

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. General Description of Research Location

a. Brief History of Madrasah Tsanawiyah Negeri (MTsN) Tamban Barito Kuala Regency

MTsN Tamban is the school established from previous private Madrasah, Madrasah Tsanawiyah Lawirul Hidayah which was founded in 1987. For 10 Years, this Madrasah changed its status to State Islamic Junior High School since 1997, according to Minister of Religious Affairs number: 107 Date March 17, 1997 about the opening of the school and the change of this status.

The history of this Madrasah until now for 24 years has contributed greatly to the problems of education in Tamban. Systematically this Madrasah has progressed, along with the increase of the teacher and staff who are assigned in this Madrasah.

From year to year this Madrasah is improving; it is supported by the interest of graduates of SD/MI in Tamban and surrounding areas. Another factor is that the awareness of parents who send their children to the level of follow-up based on the government's program of nine-year compulsory education. Besides that, MTsN Tamban has some visions and missions,

extracurricular, and the purposes of the school (see in the appendixes) that can motivate parents to send their children to enter that school.

Since it was built until now there are three people having even taken hold to be headmaster in this school, they are Drs. Imam Mawardi since its establishment until January 2007, the second headmaster is Abdul Basyid, S. Ag since January 2007 until February 2011, and Drs. Rustam Eff since February 2011 until now. For more detail about the headmaster at the school, it can be seen in the table 4.1 in the appendix.

b. Facilities

Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban) has some facilities, which are purposed to support the teaching and learning. There are 9 classrooms, 1 Administration staff room, 1 teacher's office, 1 headmaster's room, 1 Natural Science Health Laboratory, 1 Library, 1 Computer Laboratory, 1 Storage/Warehouse, 1 School Health Unit, 1 Counseling Guidance's room, 2 Teachers' Toilet, and 4 Students 'toilet. All of the facilities are in good condition. For more detail about the facility, it can be seen in the table 4.2 in the appendix.

c. The Description about Teacher, Administration Staff, and Students at Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban)

1) Teacher

In Academic year 2012-2013 Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban) Barito Kuala Regency has 23 Teachers. Based on the writer's observation, this school has two English teachers; they are Siti Rahmah Fitriah,

S.Pd and Drs. Rustam Eff. However, the writer just takes one teacher as the subject.

Siti Rahma Fitriah was born in Barambai (Barito Kuala Regency) on July, 23 1997 with educational background S1 from English department of Tarbiyah Faculty at IAIN Antasari Banjarmasin. She entered the faculty in academic year 1997 and graduated in 2001. She has been teaching for 11 years since 1999. She teaches in Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban) until now. She teaches in class VII A, VII B, VII C, VIII A, VIII B, and VIII C.

Rustam Eff is the headmaster of Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban) and as an English teacher at the school; he was born in Aluh-aluh (Banjar Regency), on March 27 1964 with educational background S1 from English department of Tarbiyah Faculty at IAIN Antasari Banjarmasin. He has been teaching for 22 years since 1990. He teaches in Classes IX A, IX B, and IX C.

This means that they have a good educational background for English Junior High School Level.

2) Administration Staff

Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban) has two administration staff. They are H. Syahrani, S.Pd. I and Ihya Ulumuddin. To know about the administration staff and employees 'condition at this school, it can be seen in table 4.3 in the appendix.

3) Students

For the year 2012/2013, the total number of the students at Madrasah Tsanawiyah Negeri Tamban (MTsN Tamban) is 241 Students. It consists of 82 students from class VII, 79 Students from class VIII, and 83 students from class IX. To be clearer about the students at MTsN Tamban it can be seen in table 4.4 in the appendix.

2. Data Presentation

On this data presentation the writer describes about the result of the research on the field that collected by techniques of data collecting, they are observation, questionnaire, interview, and documentary. Those data will be presented in description and table from which given category based on design of measurement, and then the table will be explained.

By observation, questionnaire, interview, it is known more about how the use of narrative texts is in teaching and learning reading comprehension at the eighth grade of MTsN Tamban Academic year 2012-2013.

To know about the teaching and learning process in the classroom, direct observations were conducted on May 15th, 16th, 20th, 23th, and 25th 2013. The observations were held for three classes: VIII A, VIII B, and VIII C. The observations were done twice for each class. In doing classroom observation, the researcher used an observation sheet.

To find specific kinds of information, the interview was given to English teacher that teaches class VIII A, VIII B, and VIII C. The interview was conducted

on February 25th, 2013. It was done in order to clarify the teaching and learning activities. In the interview, the researcher used interview guideline as the reference (see in appendix 2).

Beside observation and interview, this research also used other instrument which is questionnaires. 71 questionnaires were distributed to the students on May 25th, 2013. Actually the number all students for class VIII are 79 students. Because there are some students not present. So, just 71 students that fills in the questionnaires. The questionnaires consist of 30 items; all of them are in Bahasa Indonesia (see appendix). They are given to the students in order to obtain their responses the factors that influence the use of narrative text in teaching and learning reading comprehension.

a. Description about the Use of Narrative Text in Teaching and Learning Reading Comprehension at Eighth Grade of MTsN Tamban.

Before teaching English in the classroom, the teacher prepared the lesson which states the learning objectives based on (KTSP) curriculum and uses the suitable English book. The teacher said that all materials for teaching were taken from the book, EOS “English on Sky 2” published by Erlangga. In teaching learning process, the English teacher used various procedures and techniques in using narrative text by the teacher.

