the last extensive reading is used to understanding the meaning. They are appropriate to improve reading skill of the seventh grade students of the MAN 1 Mandailing Natal.

2.1.4 The Models of Reading

Barnett provides a thorough summary of models of reading. There are three models of how reading occurs:¹⁷

a. The Bottom-up theory

Argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware how it operates.¹⁸ Decoding is an earlier term for this process.

b. The Top-down Theory

Argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.¹⁹ The top-down school of reading theory argues that readers fit the text into knowledge (cultural,

¹⁷Barnett,1988, *Teaching Reading in a Foreign Language*, ERIC Digest.

¹⁸D. Eskey, 1988, *Interactive to Second Language Reading*, Cambridge: University Press.

¹⁹K. Goodman, 1988, *The Reading Process*. In Carell, P. Devine, J. Eskey, D (eds). *Interactive to Second Language Reading*, Cambridge: University Press.

syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.

c. The Interactive school

Of theorists, which most researchers currently endorse-argues that both top-down and bottom-up process are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the readers' background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

The researcher used The Interactive School Processing in reading approaches. The interactive model combine top-down and bottom-up skills. Top-down processing may be easier for the poor reader who may be slow at word recognition but has knowledge of the text topic. While Bottom-up processing may be easier for the reader who is skilled at word recognition but does not know much about the text topic. The interactive model view reading is the interaction between reader and text. It is appropriate with the technique used in this research.

2.1.5 Reading Comprehension

Reading comprehension is the complex skill that requires and active interaction between text element and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text related to one another by interretive interaction between what the reader

gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Understanding comprehension process is crucial to the study of reading.

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.²⁰ Furthermore, partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.

Goodman states reading comprehension is as an interaction between thought and language.²¹ It means that an interaction in reading, it can produce thought and then we are thinking, and we have a question for asked to someone, that called is language.

A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of the student's background of experiences is that related to the language development and growth. The following factors are among those that affect the comprehension of written material Otto:²² (1) oral language development related to real object, experiences and pictures. (2) ability to listen with understanding to stories related aloud. (3) firsthand experiences with people, object and place. (4) continuous development of syntactic or semantic features of our language.

²⁰Grabe William, and Fredricka L Stoller,. (2002), *Teaching And Researching Reading*. (New York: Longman), P. 7.

²¹Otto Wayne, (1979). *How To Teach Reading*. (Philippines: Addison-Wesley Publishing Company, Inc). P. 70.

²²Ibid

Furthermore, shepherd states some principles of learning that must be applied to reading comprehension , they are: (1) a background knowledge of experience and knowledge is necessary for learning. A readers background knowledge influence reading comprehension. Background knowledge includes all of experience that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how ones first language works,, knowledge of how the second language works, and cultural background knowledge. If students are reading on an unfamiliar topic, teachers need to begin the reading process by building up background knowledge. New ideas must be connected to existing ideas and information. A background that provides a basic understanding of the vocabularry and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build a new information. (2) learning must have meaning for the learner. The goal of reading is to enable the reader to get meaning from the printed material it means that the reader must be able to understand the information and to determine its significance. (3) the student must have a purpose and a motivation to learn. It is the fact that practice is a necessary part of skill development, so, if the students do not read because of lack of a purpose and a motivation, he does not get the practice he need in reading skills. As a result, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in comprehending. (4) the learner must be active in his learning. Learning to read is not a passive process it is nearly impossible to teach skills to a students if he puts forth littel or no effort. The teacher can teach techniques, but the student must practice and apply

them. (5) learning requires the forming of habits. When a student learns how to use reading skills and how to attack a reading assignment he is learning techniques habits that will insure success and efficiency in his effort. For the student to become an efficient reader, many of the skills must be so well developed that they function smoothly and simply. (6) much learning is by association. Learning to read is no exception. The student learns first to use and understand language through listening and speaking. Reading is one additional form of using language. When he reads he recognizes the words and attaches meaning to them from his oral knowledge about them. In addition, a new meaning for a word is easier to remember if the student already knows the word another meaning. (7) learning requires practice. This is particularly true of learning to read. The student does not learn an effective reading technique merely by being shown. (8) favorable attitudes toward learning foster effective learning. Students who have difficulty in reading and who develop negative attitudes toward the reading act will find it difficult to use reading an effective learning tool. Their whole mental set will oppose this avenue to learning. (9) students learn at different rates and different modes. Humans vary in their traits, capabilities, and development, and the teacher must take these differences into account. Therefore, teacher cannot expect all students to have the same abilities, needs and levels of reading. (10) learning is more effective if the learner knows the reason for what he is learning. In reading skill development the student needs to understand the importance and usefulness of each skill. He needs to understand how his skills can increase his

reading competence. Such realization will not only help his improvement in reading, but his motivation will also improve.

Level of comprehension refer to the degree in which the reader can be categorized as good as poor readers, proficiency or less proficiency readers.

Heilman et al states there are three main level of comprehension:²³ (1) literal comprehension: understanding the ideas and information explicitly stated in the passage. Abilities: (a) knowledge of word meanings. (b) recall of detail directly stated or paraphrased in own words. (c) understanding of grammatical clues- subject, verb, pronouns, conjunction, and so forth. (d) recall of main idea explicitly stated. And (e) knowledge of sequence of information presentd in passage. (2) interpretative comprehension: understanding of ideas and information not explicitly stated in the passage. Abilities: (a) reason with information presented to understand the cause effect relationship in a text, although it is not stated directly. (b) it must be able to think and use the imaginations. And (c) solving problem, producing new creations or new ideas and develop new insights.

2.2 Narrative Text

Narrative text is the story with complication or problematic events and it tries to find the resolution to solve the problems.

2.2.1 Definition of Narrative Text

Narrative text is one type of text of taught for third grade in Junior high school. In narrative text students are expected to understand about the context

²³W. Arthur Heilman, et.al. (1981). *Principles And Practices Reading 5th Edition*. (Washington: A Bell And Howei Company). P. 244.

and to find the moral value of the story. There are many types or narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story etc.

