A THESIS

THE EFFECT OF NARRATIVE BLOG TO IMPROVE STUDENTS ENGLISH READING COMPREHENSION OF EIGHT GRADE OF SMPN 4 PAREPARE

BY

RAHMADANTI ASNAWIR
REG NUM. 18.1300.029

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2024

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title
: The Effect of Narrative Blog to Improve Students English Reading Comprehension of Eight Grade of SMPN 4 Parepare

Student Name
: Rahmadanti Asnawir

Student Reg. Number
: 18.1300.029

Study Program
: English Education

Faculty
: Tarbiyah

Basis for Supervisor Determination
: Dean of the Faculty of Tarbiyah

Decree Number: 3090 Year 2021

Principal Supervisor
: Dr. Zulfah, M.Pd   (.........................)

EIN
: 19830420 200801 2010

Co-Advisor
: Muh. Yusuf, M.Pd   (.........................)

EIN
: 2018089301

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

|	
Thesis Title	: The Effect of Narrative Blog to Improve Students English Reading Comprehension of Eight Grade of SMPN 4 Parepare
Student Name	: Rahmadanti Asnawir
Student Reg. Number	: 18.1300.029
Study Program	: English Education
Faculty	: Tarbiyah
Basis for Assigning Examiners	: B.3032/In.39/FTAR.01/PP.00.9/07/2024
Date of Graduation	: 26 July 2024

Approved By:

Dr. Zulfah, M.Pd	(Chair)	(....................)
Muh. Yusuf, M.Pd	(Secretary)	(....................)
Dr. Maghdahalena Tjalla, M.Hum	(Member)	(....................)
Kalsum, M.Pd	(Member)	(....................)

Knowing:

Dean of the Faculty of Tarbiyah
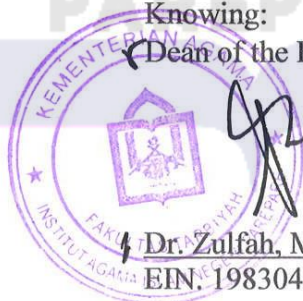
Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الحَمْدُ اللَّهِ رَبِّ العَالَمِيْنَ وَالصَّلَاةُ وَ السَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَ المُرْسَلِيْنَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahi Rabbil 'Alamin. First of all, the researcher expressed her heartfelt gratitude to the almighty God, Allah SWT. for the guidance, mercy and good health so that the research can be completed. Sholawat and salam always be sent to the prophet Muhammad Saw, who haa guided us from uneducated person to being educated.In this auspicios opportunity, the researcher would like to express gratitude and affection to Father and Mothers as the researcher's parents who have poured out my case be always encouraging, offering sincere prayers so that the researcher is given the convenience by the almighty God, Allah SWT. in completing this thesis.

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The researcher realize that this research still has many shortcomings and is not perfect, therefore the researcher really appreciates the criticism and suggestions so that this research can be better. The researcher hopes that this research can be useful for all people. Amen.

Parepare, 07 June 2024
29 Zulkaidah 1445 H

The writer

Rahmadanti Asnawir
Reg Num. 18.1300.029

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Rahmadanti Asnawir

NIM : 18.1300.029

Birthday date and place : Parepare 05 November 2000

Study program : English Education Program

Faculty : Tarbiyah Faculty

Thesis Title : The Effect of Narrative Blog to Improve Students

English Reading Comprehension of Eight Grade of

SMPN 4 Parepare

Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 07 June 2024

The writer

Rahmadanti Asnawir
Reg Num. 18.1300.029

ABSTRACT

Rahmadanti Asnawir.*The Effect of Narrative Blog to Improve Students English Reading Comprehension of Eight Grade of SMPN 4 Parepare* (Supervised by Zulfah and Muh.Yusuf)

Narrative blog is a type of blog that prioritises storytelling or narrative in every content. Unlike blogs that focus more on information or opinion, narrative blogs emphasise an interesting and personal storyline. Usually, the writing in narrative blogs is structured in a storytelling style that involves elements such as character, setting, and plot to connect with readers emotionally. The purpose of this study was to examine the effect of Narrative Blog in improving the reading comprehension of grade VIII students of SMPN 4 Parepare.

This study used an experimental design with a type of Quasy experimental research, with a total sample of 30 students of class VIII 1 as an experimental group and class VIII 2 as a control group consisting of 30 students. The instrument used was a multiple choice reading test and data analysis with hypothesis testing. In this study there are stages, namely pre-test, treatment, and post-test. Data calculation in this study was analysed using descriptive statistical analysis, significant test and effectiveness test.