Teaching and learning process in general used by teacher usually are: Pre-Reading activities (before reading), While- Reading activities, and Post- Reading activities.

1) Pre-reading activities (Introduction/Warm-up)

The first activity involved motivation and appreciation such as asking the lesson before or making correlation between environments or other lesson. The activities were: teacher began with greeting, took the attendance, and spoke to students and gave the instruction about the topic and what they will learn that day and asked the students some questions that related to the material.

2) While-reading activities (The Main Activity)

A while-reading activity is learning activity to develop reading skill. The activities were: reading aloud and reading comprehension related to the learning theme, and doing the assignment individually or in group.

3) Post reading activity (Closure)

In this Post reading activity, the teacher closed the lesson. The teacher gave description about the lesson that has studied by the students to know how far the level of students' understanding and teacher's success are in teaching. The activities were: concluding the lesson, giving strength or pressure to the material, giving homework, giving advice to learn seriously and review the lesson at home.

To be clearer about the process of the use of narrative text in teaching and learning reading comprehension. The writer will describe it.

Based on the observation at the first meeting on 15th and 20th May, 2013, can be seen the use of narrative text in teaching and learning reading comprehension in the following description:

a) Before reading activities

The first activity teacher entered the classroom, teacher began with greeting (Assalamualaikum, “How are you”, etc). Students answered greeting from the teacher (Wa, alaikum salam, I’m fine, and you?). Then teacher took the attendance, spoke to students and gave the instruction about the topic and what they will learn that day and asked the students some questions that related to the material. Such as: “Do you like story? And why/why not. Do you know/ever read story about Malin Kundang or Snow White? With some questions the teacher tried to build the students’ background knowledge, before reading activities the teacher gave list of a vocabulary that related with the title. After the teacher gave the vocabulary, the teacher asked the students to guess the title in the story. These techniques called prediction.

b) During Reading

Teacher gave the narrative text with the title “The stingy and the Generous” after that she asked the students to reading aloud. In the process of teaching learning reading comprehension through narrative text she used direct method. Then she gave some questions to students orally. It makes students must do skimming and scanning to answer questions quickly. Next, the teacher and the students translated the text from English to Indonesian together. Thus, the teacher used Grammar translation method.

c) After reading

After reading, teacher explained about definition of narrative text and generic structure in narrative text. Then asked students to analyze the text for determining generic structure (orientation, complication, and resolution) discussing with a friend. After that, she asked some students to read in front of the class. After students finished their work, the teacher gave conclusion about the lesson, and gave the homework for writing about moral value in the story.

Second Meeting was on May, 16th and 23th 2013; the teacher continued the explanation about narrative text:

- a) Before reading, the teacher reviewed the lesson yesterday about narrative text with the title “The stingy and the generous” and asked questions for students about the moral value in the story. For building background knowledge of students before while-activities, the teacher tried to build the students’ vocabulary such as in the book. Students were asked to do fill-in the blank with the correct words, use the words in the box to help students, and make some necessary changes with the words. The teacher tried to teach again about reading comprehension through narrative text.
- b) In while activity (During reading), the teacher focused on Grammar that related with the narrative text. There were the past continuous tenses and action verbs vs. relational verbs. The teacher gave example with the story entitled “Beauty and the beast”. She asked students to read aloud, then, students were asked to analyze the text for determining the past

continuous tense and action verbs vs. relational verbs. They were studying in groups.

- c) After reading, the teacher made evaluation to students for knowing their comprehension. She gave assignment to analyze the story about tenses, generic structure of the story, and give moral value from the story.

From explanation above the following table will describe about the use of narrative text in teaching and learning reading comprehension.

Table 4.1 Description about the Use of Narrative Text in Teaching and Learning Reading Comprehension at Eighth Grade of MTsN Tamban.

Teaching Stage	Description	Meeting	
		I	II
Pre-Activity (15 Minutes)	1. Teacher greets the students and check the students' attendance	✓	✓
	2. Teacher give motivations (before while-activity):	✓	✓
	▪ Building background knowledge	✓	✓
	▪ Prediction	✓	✓
	▪ Reading a selection to students	-	-
	▪ Webbing and weaving	-	-
While-Activity (30 Minutes)	3. Teacher explains the objectives of the lesson.	✓	✓
	4. The teacher asks students read aloud a passage about time.	✓	✓
	5. The teacher translates the passage from English to Indonesia.	✓	-
	6. The teacher asks the students memorize	✓	-

	vocabulary.		
	7. The teacher asks to do the task.	✓	✓
	8. The teacher asks the students do analyze text with their friends (Group).	✓	✓
	9. The teacher monitors the student's activities.	✓	✓
	10. The teacher asks the students to present their work in front of the class.	✓	-
Post-Activity (15 Minutes)	11. The teacher concludes the lesson.	✓	✓
	12. The teacher asks giving strengthening or pressure to the material.	✓	✓
	13. The teacher gives homework	✓	✓
	14. The teacher gives advice to learn seriously	✓	✓
	15. The teacher asks students to review the lesson at home.	✓	✓

b. The Factors that Influence the Use of Narrative Text in Teaching-Learning Reading Comprehension.