Based on the definition above narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain people. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot. In short, any time you “tell what happened” you are using narrative text. Although a narrative text may be written for its own sake-that is simply to recount events in most college writing narrative text is used for purpose, and a sequence of events is presented to prove a point. The social purpose of this type the text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.²⁴

Narrative is a text that tells a story and in doing to entertains audience.²⁵ Similarly, Narrative is telling a story and to be interesting, for readers to respond to some event in your life as if it were their own.

On the other hand, in narrative text can be presented as written or spoken texts who told the story is called narrator. If narrator is one of the characters in the story is said to be told in the first person and the person outside from the story is called third person characters.

²⁴JokoPriiyana and Anita Prasetyo, (2008). *Interlanguage: Science and Social Study Programme*. (Jakarta: PT Grasindo), p. 94

²⁵Mark Anderson and Kathy Anderson, (2003). *Text Types in English 3*. (South Yarra: Macmillan), p. 3.

In addition, Drs. Pardiyo defines, narrative is a text to tell activity in the past which increase problematic experience and solution to amuse and give a moral value for the reader.²⁶ So, narrative text is text that tells a story which raises the problematic experience in the past and resolution to amuse the reader which consist of sme character, plot, setting and action which have the problematic like fable, legend, folktale etc and to teach the students of story's lesson which divided into orientation, complication, sequence of events and coda (moral value).

2.2.2 Kinds of Narrative

Narrative writings are divided into two kinds by Joyce and Feez: (1) Nonfiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing, (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

2.2.3 Generic Structure of Narrative Text

According to Anderson the steps for constructing a narrative text are:²⁷

a. Orientation

The story telling tells the reader who is in the story, when the story is happening, where the action is happening and wahat happening from the story.

²⁶Pardiyo, (2007). *Pasti Bisa! Teaching Gendre Based Writting*, (Yogyakarta: Penerbit Andi), p. 94.

²⁷Anderson. Loc. cit

b. Complication

The storytelling tells about conflict or crises arisen and will begin chains or events that influences of the story will be happen.

c. Sequence of events

How the characters of the story react and what the characters do something to the conflict or crises happen.

d. Resolution

The characters of the story solve the conflict or crises in the complication.

e. Coda

The message will be learning from the story.

2.2.4 Features Language of Narrative Text

The following grammatical features in narrative including:²⁸

a. Nouns that identify the specific characters and places in the story.

Example: *a beauty princess, in the garden*

b. Adjective that provide accurate descriptions of the characters and setting.

Example: *a nice princess who live in the palace*

c. Verbs that show the actions that occur in the story.

Example: *say, walk, sleep, etc*

d. Time words (simple past tense) that connect events, telling when they occurred.

Example: *once upon a time, two days ago, etc*

²⁸*opcit*

2.2.5 Sample of Narrative Text

This sample is taken from Drs. Pardiyono²⁹

Orientation : once upon a time a fisherman named Batara Guru Sahala lived in Bataka Land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to let it free. He did accordingly.

Description of events that leads to crisis (climax) :

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he could not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. His daughters would bring his lunch. One day, however, instead of bringing the food to their father, the two girls ate his lunch.

When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "you behaved exactly like the daughters of a fish".

Resolution and consequence:

The daughters didn't know what their father meant,. They went home and asked her mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

²⁹Pardiyono, (2007). *Pasti Bisa! Teaching Genre Based Writing*. (Yogyakarta: Penerbit Andi), p. 105.

Then the earth began to shake and the volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole became “LAKE TOBA”.

Coda (moral value) :

It is very famous as a piece of interest for domestic and foreign visitors up to now. It has a lovely view and natural beauty. This legend is still well known for people of this country and is still held up as one of the famous folk tales of the nation.

2.2.6 Purpose of Narrative text

According to Mark Anderson Stated. “ The purpose of narrative is to present a view of the world that entertains or informs the reader or listener.³⁰ Similarly, the basic purpose of narrative is to entertain, to amuse and to hold readers’ interest. Therefore, narrative is a kind of text which makes the reader enjoy the readers more than enjoy to read kinds of story that they feel amused and make them laughing.

2.3 Bloom’s Taxonomy

2.3.1 The original Bloom’s taxonomy

The original Bloom’s taxonomy was found by Benjamin S. Bloom, an education psychologist who did many research and development thinking behaviors in learning process.³¹ Bloom was born on date February 21, 1913 in Lansford, Pennsylvania and earned a doctorate in education from the University

³⁰Mark Anderson, (2003). *Text Types in English 2*. (South Yarra: Macmillan), p. 6.

³¹Linda Wong, (2010). *Essential Study Skills Seventh Edition*. (Australia: Wadsworth Cengage Learning), P. 359.

of Chicago in 1942. He is known as consultant and international activists in education and managed to make major changes in the system education in India. He founded the International Association for the Evaluation of Educational Achievement, the IEA, developed the Measurement, Evaluation, and Statistical Analysis (MESA) program at the University of Chicago.

At 1950's, in the Conference of American Psychologist Association Bloom reported that based on the evaluation of the result study which has arranged in the school the most percentage is the question just allowed to memorize of lessons. Bloom argued that memorizing or remembering is the lowest hierarchy in the thinking behaviors.

Finally in 1956, Bloom, Englehart, Furst, Hill, and Krathwool, successfully introduced thinking skills framework concept called Bloom's Taxonomy. It is hierarchy structure that identifies the skills ranging from low level to high level. Of course, to achieve the goal higher, lower level must be met first.

Taxonomy is derived from two words in the Greek language, they are *tassein* and *nomos*. *Tassein* means classify and *nomos* mean rule.³² So taxonomy means classification hierarchy over basic principles or rule. The term was later used by Benjamin S. Bloom in the teaching learning process.