The results showed that Narrative Blog was effective to improve the reading comprehension of students in class VIII SMPN 4 Parepare as evidenced by the experimental class post test score of 81.67 categorised as very good and the control class post test of 60.67 categorised as sufficient and t-test 3.876 > 1.669, then the null hypothesis is rejected and the hypothesis ha was accepted. So, There is significant different between experiment class and control class of Eight Grade of SMPN 4 Parepare.

Keyword: **Narrative Blog, Reading Comprehension.**

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the basic skills of English that allows you to master information clearly. One aspect that can ensure students' success in learning English is to understanding English. However, there are many obstacles to becoming an English master. Student who wants to have a good competence in reading English what they get from reading can be used in practicing active skills such as speaking and writing. Active implementation they must pursue all aspects of English from an early age including pronunciation, grammar, vocabulary, fluency, and understanding.

Reading is a significant skill because it acts as a literacy skill. That is, when a person wants to understand something knowledge, the first thing he must do is to be able to read. By reading, a person will master something knowledge and his knowledge will increase. Similar to comprehension, reading and description are related to each other which cannot be separated. As a reader, you must consciously understand the reading if you want to get the meaning of the reading, in reading, it discusses narrative, descriptive reading, then rewrite the content of the reading both orally and in writing by having the skills in reading.

Reading can also be said to be a communication between writers with the reader through ideas his writing. In this time of technology, everyone uses technology in their daily lives. Reading also plays a significant role. Nowadays, most of the electronic objects, reminders in transportation, labels and directions on gadgets, but some people are not interested in reading because they do not have good

topics to read.[1] Reading books is fun and can add insight. It's just that there are times when someone feels it takes too long for months to complete one book title. Even though there are more lists of books that need to be read, both as entertainment and as a support for learning activities.

The purpose of reading allows someone to increase intelligence, access information and also deepen one's knowledge, the more often one reads, the more knowledge one has and vice versa, the less often one reads books, the more limited knowledge one has. But in reality, reading is the most difficult language skill for students who still have difficulty mastering the content of the text. Usually, researchers only provide reading passages for students as well as researchers ask students to read and find answers from the passages with a tool that is an English dictionary and students do it in groups or in collaboration with their partners.

Based on the on the result of observation at SMPN 4 Parepare which found that students still have difficulty mastering and understanding the reading text to recognize information contained in a story or event concerning characters, storylines, title. The low reading ability of students is also caused by the lack of use of learning media and still using teacher-center methods. Therefore to be a benchmark in reading can be measured through reading formats such as narration, argumentation, forms, tables, or charts, searching for information, forming a broad understanding of the reading text and interpreting and evaluating a reading text.

According to the explanation above if students are still given learning using methods in the form of 'teacher centered' form of teaching in which student only

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[1]Salmaa, "13 *cara efektif membaca buku efesien & cepat paham*," penerbit deepublish, 2022/12/, https://penerbit-deepublish.com/cara-efektif-membaca-buku.htm. Accessed on December 1st 2023.

understand while making notes of what the teacher explains students often feel bored and the knowledge gained does not develop as if it were hereditary knowledge. Therefore the use of digital illustration in the form of the use technological capabilities that produce information in knowledge the use of technology in learning considers in terms of quantity both teacher and students as well as infrastructure in schools so that the use of this learning media can facilitate students in learning[2].

There are same techniques in teaching reading one of it is used internet blog which is explain about narrative text. Blogs offer a more contemporary and engaging approach to reading comprehension compared to traditional printed texts. Internet blogs cover topics that are current and relevant to students' interests and daily lives. This relevance can increase students' motivation to read and comprehend the text. Blogs incorporate multimedia elements such as images, videos, and interactive features. These multimedia elements can enhance students' comprehension by providing visual aids and engaging content that complements the text. According to explanation above, the writer hopes that the use of English narrative blog can improve students' reading comprehension.

B. Research Questions

Based on the background above, the formulation of the problem in this research as that: Is Narrative Blog effective to improve students' reading comprehension of eight grade of SMPN 4 Parepare?

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[2]Kurniawati, N., Maolida, E. H., &Anjaniputra, A. G. (2018). *The praxisof digital literacy in the EFL classroom: Digital-immigrant vs digital-native teacher.* indonesian journal of Applied Linguistic, 8(1), 28-37.

C. Objective of the Research

Considering of the problem statement above, the researcher formulates the objective of the research to examine the effect of Narrative Blog in improving students' reading comprehension of eight grade of SMPN 4 Parepare.

D. Significances of the Research

The results of this study are expected to be useful for education personnel, especially students, Narrative Blog can help students to be able to improve students' reading comprehension skills, particularly in English language learning.