1) Teacher's Factors

a) Teacher's educational background

Teachers' educational background will influence the way of teaching. Based on the interview, the writer knows that the teacher who teaches English at the eighth grade is graduated from the English department of Tarbiyah Faculty at IAIN Antasari Banjarmasin. She certainly has learned how to teach English professionally and applied the varieties of process in the use of

narrative text in teaching and learning reading comprehension and also the learner can enjoy the learning of English.

b) Teacher's Experience in Teaching and Learning

Teacher's experience in teaching is one of the important parts to support the teacher's mastery on the material in English subject. Based on interview, the writer found out that the teacher who teaches English at the seventh and the eighth grade is an experienced teacher. She said that she has been teaching for 11 years in 1999. She ever followed training, such as on Students' Active Learning training and Communicative Language Teaching Training.

c) Teacher Understanding to the Teaching of Reading Comprehension

Based on the writer's observation and interview, it is known that the teacher of English at MTsN Tamban Barito Kuala Regency understands about teaching reading comprehension. She has learnt the principles, strategies, methods and techniques of teaching reading comprehension at university, seminars, trainings, and also from several books and articles that she has.

d) Teacher's Ability in Using Facilities and Media of Learning

As long the writer observes some activities of teaching and learning process in the classroom. The teacher sometimes uses the picture and recorder in teaching learning. The teacher always combines some books in teaching, such as: Activity Exercise, and Stories Book, etc.

e) Teacher's Teaching Activities

Afterwards, the writer based on the questionnaire will present the data about the teacher as follows

Table 4.2 Teacher's Method in Teaching English

No	Category	Frequency	Percentage
1	Very interesting	39	54.92
2	Interesting	30	42.25
3	Less Interesting	2	2.81
4	Not interesting	-	
Total		71	100

The table 4.2 shows that there are 39 students (54. 92%) stated that the teacher's method in teaching is very interesting, 30 students (42. 25%) stated that the teacher's method in teaching English is interesting, 2 students stated that the teacher's method in teaching English is less interesting, and no students says that the teacher's usage of method in teaching English is not interesting.

Table 4.3 Teacher's Style in Teaching English

No	Category	Frequency	Percentage
1	Very like	36	50.70
2	like	33	46.47
3	Less like	2	2.81
4	Not like	-	-
Total		71	100

From the table above, it can be known that 36 students (50.70%) very like the teacher's style, 33 students (46.47%) like the teacher's style, 2

students less like the teacher's style, and there is no student dislikes the teacher's style.

Table 4.4 Teacher's Explanation in Extending English

No	Category	Frequency	Percentage
1	Very good	25	35.21
2	Good	45	63.38
3	Less Good	1	1.40
4	Not Good	-	-
Total		71	100

From the table above, it can be seen that there are 25 students (35.21%) who stated that the teacher's explanation is very good, 45 students (63.38) stated the teacher's explanation is good, 1 student (1.40%) who stated that the teacher's explanation is less good and there is no student stated that teacher's explanation is not good.

Table 4.5 Teacher's Explanation of the Learning's Goal

No	Category	Frequency	Percentage
1	Always	43	60.56
2	Sometimes	26	36.61
3	Seldom	2	2.81
4	Never	-	-
Total		71	100

From the table above, it can be seen that there are 43 students (60.56%) stated that the teacher always explains the goal of the learning, 26 students (36.61%) stated that the teacher sometimes explains the goal of the learning, and 2 students (2.81 %) stated that the teacher seldom explain the

goal of the learning, and no student stated that the teacher never explains the goal of the learning.

Table 4.6 Teacher's Explanation about the Usefulness of the Subject

No	Category	Frequency	Percentage
1	Always	55	77.46
2	Sometimes	15	21.12
3	Seldom	1	1.40
4	Never	-	-
Total		71	100

From the table, it can be seen that there are 55 students (77.46%) stated that the teacher always gives explanation of the usefulness of the subject material, 15 students (21.12%) stated that the teacher sometimes gives explanation of the usefulness of the subject material, 1 student (1.40%) stated that the teacher seldom give explanation about useful of the subject, and no student stated that teacher give explanation about the usefulness of the subject.

Table 4.7 Teacher's giving the Example Related to the Subject

No	Category	Frequency	Percentage
1	Always	65	91.54
2	Sometimes	6	8.45
3	Seldom	-	-
4	Never	-	-
Total		71	100

Based on the table above, it shows that there are 65 students (91.54%) stated that the teacher always gives example related with the subject. There are 6 students (8.45%) stated that the teacher sometimes gives example related with the subject, there is no student stated that the teacher seldom gives example related with the

subject, and there is no student stated that the teacher never gives example related with the subject

Table 4.8 Teacher's Giving Motivation and Spirit

No	Category	Frequency	Percentage
1	Always	57	80,28
2	Sometimes	16	22,53
3	Seldom	4	5,63
4	Never	-	-
Total		71	100

From the table 4.8 it can be known that there are 57 students (80.28%) stated that the teacher always gives motivation and spirit, 16 students (22.53%) stated that the teacher sometimes gives motivation and there are 4 students (5.63%) stated that the teacher seldom gives motivation, and no student stated that the teacher never gives motivation.