He proposed taxonomy for thinking based on increasingly complex or high order categories. This taxonomy has been extremely influential in education for the past 50 years. It had an enormous influence on how people think of

³²Thomas R. Guskey. *Benjamin S. Bloom Portraits Of An Educator*. (USA: Rowman&Littlefield publisher), p. 1-9.

educational goals and on teaching practice. That's useful to reach the goal of education.

In the framework of this concept, Bloom divided the purpose of education into three domains of intellectual behaviors. They are cognitive, affective, and psychomotor. The first domain is the cognitive domain that deals with intellectual or thinking ability, the second domain is the affective domain, and the affective domain deals with values. Bloom's taxonomy is often named by Bloom's cognitive taxonomy because the cognitive domain often applies only to development.

The cognitive domain in the original taxonomy is divided into six categories. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. Can be seen in the following table.³³

Table I: The Cognitive Domain in the Original Taxonomy.

No	Cognitive Dimension	Definition
1	Knowledge	It is how to memorize and recall information. It involves the recall of specifics and universals, the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material.

³³David Krathwohl, *Theory Into Practice*, Vol. 41, Number Autumn (2002), p. 212.

2	Comprehension	It is how to interpret information in one's own words. It refers to a type of understanding or apprehension such as the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implication. It represents the lowest level of understanding.
3	Application	It is how to apply knowledge to new situations. It involves the use of abstraction in particular and concrete situation (to solve new or novel problems). The abstraction may be in the form of general ideas, rules of procedure, or generalized methods. The abstraction may also be technical principles, ideas, and theories, which must be remembered and applied.
4	Analysis	It is how to breakdown knowledge into parts and show relationship among parts. It involves the breakdown of a communication into its constituent elements of part such that the relative

		<p>hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how communication is organized, and the way in which it manages to convey its effects, as well as its basic and arrangements.</p>
5	Synthesis	<p>Synthesis is how to bring together parts of knowledge to form a whole; build relationships for new situations. It involves the putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, and so on, and arranging and combining them in such a way as to constitute a pattern or structure not clear before.</p>
6	Evaluation	<p>Evaluation is how to make judgments on basis of criteria. It requires judgments the value of material and methods for given purposes, quantitative and qualitative judgments about the extent to which materials and methods satisfy criteria, and</p>

		the use of a standard of appraisal. The criteria may be those determined by the student or given to him.
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2.3.2 Tools for Writing Objectives

Because learning objectives are so critical to instruction and assesment, may tools have been created to help writers use the original taxonomy to develop them. The most basic tools are tables that suggest verbs correlated to each level of cognition, to use the guide of tables, first identify the cognitive level you want to target, then choose a verb from a keyword column and use it to begin your objective.³⁴

Table II: Blooms Taxonomy Cognitive Levels And Key Words.

	Skill	Definition	Verbs
Level 1	Knowledge	Recall information	Identify, describe, name, label, recognize, reproduce, follow.
Level 2	Comprehension		Summarize, convert, defent, paraphrase, interpret, give examples

³⁴Cecelia Munzenmaier and Nancy Rubin, (2013). *Blooms Taxonomy: Whats Old Is New Again*. (Santa Rosa: The eLearning Guild), p. 10.

Level 3	Application	Use the information or concept in a new situation	Built, make, construct, model, predict, prepare
Level 4	Analysis	Break information or concepts into parts to understand it more fully	Compare/contrast, break down, distinguish, select, separate
Level 5	Synthesis	Put ideas together to form something new	Appraise, critique, judge, justify, argue, support
Level 6	Evaluation	Make judgments about value	

2.4 Related Study

1. Arumi (2016) conducted a research about analysis of the students reading comprehension in comprehending descriptive text. She took the population 144 students and were the sample should be at least 10%. She use the reading test of collecting data. The result of the analysis showed hat there were students reading ability in comprehending the descriptive text was low. The majority of the students got high score was 4,76% and the total of low score was 33,33%.
2. Sumanti (2009) conducted a research about an analysis on the students ability in transforming verb into noun at Madrasah aliyah muallimin

UNIVA Medan. The objective of this research were to describe the students ability in transforming verb into noun at madrasah aliyah Muallimin UNIVA Medan. Population of this research was first years student of Madrasah Aliyah Muallimin UNIVA Medanschool year 2009/2010. The result that the students ability was low because there were 18 students (38%) who were able to understand and 29 students (61,7%) who were unable to understand to transforming verb into noun from whole sample.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Time and Place of Study

The research will be conducted at MAN 1 Mandailing Natal, Jln. Medan Padang Km 7 Dalan Lidang, Kec. Panyabungan Kota, Kab. Mandailing Natal. This research was focus in the students of senior high school especially X grade at 2018/2019 academic year. Students' is the reason for choosing this school because the researcher found the students' are lack able to analyze the narrative text.

The reason of choosing this location are: (1) the writer found the problem that the students still had low ability to analyze the narrative text, (2) the school location is near from the researcher, (3) the place of the object is accessible to the researcher.

3.2 Population and Sample

1. Population

The population is the group of research participants who are available for the researcher for the participation in research. Population is a whole object which was researched.³⁵ Population often called universe. The population in other words, is the group of interest to the researcher, the group as whom the researcher would like to generalize the result of the study.³⁶ The researcher takes all the population at that class because there is more than 30 students at that class.

The whole number of people or inhabitants in a country or region, a body of persons or individuals having a quality or characters in common b (1): the organism inhabiting a particular locality (2): a group of interbreeding organism that represents the level of organization at which speciation begins, a group of individual persons, objects, or items for which samples are taken for statistical measurement.³⁷ Population is all of subject research at grade X MIA 2, there is 32 students: 8 male and 24 female. Source from document of MAN 1 Mandailing Natal in the academic year: 2018/2019.

2. Sample

A sample in a research study refers to any group on which information is obtained. Sampling refers to the process of selecting these individuals. Sample is a part of the population that become object research. In the determination/

³⁵ Syahrudin and Salim, (2006). *Metodologi Penelitian Kuantitatif*. (Bandung: Cipta Pustaka Media). P. 113.