1. Teachers

This research can be used for references as teacher for using Narrative Blog Interactive as media in improving students reading comprehension. And as an alternative media to increase students' willingness to read in English learning

2. Future researchers

The researcher believes that the results of this study are not yet perfect so the researcher hopes that future researchers will conduct the same research by increasing students' creativity and insight

CHAPTER II
REVIEW OF RELATED LITERATURE

A.   Previous Research Finding

Many researcher's have conducted their research related to this research concept. Their findings are consecutively presented below

The first previous research from Dewi, Syahrul, Hilma Pami Putri, 2020 with title of *"The Effect of Using Blog Toward Students Motivation to Understand Exposition Text"*. The results showed that the students motivations to read analytical exposition text that was taught by using blog better than students motivation to write analytical exposition text who were not taught without using blogs. It indicates that blogs can be used as effective media to increase students' motivation reading. Thus, teachers are suggested to develop classroom activities in teaching writing by integrating blogs as medium of teaching reading.[3]

The research from Kurnia Febianti, Sri Wahyuni, 2019 with tittle of *"The application of Blog as a teaching media in improving students Writing"*. Concluded that blog was effective media to improve the students writing skill at second semester of STKIP Muhammadiyah Pagar Alam. There was significance progress in studenst writing after blog was applied as a teaching media. In other word, blog as teaching media could significantly improve students writing achievement. In addition, blog can motivate and improve students interest in writing. The similarities between previous research and this research are that they

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[3]Ratna Dewi, Syahrul, Hilma Pami Putri, *The Effect of Using Blog Toward Students Motivation to Understand Exposition Text*, (Indonesia: Journal of English Language Pedagogy, 2020)

both use blog media to teach writing, but this research is more specific in researching narrative text writing.[4]

The research from Ita Adriani, Nurdevi, Saiful with tittle of *"The Use of Weblog to Improve Student's Ability In Reading Narrative Text: A Pre-Experimental Research"*. The result showed that the score obtained by students in pre-test had poor score after treatment their reading ability in narrative text increase significantly, this could be seen from the hypothesis testing used T-test value was greater than T-table complication obtained by the student, the result of calculating t-test. Student in reading narrative text was greater than t-table it was concluded that the use of weblog improved student's ability in reading narrative text.[5]

Based on the results of previous research that has been used as a reference, there are fundamental differences between the research being conducted and previous research. The main difference between the current research and previous research lies in the location of previous research. Previous research was conducted in West Sumatra, Limbung, and South Sumatra. The previous studies above focused on students' abilities in terms of understanding expository text and writing, some previous studies used tests as instruments, as well as researchers. The difference is that this study will use a quantitative approach with a quasi-experimental design. Then it will be applied to test the effect of Narrative Blog in improving students' reading comprehension. Eight grade students of SMPN 4 Parepare.

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[4]Kurnia Febrianti, Sri Wahyuni, *The application of Blog as a teaching media in improving students Reading* (Indonesia: Educational Administation and Leadersgip Journal, 2019)

[5]Ita Adriyanisyam, NurdeviBte Abdul, Saiful*"The Use of weblog to improve students ability in reading narrative text: A Pre-Experimental Research"*(Indonesia: Universitas Muhammadiyah Makassar, journal, 2018) vol. 1 p. 139.

B. **Some Pertinent Ideas**

1. **Narrative Blog**

   a. Definition of Blog

   Blog is an abbreviation of weblog. A blog is a type of website that developed and managed by individuals using tools online software or very user- friendly hosted platform, with space to write. Blogs feature instant online publications and invites the public to read and provide feedback as comment.[6]

   Blog is often interpreted as an acronym weblog, borrowing a definition from Wikipedia, Blog is defined as a form of web application that resembles posts (which are posted as general). This site can usually be accessed by all internet users accordingly with the topic and purpose of the blog users.[7]

   In a more formal definition, a blog is a website that contains content in reserve order of time and consists of posts. Previous posts will be displayed first, then postings which is old.[8]

   A blog is a kind of online diary. The blog owner usually writes various notes into his blog, just like a book daily. The results of the writing can be viewed online via the internet that blog visitors can also comment on the owner's writing blogs. In addition to writing, you can also add pictures, videos, and it can be done can download the files that we insert.

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[6]Gween Solomon, lynne Scrum, *Panduan bagi para pendidik* (Jakarta: Pt indekx, 2019), p. 15

[7] Agung Herutomo, *Conquering*, (Jakarta: PT Elex media komputindo, 2018), p. 77

[8]Rachman Hakim, *Cara Cerad Mengelola Blog*,(Jakarta: PT Elex media Komputindo, 2018), p. 1

b.   Narrative blog

Narrative blog is a type of blog that prioritises storytelling or narrative in every content. Unlike blogs that focus more on information or opinion, narrative blogs emphasise an interesting and personal storyline. Usually, narrative blogs are written in a storytelling style that involves elements such as character, setting, and plot to connect with readers emotionally.