Table 4.9 Teacher's Performance in Teaching English

No	Category	Frequency	Percentage
1	Very interesting	35	49.29
2	Interesting	22	30.98
3	Less interesting	12	16.90
4	Not interesting	2	2.81
Total		71	100

The table shows that 35 students (49.29%) stated that the teacher's performance is very interesting, 22 students (30.98%) stated that the teacher's performance is interesting, 12 students (16.90%) stated that the teacher's performance is less interesting and there is no student stated that the teacher's performance is not interesting.

Table 4.10 Teacher's Usage of a game in Teaching English

No	Category	Frequency	Percentage
1	Always	16	22.53
2	Sometimes	32	45.07
3	Seldom	20	28.16
4	Never	3	4.22
Total		71	100

The table shows that there are 16 students (22.53%) stated that the teacher always uses game in teaching English, 32 students (45.07%) stated that the teacher sometimes uses game in teaching English, 20 students (28.16%) stated that the teacher seldom uses game in teaching English and there are 3 students (4.22) stated that the teacher never uses game in teaching English.

Table 4.11 Teacher's giving chance to ask and giving the response

No	Category	Frequency	Percentage
1	Always	41	57.74
2	Sometimes	24	33.80
3	Seldom	6	8.45
4	Never	-	-
Total		71	100

The table shows that 41 students (57.74%) stated that the teacher always gives them chance to ask and respond, 24 students (33.80%) stated that the teacher sometimes gives chance to ask and respond, 6 students (8.45%) stated that the teacher seldom gives chance to ask and respond, and there is no student stated that the teacher never gives chance to ask and response.

Table 4.12 Teacher's Appreciation toward Students' Success

No	Category	Frequency	Percentage
1	Always	39	54.92
2	Sometimes	23	32.39
3	Seldom	9	12.67
4	Never	-	-
Total		71	100

The table shows that 39 students (54.92%) stated that the teacher always gives appreciation toward their success. 23 students (32.39%) stated that the teacher sometimes appreciate toward their success, 9 students (12.67%) stated that the teacher seldom appreciation toward their success and no student stated that the teacher never appreciate his success.

Table 4.13 Teacher's Respect toward Students' Efforts

No	Category	Frequency	Percentage
1	Always	54	76.05
2	Sometimes	12	16.90
3	Seldom	5	7.04
4	Never	-	-
Total		71	100

From the table, it can be seen that there are 54 students (76.05%) stated that the teacher always respects their efforts. 12 students (16.90%) stated that the teacher sometimes respects their efforts, 5 students (7.04%) stated that the teacher sometimes respects their efforts and there is no student stated that the teacher never respects their efforts.

Table 4.14 Teacher's Usage of English in Explaining

No	Category	Frequency	Percentage
1	Always	11	15.49
2	Sometimes	46	64.78
3	Seldom	12	16.90
4	Never	4	5.63
Total		71	100

From the table, it can be seen that there are 11 students (15.49%) stated that the teacher always use English in explaining, 46 students (64.78%) stated that the teacher sometimes use English in explaining, 12 students (16.90%) stated that the teacher seldom use of English in explaining and there are 4 students (5.63%) stated that the teacher never use of English in explaining.

Table 4.15 Teacher's Usage of Media in Teaching English

No	Category	Frequency	Percentage
1	Always	-	-
2	Sometimes	53	76.64
3	Seldom	17	23.94
4	Never	-	-
Total		71	100

The table shows that no students stated that the teacher always uses media in teaching English. 53 students (76.64%) stated that the teacher sometimes uses media in teaching English, 17 students (23.94%) stated that the teacher seldom uses media in teaching English and no student stated that the teacher never uses media in teaching English.

Table 4.16 Teacher Giving Question Orally and Written Before Closing the Lesson.

No	Category	Frequency	Percentage
1	Always	37	52.11
2	Sometimes	22	30.98
3	Seldom	12	16.90
4	Never	-	-
Total		71	100

From the table above, it can be seen that there are 37 students (52.11%) stated that the teacher always gives question orally and written before closing the lesson. 22 students (30.98%) stated that the teacher sometimes gives question orally and written before closing the lesson, 12 students (16.90%) stated that the teacher seldom gives question orally and written before closing the lesson and no students stated that the teacher never gives question orally and written before closing the lesson.

b. Students' Factors

1) Students' Interest

To know students' interest, the writer gives questionnaires which consist of several questions that identify students' interest and feeling toward English. The result of the questionnaire can be seen through this table:

Table 4.17 Students' interest toward English

No	Category	Frequency	Percentage
1	Like very much	38	53.52
2	Less like	31	43.66
3	Dislike	2	2.81
Total		71	100

The table above indicates that the students who stated that they like English very much are 38 students (53.52%). There are 31 students (43.66%) who stated that they are less like English and there is 2 students (2.81%) who stated dislike English.

2) Students' Motivation

Table 4.18 Students' motivation in learning English

No	Category	Frequency	Percentage
1	Desire themselves	35	49.29
2	English is subject at the school	20	28.16
3	Parents' motivation	16	22.53
Total		71	100

From the table, it can be seen that 35 students (49.29%) who stated that they motivate, themselves in learning English. 20 students (28.16%) who stated that they learn English because it is a subject at the school and there are 16 students (22.53) who stated that they learn English because of their parent's motivation.