³⁶ Jack Fraenkel and Norman E. Wallen, (2013). *How To Design and Evaluate Research in Education*. (Singapore: McGraw Hill). P. 73.

³⁷ Merriam, "Population". (<http://www.merriamwebster.com/medical/population>) Accessed on February 1st 2018.

sampling of the population have a rule, which is a representative sample (representing) of the population. The items selected from from population are technically called as sample.³⁸

In sampling at least three underlying, namely: (a) limitations of time, effort and cost, (b) faster and easier, (c) provide more information and greater depth. The researcher uses saturation sampling because in one class the student did not reach one hundred, so that the researcher made all the class as the sample.

Total sampling is students of grade X MIA 2MAN 1 Mandailing Natal, Jln. Medan Padang Km 7 Dalan Lidang, Kec. Panyabungan Kota, Kab. Mandailing Natal. Source from document of MAN 1 Mandailing Natal, in the academic year: 2018/2019.

3.3 Research Method.

This research used descriptive quantitative design. The purpose is to analyze the students reading comprehension analyzing the content of narrative text based on Original Blooms Taxonomy. The researcher uses text narrative and question from the textbook entitled “look ahead an english course for senior high school students year X” with the title Bandung Bondowoso and Roro Jonggrang, and the resarcer has to analyze the question from the text to make the questions that used can cover all the points of Original Bloom’s Taxonomy according to their cognitive categories. To identify the cognitive levels of the

³⁸E Dhivyadeepa, (2015). *Sampling Techniques In Educational Research*. (India: Laxmi Book Pubishing), P. 3.

question the researcher uses Original Bloom's Taxonomy levels and keyword as a guide in categorizing the question in the textbook:³⁹

To know the results of the question that has been analyzed based on Bloom's Taxonomy category can be seen in the following the table.

Table I: The Results of Question Analysis

	Skill	Definition	Verbs	Question	Analysis
Level 1	Knowledge	Recall information	Identify, describe, name, label, recognize, reproduce, follow	Who were the participant s in the story?	This question recall information and the keyword is "name" of participant
Level 2	Comprehension	Understand the meaning, paraprse a concept	Summarize, convert, defent, paraphrase, interpret, give examples	What problem did Roro Jonggrang have?	This question make the student understand the

³⁹Cecelia Munzenmaier and Nancy Rubin, (2013). *Blooms Taxonomy: Whats Old Is New Again*. (Santa Rosa: The eLearning Guild), p. 10.

					meaning and the keyword is “interpret” the problem
Level 2	Comprehension	Understand the meaning, paraphrase a concept	Summarize, convert, defent, paraphrase, interpret, give examples	What problem did Bandung Bondowos o have?	This question make the student understand the meaning and the keyword is“interpret” the problem
Level 3	Application	Use the information or concept in a new situation	Built, make, construct, model, predict, prepare	How did they solve their problem?	This question make the students can use the information or concep

					in the new situation and the keyword “make” what the make to solve the problem.
Level 4	Analysis	Break information or concepts into part to understand it more fully	Compare/contrast, break down, distinguish, select, separate	Find the adverbs that indicate the story happened in the past!	The question can make the students break the information and understand it more fully and the keyword is “select” the adverbs that indicate the

					story happen in the past.
Level 4	Analysis	Break information or concepts into part to understand it more fully	Compare/contr ast, break down, distinguish, select, separate	Underline the direct speech.	The question can make the students break the information and understand it more fully and the keyword is “select” the word that indicate as the direct speech.
Level 5	Synthesis	Put ideas together to form	Categorize, generalize, reconstruct	What tensis is mostly	The question using keyword

		something new		used in the story?	“categorize ” what tenses mostly use.
Level 6	Evaluation	Make judgments about value	Appraise, critique, judge, justify, argue, support	Does the story have happy or sad ending?	This question using keyword “appraise” the ending of the story.

The quantitative data will be used to determine the score of the student's in analyze the content of narrative text based on Original Bloom's Taxonomy on the X grade student's of MAN 1 Mandailing Natal.

3.4 Instrumentation for Data collection

In collecting data the researcher use the reading test of narrative text. The researcher uses text narrative and question test from textbook entitled “look ahead an english course for senior high school students year X”. There are some instruments used in collecting the data in a study. Every instruments should be design and conducted as relatively as possible to the objective of the research, and the instrument for the collecting the data is designed to order the gain the result of the study. The researcher will be given to this research, they are read

the narrative text and write the answer of the question who has covered with Original Bloom's Taxonomy.

In reading, the explicit goal of performance appraisal is for teachers to review and evaluate how their students think and are able to grapple and answer the comprehension question being posed. The rubric of assesment and the text thatfollows detail the general rating system and scales used for evaluating studets responses to performance based question.⁴⁰

From this research researcher may want to use variety of scoring method or combination of the mehod described here for different reading response assesment. For example, holistic scoring is an effecient means of scoring a large number of paper quickly, but it does not provides detailed feedback for the students. Analitic scoring provides detailed feedback to help the student improve his or her response in reading. And analitic scoring provides detailed feedback to help the student to improve their ability to analyzing and response to the reading.

To know the students score in analyzing the answer of the narrative question based on original blooms taxonomy , the researcher used analitic scoring rubric has some categories. The category can be seen in the following scale description.

Scale description

Rating of:

⁴⁰Germaine L Taggard, et.al., (2001), *Rubric*. (United States of America: Littlefield Publishers), p. 13.

5 The written answer demonstrates answer demonstrates a thorough understanding of the text related to the question. It includes all of the significant and accurate textual information needed for the complete answer for the question. The answer shows evidence of the student choosing the appropriate information source to answer the question. The sources include :

- a. Information from the sentence in the text.
- b. Combined information from different sentences in the text and make the connections in the written answer.
- c. Use of readers knowledge and the text.