Table 4.19 Students' Reason in Learning English

No	Category	Frequency	Percentage
1	Mastery of English	40	56.33
2	Getting good score	6	8.45
3	Likeness of English	25	35.21
Total		71	100%

From the table above, there are 40 students (56.33%) chose the mastery of English as their reason in learning English, 6 students (8.45%) chose the second category, and 25 students (35.21%) chose the third category as their reason in learning English.

3) Students' Learning Activities

Table 4.20 Students' Attendance in English Subject

No	Category	Frequency	Percentage
1	Always	44	61.97
2	Sometimes	26	36.61
3	Never	1	1.40
Total		71	100

It can be seen from the table, there are 44 students (61.97%) who always attend the English subject, 26 students (36.61%) who sometimes attend the English subject and 1 student (1.40 %) never attends the English subject.

Table 4.21 Students' Attention toward Teacher's Explanation

No	Category	Frequency	Percentage
1	Always	53	76.64
2	Sometimes	17	23.94
3	Never	1	1.40
Total		71	100 %

The table shows that there are 53 students (76.64%) who always pay attention to teacher's explanation. 17 students (23.94%) who sometimes pay attention to teacher's explanation. There is 1 student (1.40%) never pays attention to teacher's explanation.

Table 4.22 Students' Review toward English

No	Category	Frequency	Percentage
1	Always	2	2.81
2	Sometimes	65	91.54
3	Never	4	5.63
Total		71	100

The table 4.22 shows that 2 students (2.81%) always review English, 65 students (91.54%) sometimes review English and 4 students (5.63%) never review English.

Table 4.23 Students' effort to improve English

No	Category	Frequency	Percentage
1	Always	33	46.47
2	Sometimes	22	30.98
3	Never	5	7.04
Total		71	100

From the table, it can be known that there are 33 students (46.47%) always improve their English, 22 students (30.98%) sometimes improve their English and there are 5 students (7.04%) never improve their English.

Table 4.24 Students' Problem in Learning English

No	Category	Frequency	Percentage
1	Always	25	35.21
2	Sometimes	43	60.56
3	Never	3	4.22
Total		71	100

From the table, it can be seen that 25 students (35.21%) always have problem in learning English, 43 students (60.56%) sometimes have problem in learning English and there are 3 students (4.22) never have problem in learning English.

Table 4.25 Students' feeling in doing homework or assignment

No	Category	Frequency	Percentage
1	Very happy	41	57.74
2	Less happy	26	36.61

3	Unhappy	4	5.63
Total		71	100

From the table, it can be seen that 41 students (57.74%) stated that they are happy very much in doing homework, 26 students (36.61%) stated that they are less happy in doing homework and there are 4 students (5.63) unhappy in doing homework.

3. Facility Factor

a) The student's Facility

Table 4.26 Students' Ownership of English Book

No	Category	Frequency	Percentage
1	Have, private ownership	4	5.63
2	Have, but borrowing	37	52.11
3	Do not have English book	30	42.25
Total		71	100

The table shows that 4 students (5.63%) have their own English book, 37 students (52.11%) borrow the English books, and 30 students (42.25%) do not have any English book.

Table 4.27 Students' ownership of English dictionary

No	Category	Frequency	Percentage
1	Have, private ownership	66	92.95
2	Have, but borrowing	-	-
3	Do not have English dictionary	5	7.04
Total		30	100

The table shows that 66 students (92.95%) have their own dictionary, no student borrows the dictionary, and there are 5 students (7.04) do not have any dictionary.

b) The classroom facility

Facilities at MTsN Tamban Barito Kuala Regency support the teaching and learning process, it can be seen from appendix. Unfortunately, there are still some lacks of facilities in teaching and learning reading process of English. So it needs much attention from the headmaster to increase the facilities which are needed such as: there are no other media for teacher to teach English. The teacher only used white board and black board. So, the teacher can not use LCD, projector, tape and speaker.

5. Environment Factor

Table 4.28 School and Class Environment

No	Category	Frequency	Percentage
1	Always safe, comfortable, and enjoyable	56	78.87
2	Sometimes safe, comfortable, and enjoyable	15	21.12
3	Not safe, comfortable, and enjoyable	-	-
Total		71	100

From the table above, there are 56 students (78.87%) who stated that the school's environment is always safe, comfortable and enjoyable. 15 students (21.12%) chose the second category and there is no student chose the third category.

B. Discussion

After all the needed data are completed, they are then analyzed by referring to data presentation that have presented before, the data will be explained as follows:

1. Description about the use of narrative text in teaching and learning reading comprehension at eighth grade of MTsN Tamban

From the result of research the writer did toward one English teacher and the seventy nine students of MTsN Tamban, It can be concluded that the use of narrative text in teaching and learning reading comprehension is high category. It can be known from the steps or activities of teaching and learning reading comprehension through narrative text.

- a. Before Reading, the teacher is successful in stimulating their interest and motivation in learning comprehension through narrative text. She introduced new material by motivating the students, with the technique: building background knowledge and making students predict about the lesson. So, the students have more spirit in learning English. In this phases the teacher is also successful to engage the students to the lesson, because she gives statement and question related to the topic, and it helps students understand and comprehend the narrative text well.
- b. During reading, the teacher can help the students get involved in certain activities arranged by teacher or have been provided in guidance books such as reading aloud and reading comprehension related to the learning narrative text and emphasize to its pronunciation and intonation, She also asked students to find the generic structure of narrative text the moral value of the story, and grammar in narrative text. Then the teacher and the students translated the difficult words together. The techniques that are used in reading comprehension using narrative text are scanning and skimming. The teacher

used grammar translation method in translating English to Indonesian and use direct method for reading aloud.