4 The written answer the demonstrates an assential understanding of the text related to the question. It includes most of the significant and accurate textual information needed for a complete answer to the question. There may be some minor details, but no inaccuracies. The answer shows evidence of the student choosing the appropriate information source to answer the question. The source include:

- a. Information from one sentence to the next
- b. Combined information from different sentences in the text and make the connection in the written answer
- c. Use of readers knowledge and the text

3 The written answer demonstrates a limited understanding of the text related to the question. It include some of the significant and accurate textual information. But may include some minor details and inaccuracies. The minor detail and inaccuracies dominate the answer.

a. Information from one sentence to the next

b. Combined information from different sentences in the text
an make the connections in the written answer

c. Use of readers knowledge and the text.

2 The written answer demonstrates little understanding of the text related to the question. The answer includes little significant and accurate textual information and some minor details and inaccuracies. The minor detail and inaccuracies dominate the answer.

a. Information from one sentences in the text.

b. Combined information from different sentences in the text
and make the connections in the written answer.

c. Use of readers knowledge and the text.

1 The written answer demonstrates no understanding of the text related to the question the answer include no significant and accurate textual information related to the question. It may include textual information which is irrelevant to the question. The minor details and innaccuracies dominate the answer. It may

include nontextual information related to the to the question. The answer may not use any information sources from the text. It may use readers knowledge based on non textual information.

0 No response. The question is left blank.

Note: accurate and relevant information that is added from the readers prior knowledge is acceptable. It neither adds nor detracts from the rating to be given.⁴¹

3.5 Techniques for Data collection

Collecting data was an important think in this research that can be determined. To collecting the data, the writer used two instruments. They were questionnaire for assessing students' reading comprehension level and narrative reading comprehension test to measure students' reading comprehension.

1. Questionnaire

The writter adapted original bloom's taxonomy that designed by Benjamin S. Bloom as the guide for groups questions that are already covered by cognitive dimension levels of original bloom's taxonomy that contain 8 items questionnaire. Here the skill levels of original bloom's taxonomy:

Table I: Skill Levels of Original Bloom's Taxonomy

No	Skill Level	Total	Key Number
1	Knowledge	1	1

⁴¹Germaine L Taggard, et.al., (2001), *Rubric*. (United States of America: Littlefield Publishers), p. 14.

2	Comprehension	2	2, 3
3	Application	1	4
4	Analysis	2	7, 8
5	Synthesis	1	6
6	Evaluation	1	5
Total items		8	

2. Test

The test instrument played an important role in collecting the data. In this research, the writer administered test to the students' to know about the students' narrative reading comprehension score. The writer will use essay types in order to make it more specific to analysis the score. The reading material and its question were selected from students' book which were suitable for their level.

3.6 Techniques for Data analysis

To percentage the students scores in the data from the test, which have been given to the students' and to know how many percents the students right in answering the test and to classifying the level of the reading comprehension. The following steps were implemented for analyzing the data:

1. Scoring the result of the students answer by using formula :

$$scoring = \frac{total\ score\ of\ students}{maximum\ score} 100$$

2. Classifying the student's score into seven levels were as follows:
 - a. Score 96 – 100 is classified as excellent.

- b. Score 86 – 95 is classified as very good.
 - c. Score 76 – 85 is classified as good.
 - d. Score 66 – 75 is classified as fairly good.
 - e. Score 56 – 66 is classified as fair.
 - f. Score 46 – 55 is classified as poor.
 - g. Score 0 – 45 is classified as very poor.⁴²
3. KKM in MAN 1 Mandailing Natal were 80.
4. Computing the rate percentage of students' score by using the following formula:

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

Where:

P: percentage

F: frequency

N: total number of students'

5. Determining the percentage the students' reading comprehension by using the following formula:

a. Mean $Me = MT + \left(\frac{\sum fX}{N}\right) i$

b. Median $M = Tb + \frac{\frac{1}{2}n-f}{f} C$

c. Modus $Mo = Tb + \frac{d_1}{d_1+d_2} C$

d. Standar Deviasi $SD = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$

e. Percentage Formula $Q = \frac{N}{K} \times 100\%$

Where:

⁴²Jurnal Ilmiah Mahasiswa Jurusan PBSI, (2017), *Kemampuan Siswa Kelas VII MTsN 2 Banda Aceh Dalam Memahami Struktur Dan Informasi Dalam Teks Eksposisi*, vol. 2, no. 3.

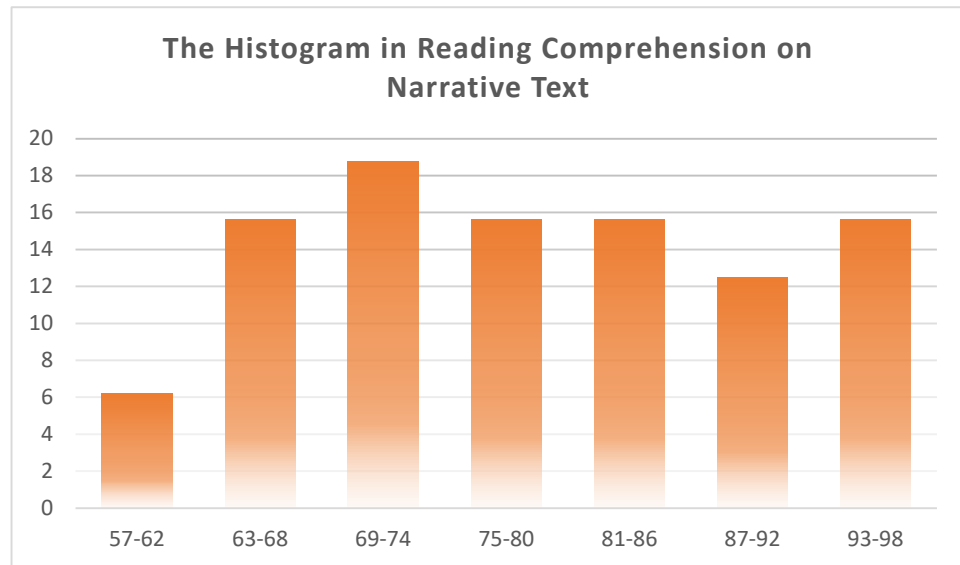
1	57-62	56,7-62,5	59,5	2	119	6,215%	2
2	63-68	62,5-68,5	65,5	5	327,5	15,625%	7
3	69-74	68,5-74,5	71,5	6	429	18,75%	13