- c. After Reading, the teacher always reviews and concludes the lesson, mentions the subject material again or gives straightening or pressure to the material, gives the assignment, test, etc . This is to make students can remember the lesson well.

So, from the activities that are used by the teacher, it can be concluded that the use of narrative text in teaching and learning reading comprehension at the eighth grade of MTsN Tamban is high category, because the teacher uses the techniques and procedure of teaching reading comprehension well. So that the students enjoy learning English especially for reading comprehension with the narrative text.

2. The factors that influence the use of narrative text in teaching-learning reading comprehension.

a. Teacher's factors

1) Teacher's educational background

Teacher's educational background will influence the way of teaching. Based on the interview, the writer knows that the teacher who teaches English at the eighth grade is graduated from (SI) the English department of Tarbiyah Faculty at IAIN Antasari Banjarmasin. She certainly has learned how to teach English professionally and applied the varieties process in teaching and learning reading comprehension through narrative text and also the learner can enjoy the

learning of English. By seeing this educational background, it can be known that the teacher's educational background can be categorized as High Category.

2) Teacher's experience in teaching and learning

According to the interview with the English teacher, the data about the length of her experience in teaching English is categorized in high category, because she has been taught for eleventh years. She started teaching since 1999 until now. Besides that she ever follows some trainings and it is categorized very well too. So, the teacher's experience in teaching and training is in high category. It influences so much to the application of teacher's activities and techniques in teaching English.

3) Teacher's understanding to teach reading comprehension

The teacher's understands to the concept of teaching and learning reading comprehension through narrative text is absolutely needed. Based on this statement, the writer analyzes from the observation and interview that the English teacher understands well about the concept of techniques and activities in teaching English. So, the teacher's understands of the concept of techniques and activities in teaching-learning reading comprehension of narrative text can be categorized in high category.

4) Teacher's ability in using facilities of learning

After doing observation to teaching and learning process in the classroom. The writer can conclude that the teacher uses facilities in learning. When explaining the material of English subject, she just used some books and sometimes picture. There are no other media for the teacher to teach English. So,

the teacher can not use LCD, projector, tape and speaker. For the category of the teacher's ability in using facilities of learning is in middle category.

5) Teacher's teaching activity

Based on the table 4.9 about the teacher's method in teaching English, it can be seen that there are 39 students (54.92%) who stated that the teacher's method in teaching English is very interesting and it can be categorized as high category. 30 students (42.25%) who stated that the teacher's method in teaching English is interesting and it is categorized as middle category, 2 student stated that the teacher's method in teaching English is less interesting and it is categorized as low category. and no student stated that the teacher's method in teaching English is not interesting which is categorized as lowest category. So, the teacher's method in teaching English can be categorized as high category. Because there are 39 students (54.92 %) who stated that the teacher's method in teaching English is very interesting.

From the table 4.10 it can be known that 36 students (50.70%) stated that they like to the teacher's style very much and it is categorized as High category. 33 students (46.47%) stated that they like the teacher's style and it is categorized as middle category. 2 students are less like the teacher's style and it is categorized as low category. There is no student dislike the teacher's style and it is categorized as lowest category. So, the teacher's style is in high category because 39 students (50.70%) like to the teacher's style in teaching English very much.

The teacher's explanation in extending English subject can be seen from the table 4.11 there are 25 students (35.21%) who stated that the teacher's explanation is very clear, and it is categorized as high category. 45 students (63.38) stated the teacher's explanation is clear and it is categorized as middle category. 1 student (1.40%) who stated that the teacher's explanation is less clear and it is categorized in low category. And there is no student that the teacher's explanation is not clear and it is categorized lowest category. So, the teacher's explanation can be categorized as Middle category because 45 students (63.38%) stated that the teacher's explanation in extending English is good.

From the table 4. 12 about teacher's explanation of learning's goal, it can be seen that there are 43 students (60. 56%) stated that the teacher always explain the goal of the learning and it is categorized as high category. 26 students (36.61%) stated that the teacher sometimes explain the goal of the learning and it is categorized as Middle category. 2 student (2.81 %) stated that the teacher seldom good explain the goal of the learning and it is categorized as low category, and no students that stated teacher's explanation of learning goal and it is lowest category. So, the teacher explanation of the learning's goal can be categorized as High category because there are 43 students (60. 56%) stated that the teacher always explains the goal of learning.

Based on the table 4.14 it can be seen that there are 55 students (77.46%) stated that the teacher always give explanation of useful of the subject material and it is categorized as high category. 15 students (21,12%) who stated that the teacher sometimes explains about useful of the English subject and it is

categorized as Middle category, 1 students (1,40%) stated that the teacher seldom give explanation about useful of the subject and it is categorized as low category. and not students stated that teacher give explanation about useful of the subject. and it is categorized as lowest category. So, the teacher's explanation about useful of the English subject is high category because 55 students (74.46%) stated that the teacher always explains about useful of the English subject.

The teacher's giving example related with the subject, can be seen from the table 4.15., There are 65 students (91.54%) stated that the teacher always give example related with the subject and it is categorized high. There are 6 students (8, 45%) stated that the teacher sometimes give example related with the subject, and it is categorized as middle category. there is no student stated that the teacher seldom give example related with the subject, and there is no student stated that the teacher never give example related with the subject and it is categorized low category. So, the teacher's giving the example related with the subject is high category.

From the table 4.16 it can be known that are 57 students (80.28%) stated that the teacher always gives motivation and spirit, it is categorized as high category. 16 students (22.53%) stated that the teacher sometimes gives motivation and it is categorized as middle category. are 4 students (5.63%) stated that the teacher seldom gives motivation and spirit and it is categorized as low category. and not students stated that the teacher never gives motivation and it is as lowest category. So, the teacher's giving motivation and spirit can be

categorized as high category because 57 students (80.28%) stated that the teacher always gives motivation and spirit to the students.

Based on the table 4.17 about teacher's performance. There are 35 students (49.29%) stated that the teacher's performance is very interesting and it is categorized as high category. 22 students (30.98%) stated that the teacher's performance is good interesting and it is categorized as middle category. 12 students (16.90%) stated that the teacher's performance is less interesting and it is categorized as low category. There is no student who stated that the teacher's performance is not interesting and it is lowest category. So, the teacher's performance can be categorized as high category because most of the 35 students (49.29%) stated that the teacher's performance is very interesting.

The table 4.18 about usage of game in teaching English, it can be known that 16 students (22.53%) stated that the teacher always uses game in teaching English and it is categorized as middle category. 32 students (45.07%) stated that the teacher sometimes uses game in teaching English and it is categorized as high category. 20 students (28.16%) stated that the teacher seldom uses game in teaching and it is categorized as low category. English There is 3 students (4.22) stated that the teacher never uses game in teaching English and it is as lowest category. So, the teacher's usage of game in teaching English is middle category because 32 students (45.07%) stated that the teacher sometimes using game in teaching English.

Based on the table 4.19 it can be seen that 41 students (57.74%) stated that the teacher always gives them chance to ask and response, it is categorized as

high category. 24 students (33.80%) stated that the teacher sometimes gives chance to ask and response, it is categorized as middle category. 6 students (33.80%) stated that the teacher seldom gives chance to ask and response it is categorized as low category. No student stated that the teacher never gives chance to ask and response it and it is categorized as lowest category. So, the teacher's giving chance to ask and giving response can be categorized as high category because 41 students (57.74%) who stated that the teacher always gives them chance to ask and response them.

About teacher's appreciation to the students' success, It can be seen from table 4.20 that there are 39 students (54.92%) stated that the teacher always gives appreciate toward their success and it is categorized as high category. 23 students (32.39%) stated that the teacher sometimes appreciate toward their success and it is categorized as middle category. 9 students (12.67%) stated that the teacher seldom appreciate toward their success and it can be categorized low category. And there is no student that the teacher never appreciation toward their success and it is can be categorize lowest. So, the teacher's appreciation to students' success can be categorized as high category because 23 students (32.39%) stated that the teacher always appreciation their success.

From the table 4.21 can be known that 54 student (76.05%) stated that the teacher always respects to their efforts and it is categorized as high category. 12 students (16.90%) stated that the teacher sometimes respects to their efforts and it is categorized as middle category. 5 students (7.04%) stated that the teacher sometimes respects to their efforts and it is low category. No student dislike the

teacher's usage of English in explaining English subject and it is categorized as lowest category. So, the teacher's usage of English in explaining English subject is high category because 54 student (76.05%) who stated that they like very much to the teacher's usage of English in teaching English subject.

The table 4.22 about teacher usage of English in explaining it can be known that 11 students (15.49%) stated that the teacher always use English explaining and it is categorized as low category. 46 students (64, 78%) stated that the teacher sometimes use English explaining and it is categorized as high category. 12 students (16, 90%) stated that the teacher seldom use of English in explaining and it is categorized middle category. 4 students (5,63%) stated that the teacher never uses English in explaining and it is categorized lowest category. So, the teacher's usage of English explaining is middle category. Because 46 students (64, 78%) that stated that the teacher's sometimes usage of English explaining.

The table 4.23 about teacher's usage of media in teaching English, it can be known that no students stated that the teacher always uses media in teaching English and it is categorized as low category. 53 students (76.64%) stated that the teacher sometimes uses media in teaching English and it is categorized as middle category. 17 student (23.94%) stated that the teacher seldom uses media in teaching English and it is categorized low category. And no student that the teacher never usage of media in teaching English and it is categorized lowest category. So, the teacher's usage of media in teaching English is middle category

because 53 students (76.64%) stated that the teacher sometimes uses media in teaching English.

Based on the table 4.24 it can be seen that 37 students (52.11%) stated that the teacher always gives question orally and written before closing the lesson and it is categorized as high category. 22 students (30.98%) stated that the teacher sometimes gives question orally and written before closing the lesson and it is categorized as middle category. 12 students (16.90%) stated that the teacher seldom gives question orally and written before closing the lesson and it is categorized as low category. And no student stated that the teacher never gives orally and written before closing the lesson and it is categorized is lowest category. So, the teacher's giving question orally and written before closing the lesson and it can be categorized as high category because 37 students (52.11%) who stated that the teacher always gives question orally and written before closing the lesson.

b. Students' factors

Based on the result of questionnaire, which has been presented in data presentation, the writer then describes and analyzes it in this term.