4	75-80	74,5-81,5	78,5	5	387,5	15,625%	18
5	81-86	81,5-86,5	83,5	5	417,5	15,625%	23
6	87-92	86,5-92,5	89,5	4	358	12,5%	27
7	93-98	92,5-98,5	95,5	5	377,5	15,625%	32
JUMLAH				32	2516	100%	

Table 4 above shows that students' classifying on the excellent levels were 2 students (6,25%), students classifying on the very good levels were 7 students (21,87%), students classifying on the good levels were 9 students (28,12%), students classifying on the fairly good levels were 9 students (28,12%), students classifying on the fair levels were 5 students (15,62%).

And the next, the histogram of distribution frequency score in reading comprehension of narrative text based on Original Bloom's Taxonomy.

The Histogram of Distribution Frequency Score in reading comprehension.



The above data was classified into 2 categories: high and low. category high have been get by students if the students get score 80-100 and category low will be get by students if the students get score 0-79. And here the percentage the students' reading comprehension:

a. Mean

$$Me = \frac{\sum xi \cdot fi}{\sum f}$$

$$Me = \frac{2516}{32}$$

$$Me = 78,62$$

b. Median

$$Md = Tb + \frac{+\frac{1}{2}n-F}{f} c$$

$$Md = 74,5 + \frac{\frac{1}{2}32-13}{5} 6$$

$$Md = 74,5 + \frac{16-13}{5} 6$$

$$Md = 74,5 + \frac{3}{5} 6$$

$$Md = 74,5 + \frac{18}{5}$$

$$Md = 74,5 + 3,6$$

$$Md = 78,1$$

c. Modus

$$Mo = Tb + \frac{d1}{d1+d2} c$$

$$Mo = 68,5 + \frac{1}{1+1} 6$$

$$Mo = 68,5 + \frac{1}{1} 6$$

$$Mo = 68,5 + 0,5 \cdot 6$$

$$Mo = 68,5 + 3$$

$$Mo = 71,5$$

d. Standard Deviation

TABLE I
Standard Deviation

Interval Score	F	$X_i - \bar{x}$	$f_i (x_i - \bar{x})^2$
57-62	2	-19,12	731,14
63-68	5	-13,12	860,65

69-74	6	-7,12	304,14
75-80	5	-0,12	0,72
81-86	5	4,88	119,05
87-92	4	10,88	473,48
93-98	5	16,88	1424,65
Jumlah	32		3914,28

$$SD = \frac{\sqrt{\sum fi (xi - \bar{x})^2}}{n}$$

$$SD = \frac{\sqrt{(3914,28)^2}}{32}$$

$$SD = \sqrt{122,32}$$

$$SD = 11,05$$

e. Percentage of the Student's Score

a. For value 57-62

$$= \frac{2}{32} \times 100\%$$

$$= 6,25\%$$

b. For value 57-62

$$= \frac{5}{32} \times 100\%$$

$$= 15,625\%$$

c. For value 57-62

$$= \frac{6}{32} \times 100\%$$

$$= 18,75\%$$

d. For value 57-62

$$= \frac{5}{32} \times 100\%$$

$$=15,625\%$$

e. For value 57-62

$$=\frac{5}{32} \times 100\%$$

$$=15,625\%$$

f. For value 57-62

$$=\frac{4}{32} \times 100\%$$

$$=12,5\%$$

g. For value 57-62

$$=\frac{5}{32} \times 100\%$$

$$=15,625\%$$

4.2 Discussion

Based on the table and graphic above we can conclude that a part of the students can still achieve a high score and some of them reach a low score below the standart of passing grade (KKM) that has ben set.

We have been seen from the students' score percentage, such as: the students in the high level were 16 (50%) students or a part of students' got the high scorer, and 16 students (50%) or a part of students got the low scorer.

And from the classification of reading comprehension level, we have been seen that thestudents' classifying on the excellent levels were 2 students (6,25%), students classifying on the very good levels were 7 students (21,87%), students classifying on the good levels were 9 students (28,12%), students classifying on the fairly good levels were 9 students (28,12%), students classifying on the fair levels were 5 students (15,62%).

The highest level is excellent and the lowest is very poor and no one from students enter in the level of poor and very poor. Most of the students are in the level good and fairly good, each of these levels has 9 of students.

Students in the high scorer a part of the students, it can be show that the students are understood in reading comprehension on narrative text especially. The students' already enough vocabulary and knowledge about the basic of grammar like the tenses, but they are still low to identify the time who show about past tense. That can be seen from the result, almost all of the students wrong in answering questions regarding this matter. And the students there are many guessing answers by entering many answers, even though at the answer still can be found the right answer, but it actually indicates a lack of knowledge from students. So that, the assessment given is reduced.

From the explanation above, the teacher needs to pay attention to understood how far the reading comprehension of the students or in the which level, to make the teacher more easily to choose a good method to teach the students again, in evaluation before produced to the next material. The teachers are hoped to use persuasive approach. So that, the teacher knows the personality of the students more and can achieve the goals of the teaching learning.

According to students' opinion that English is difficult to learn, so the teacher needs to help students in solving their problems through many kinds of ways and technique to avoid the boring and desperate. One of the ways to solve the boring, the teacher can make a challenge test to be done by the students individually to measure their level of understanding and make sure before that

the question have covered all the domain cognitive of original blooms taxonomy, to make the question is fair because sometimes we can find the students easily in synthesis or analysis but difficulty in application or knowledge. Giving test that accompanied with motivations to the students. So that, the students wants and interest in doing the test that given by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the researcher concluded that: The students' reading comprehension on narrative text based on Original Bloom's Taxonomy is the research where researcher analyze the data in the classroom by using test with the essay question, but before the researcher do the analysis for the questions the writer adapted Original Bloom's Taxonomy that designed by Benjamin S. Bloom as the guide for groups questions that are already covered by cognitive dimension levels of Original Bloom's Taxonomy that contain 8 items questionnaire, and from the data analysis the researcher find out the result that students' classifying on the excellent levels were 2 students' (6,25%), the students' classifying on the very good levels were 7 students' (21,87%), the students' classifying on the good levels were 9

students' (28,12%), the students' classifying on the fairly good levels were 9 students' (28,12%), and the students classifying on the fair levels were 5 students (15,62%). And 0 students' in the level poor and very poor. The students highest score in reading comprehension were 97,5 and the lowest were 57,5.

B. Suggestions

In the end of finding research, so the researcher suggest to:

1. The students' who enter in the excellent and very good level are students who have really been able to understand how to do a reading comprehension in narrative text well, as well as good, fairly good and fair levels even though it may still be improved in order to enter to higher levels. And for poor and very poor levels it may be possible to learn more and try to always practice to reading comprehension on narrative text. The students needs to pay attention to learn, because its very important for students to put outside what they are thinking.
2. The english teacher can using a variety of technique or method to teach to avoid the boring and desperate, to change students thinking about English, tha English is difficult.
3. This researcher can be reference to onther researcher to help she/he to finding a several information. And to help she/he who have the same subject but with the different topic.

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APPENDIX I**THE TEST OF READING ENGLISH SKILL**

Nama :

Kelas :

Time : 45 menit

1. Analyze this story, pay attention to its structure and language features and answer the questions!

Bandung Bondowoso and Roro Jonggrang
(The Legend of Prambanan Temple)

Once, there was a beautiful javaness princess whose name was Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power, named Bandung bondowoso, defeated and killed prabu baka. On seeing princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, princess Roro Jonggrang felt sad due to the death of her father. she did not want to marry bandung because he had killed her father. but she was also afraid of Bandung. So to refuse politely, she made a condition. "i will marry you but you have to build one thousand temples in one night as a wedding gift." Request Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirit of demons, Bandung Bondowoso started building the temples . approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "what shall i do? Bandung is smarter than me. I will lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "the princess has deceived me!" following his anger, he cursed Roro Jonggrang , "you have cheated me. Now the thousandth temple is you!"

At once, the princess turned into the statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanan Temple and the princess statue, Roro Jonggrang statue.

1. Who were the participants in the story?
2. What problem did Bandung Bondowoso have?
3. What problem did Roro Jonggrang have?
4. How did they solve their problem?
5. Does the story have happy or sad ending?
6. What tenses is mostly used in the story?
7. Find the adverbs that indicate the story happened in the past!
8. Underline the direct speech.

APPENDIX II

NO	STUDENT'S NAME	SCORE
1	Abidoh Qurrotul Aini	70
2	Adawiyah Nasution	85
3	Afifah Azzahra Daulay	80
4	Ahmad Fauzi Daulay	67,5
5	Amalya Janani Lubis	82,5
6	Annisa Hermila Nasution	87,5
7	Farhan Aziz Tanjung	65
8	Fadhilah Zahra	97,5

9	Fery Husein Batubara	80
10	Fitri Rangkuti	77,5
11	Khoirunnisa	97,5
12	Laulatus Shifa Nasution	95
13	Muhammad Fauzi Pasaribu	65
14	M. Luthfi Pulungan	85
15	Nadiya Nur Sabillah	70
16	Najla Rahmadhani Nasution	90
17	Paridah Hannum	62,5
18	Rahmiza	77,5
19	Reyssha Sulis Aditia Widodo	72,5
20	Rizky Fadilah	87,5
21	Roni Rahmad Ajie	90
22	Rosma Aliyah Nasution	70
23	Saidatunnisa	57,5
24	Seril Amanda	95
25	Solat Ayu Maisaroh Panjaitan	82,5
26	Surya Falah Hasibuan	85
27	Suci Hannum Lubis	95
28	Syukron Habibi Lubis	67,5
29	Uli Abshor	70
30	Yazidah Nur Lubis	72,5
31	Yusril Madani	75
32	Zakiah Fitri	65

APPENDIX III

TABLE I

The student's score

NO	STUDENT'S NAME	SCORE								TOTAL
		1	2	3	4	5	6	7	8	
1	Abidoh Qurrotul Aini	4	3	5	1	5	1	4	5	70
2	Adawiyah Nasution	5	5	5	5	4	5	1	5	85
3	Afifah Azzahra Daulay	4	2	2	5	5	4	5	5	80
4	Ahmad Fauzi Daulay	4	2	3	3	1	5	4	5	67,5

5	Amalya Janani Lubis	5	5	1	5	5	5	2	5	82,5
6	Annisa Hermila Nasution	4	1	5	5	5	5	5	5	87,5
7	Farhan Aziz Tanjung	4	2	3	3	1	4	4	5	65
8	Fadhilah Zahra	4	5	5	5	5	5	5	5	97,5
9	Fery Husein Batubara	5	5	5	1	5	5	3	3	80
10	Fitri Rangkuti	4	5	5	1	1	5	5	5	77,5
11	Khoirunnisa	4	5	5	5	5	5	5	5	97,5
12	Laulatus Shifa Nasution	4	3	5	1	5	1	4	5	95
13	Muhammad Fauzi Pasaribu	4	2	3	3	1	4	4	5	65
14	M. Luthfi Pulungan	4	5	5	5	5	4	1	5	85
15	Nadiya Nur Sabillah	4	3	5	1	5	1	4	5	70
16	Najla Rahmadhani Nasution	5	5	5	5	5	5	1	5	90
17	Paridah Hannum	4	1	5	1	1	5	4	4	62,5
18	Rahmiza	4	5	5	1	1	5	5	5	77,5
19	Reysha Sulis Aditia Widodo	5	3	5	1	5	1	4	5	72,5
20	Rizky Fadilah	5	2	5	3	5	5	5	5	87,5
21	Roni Rahmad Ajie	5	5	5	5	5	5	1	5	90
22	Rosma Aliyah Nasution	4	3	5	1	5	1	4	5	70
23	Saidatunnisa	4	2	1	1	1	5	4	5	57,5
24	Seril Amanda	5	3	5	5	5	5	5	5	95
25	Solat Ayu Maisaroh Panjaitan	5	3	5	2	5	5	3	5	82,5
26	Surya Falah Hasibuan	4	5	5	5	5	4	1	5	85
27	Suci Hannum Lubis	4	5	5	5	5	5	4	5	95