1) Students' interest

Student's interest is indicated by their likeness to English lesson. From the table 4.25 it can be known the table above indicates that the students who stated like very much toward English are 38 students (53.52%) and it is categorized as high category. 31 students (43.66%) who stated that they are less like English and it is categorized middle category. 2 students (2.81%) who stated dislike English

categorized as low category. So, the students' interest to English subject can be categorized as high category because most of them (53.52%) like English subject very much.

2) Students' Motivation

From the table 4.26 the students' motivation in learning English, it can be seen that 35 students (49.29%) who stated that their motivation in learning English is desire themselves and it is categorized as high category. 20 students (28.16%) who stated that they learn English because English is subject of the school and it is categorized as middle category. 16 students (22.53) who stated that they learn English motivated by parents. and it is categorized as low category. So, the students' motivation in learning English can be categorized as high category because 35 students (49.29%) stated that their motivation in learning English because they desire themselves.

The table 4.27 the students' reason in learning English, shows that the students who chose the first choice are 40 students (56.33%) chose to the mastery English as their reason in learning English which is categorized as high category. 6 students (8.45%) chose the second category and it is categorized as low category. 25 students (35.21%) chose the third category as their reason in learning English. and it is categorized as low category. So, the students' reason in learning English is categorized as high category because most of the students' reason in learning English is to master it.

3) Students' Learning Activity

Based on the table 4.28 the students' attendance in English subject, it can be seen that 44 students (61.97%) always attended English subject and it is categorized as high category. 26 students (36.61%) sometimes attended English subject and it is categorized as middle category. 1 student (1.40) attended which is categorized as low category. So, the students' attendance in English subject can be categorized as high category because most of them (61.97%) always attended English subject.

According to the table 4.29 the students' activeness in paying attention to the teacher's explanation, it is known that there are 53 students (76.64%) who always pay attention to the teacher's explanation and it is categorized as high category. 17 students (23.94%) who sometimes pay attention to the teacher's explanation and it is categorized as middle category and 1 student (1.40) never category which are categorized low category. So, the students' activeness in paying attention to the teacher's explanation is categorized in high category.

From the table 4.30 the students' activeness in review English. There are 2 students (2.81%) who always review English and it is categorized as high category. 65 students (91.54%) who sometimes review English and it is categorized as middle category. 4 students (5.63%) never review English and it is categorized as low category. So, the students' activeness in review English is categorized middle category.

Based on the table 4.31 the students' activeness in improving English. There are 33 students (46.47%) always improve their English and it is categorized high

category. 22 students (30.98%) sometimes improve their English and it is categorized as middle category. 5 students (7.04%) never improve their English and it is categorized as low category. So, the students' improve English can be categorized as high category because 33 students (46.47%) who always improve their English.

Based on the table 4.32 the students' problem in learning English. It can be seen that 25 students (35.21%) always have problem in learning English and it is categorized as low category. 43 students (60.56%) sometimes have problem in learning English and it is categorized as middle category. 3 students (4.22) never problem in learning English and it is categorized high category. So, the students' problem in learning English can be categorized as low category because only 3 students (4, 22) who stated never have problem English sometimes have trouble in learning English.

From the table 4.33 the students' feel in doing homework. It can be seen that 41 students (57.74%) stated that they are happy very much in doing homework and it is categorized as high category. 26 students (36.61%) who stated that they are less happy in doing homework and it is categorized as middle category. 4 student (5.63) is unhappy in doing homework and it is categorized as low category. So, the students' feeling in doing homework can be categorized very good category because only 41 students (57.74%) who stated that they are happy in doing homework.

c. Facility Factor

1) Students' facility

The table 4.35 shows the data about students' ownership of English book. There are 4 students (5.63%) who have their own English book and it is categorized as low category. 37 students (52.11%) borrow the English book and it is categorized as middle category. 30 students (42.25%) do not have any English book and it is categorized as low category. So, the students' ownership of English subject is categorized as middle category because 37 students (52.11%) stated that they borrow the English book

From the table 4.36 about students' ownership of English dictionary, it can be seen that 66 students (92.95%) have their own dictionary and it is categorized as high category. no students borrow the dictionary and it is categorized as middle category. 5 students (7.04) do not have any dictionary do not have any English dictionary and it is categorized as low category. So, the students' ownership of English dictionary is classified as high category because 66 students (92.95%) have their own dictionary.

2). Classroom Facility

Based on the table 4.8 and the writer observation can be known that MTsN Tamban has not enough complete facility. The completeness of facility influence the teaching and learning activity especially the teaching and learning reading comprehension for teacher improve process teaching and learning.

d. Environment Factor

The data about school and classroom environment can be seen from the table 4.37 There are 56 students (78.87%) stated that the school and classroom environment always safe, comfortable and enjoyable and it is categorized high category. 15 students (21.12%) stated that the school and classroom environment are

sometimes safe, comfortable and enjoyable and it is categorized as middle category. There is no student stated that the school and classroom environment are not safe, comfortable, and enjoyable and it is categorized as low category. So, the school and classroom environment can be categorized as high category because 56 students (78.87%) stated that their school and classroom environment are always safe, comfortable and enjoyable.