28	Syukron Habibi Lubis	4	2	2	3	1	5	4	5	67,5
29	Uli Abshor	5	3	5	1	5	1	4	4	70
30	Yazidah Nur Lubis	4	1	1	4	5	1	5	5	72,5
31	Yusril Madani	4	5	5	1	5	1	4	5	75
32	Zakiah Fitri	5	1	5	1	1	5	4	4	65

The table above explain that there are 16 students got high score at 80-100 (50%). Then stutents who got a low scre 0-79 are 16 student's (50%). From the table above , it can concude that a part of the students could to do a reading comprehension on narrative text based on KKM well. Otherwise a part of students could not to do a reading comprehension on narrative text well.

APPENDIX IV

TABLE II

CLASSIFIED AS EXCELLENT

NO	NAME	SCORE
1	Fadhilah Zahra	97,5
2	Khoirunnisa	97,5

TABLE II

CLASSIFIED AS VERY GOOD

NO	NAME	SCORE
1	Seril Amanda	95
2	Suci Hannum Lubis	95
3	Laulatus Shifa Nasution	95
4	Najla Rahmadhani Nasution	90
5	Roni Rahmad Ajie	90
6	Rizky Fadilah	87,5
7	Annisa Hermila Nasution	87,5

TABLE II**CLASSIFIED AS GOOD**

NO	NAME	SCORE
1	Adawiyah Nasution	85
2	Surya Falah Hasibuan	85
3	M. Luthfi Pulungan	85
4	Amalya Janani Lubis	82,5
5	Solat Ayu Maisaroh Panjaitan	82,5
6	Fery Husein Batubara	80

7	Afifah Azzahra Daulay	80
8	Fitri Rangkuti	77,5
9	Rahmiza	77,5

TABLE II

CLASSIFIED AS FAIRLY GOOD

NO	NAME	SCORE
1	Yusril Madani	75
2	Reysa Sulis Aditia Widodo	72,5
3	Yazidah Nur Lubis	72,5
4	Abidoh Qurrotul Aini	70
5	Nadiya Nur Sabillah	70
6	Rosma Aliyah Nasution	70
7	Uli Abshor	70
8	Syukron Habibi Lubis	67,5
9	Ahmad Fauzi Daulay	67,5

TABLE II

CLASSIFIED AS FAIR

NO	NAME	SCORE
1	Farhan Aziz Tanjung	65
2	Muhammad Fauzi Pasaribu	65

3	Zakiah Fitri	65
4	Paridah Hannum	62,5
5	Saidatunnisa	57,5

APPENDIX V



The research explain about the procedure of test



The chairman share the sheet question



The researcher make sure the test goes well



The students do the test



The researcher give instruction that the test has ended



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Nomor : B-5110/ITK/ITK.V.3/PP.00.9/04/2019
 Lampiran : -
 Hal : **Izin Riset**

Medan, 29 April 2019

Yth. Ka. MADRASAH ALIYAH NEGERI PANYABUNGAN

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : RIZKI HANIFAH PULUNGAN
 T.T/Lahir : Panyabungan, 18 September 1997
 NIM : 34151021
 Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MADRASAH ALIYAH NEGERI PANYABUNGAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"AN ANALYSIS OF STUDENT'S READING COMPREHENSION ON NARRATIVE TEXT BASED ON ORIGINAL BLOOM'S TAXONOMY AT TENTH GRADE OF SENIOR HING SCHOOL AT MAN PANYABUNGAN"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

An. Dekan
 Ketua Jurusan PBI

 Dr. Sholihatul Hamidah Dly, M.Pd.
 930622 200312 2 002

Tembusan:
 Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MANDAILING NATAL
MADRASAH ALIYAH NEGERI 1 MANDAILING NATAL
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 PANYABUNGAN – KODE POS 22978

Nomor : B- 575 /Ma.02.26/PP.00.9/06/2019 Panyabungan, 13 Juni 2019
 Lampiran : -
 Hal : Riset

Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
 UIN Sumatera Utara

Dengan hormat,

Sesuai dengan maksud surat Bapak Nomor : B-5110/ITK/ITK.V.3/PP.00.9/04/2019 tanggal 29 April 2019 tentang izin riset untuk penulisan skripsi dengan ini kami beritahukan bahwa :

Nama : RIZKI HANIFAH PULUNGAN
 NIM : 34151021
 Fakultas : Ilmu Tarbiyah dan Keguruan
 Sem/ Jurusan : VIII/ Pendidikan Bahasa Inggris

adalah benar telah melaksanakan Riset di MAN 1 Mandailing Natal, riset ini dimaksud untuk melengkapi data-data guna bahan penyusunan Skripsi penelitian yang bersangkutan dengan judul

"AN ANALYSIS OF STUDENT'S READING COMPREHENSION ON NARRATIVE TEXT BASED ON ORIGINAL BLOOM'S TAXONOMY AT TENTH GRADE OF SENIOR HIGH SCHOOL AT MAN PANYABUNGAN"

Demikian kami sampaikan untuk dimaklumi dan dapat dipergunakan seperlunya, terima kasih.



Kepala,

Salbiah