Some of the characteristics of narrative blogs include:

1.   Structured Story: It has a storyline with a clear beginning, middle and end. Stories can be based on personal experience, fiction, or a combination of both.

2.   Flowing Language Style: Uses a flowing and engaging language style to make the reader feel as if they are participating in the story.

3.   Emotional Elements: Seeks to connect with the reader through the emotions and experiences recounted.

4.   Characters and Setting: Include characters and settings that make the story more vivid and relatable.

5.   Message or Reflection: Often, narrative blogs contain messages or reflections that readers can glean from the story.

For example, a writer could create a narrative blog about their travels to new places and how the experience changed their perspective, complete with interesting and personal stories from the trip.

Example of narrative blog :

ARE YOU IN BALI? NO, I AM IN BALIGE!

FEBRUARY 9, 2024

That's the sentence emblazoned on a selfie sign at a restaurant in Balige City that made me laugh and feel sad at the same time. Balige is the capital of Toba Regency in North Sumatra province, located right on the shores of Lake Toba, the largest lake in Indonesia and the largest volcanic lake in the world. How can you make a sign with such an insecure tone?

I am biased, especially since Balige is my late father's clan village, which I have visited quite often since childhood. Balige cannot be compared to Bali because they are two different 'species'. That's why my visit to Balige again in mid-December 2023 makes me excited to see its development.

Since the Indonesian government designated Lake Toba as one of the 10 Priority Destinations, the impact has been felt. Silangit Airport (DTB), which is only half an hour's drive away, is very convenient for tourists and warlok (local residents) because they no longer need to drive from Medan for 6 hours. As soon as I landed at Silangit, I was touched! The airport, which is now served by four airlines, is quite nice!

The city of Balige itself hasn't changed much, it's just more crowded. Balige Market remains iconic with traditional Batak houses lining the streets. Mi Gomak and Susu Horbo (buffalo milk) are still sold at the same stalls and still taste delicious. Partungkoan Coffee Shop across the street has been getting busier since Mr Jokowi had coffee there - his photo is certainly on display! Tents and food carts are set up along the main road every evening. Luckily I came during durian season, prices start at just Rp 10,000!

c. History of Blog Development

John Barger was the first to introduce the name of the blog in 1997. He used the term weblog to refer to groups a personal website that is always updated continuously and contains links other website that they find interesting are accompanied by comments themselves.

While the pitas site (www.pitas.com) is the first site created a free online blob service in July 1999. One month then, in August 1999, a company disanfrancisco named pyra laboratory (www.blogger.com) which is correctly one of the blogger's service biggest on the internet. The service allows anyone with basic knowledge of html and web programming, can create his own blog online free.

With the ease of service provided by several sites that managing the blog, blog the development of bloggers is growing rapidly. According to statistics released by the blogger.com site, the number of users who use their services with a growing number of approx. 20-40% per month. After blogger.com and pitas grew quite rapidly, appeared sharing online blogging services provided also some sites, such as Grouksoup (www.grouksoup.com) or edithispage (www.edithispage.com) since then, the blog is getting more and more with so fast that it gets harder to follow.[9]

d. Types of Blogs

Since the discovery of blogs until now, this type of blog continues developed, which was originally only personal has now become more

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[9]TeguhWahyono, *Blogspot*, (Jakarta: PT elex Media komputindo, 2019)

diverse. The following are the types of blogs that can be classified from so many:

Many blogs are on the internet:

a) Political blogs: blogs that contain information about politics, both profiles, political campaigns and propaganda.

b) Personal Blogs: Individually owned blogs that usually contain appropriate articles with the interest and hobbies of the blog owner.

c) Topic Blogs: blogs devoted to a particular topic, for example discussing photography, online business, programming, and etc.

d) Health blog: a blog that discusses health information.

e) Literary blog: a blog that contains articles related to literature and art, good local, regional, national, and international.

f) Travel blog or Travelling: blog that discusses information tourism for travel enthusiasts.

g) Research or research blogs: blogs containing research and research institutions, both private and government.

h) Legal Blog

i) Blog media : blog about the latest information of a news media both print and electronic, for example http://blog.liputan6.com

j) Religious blogs: blogs that contain opinions about education, or blogs belonging to educational institutions.

k) Blog instructions (directory).

l) Business blog: blog that contains information and references about business online or online, information about business opportunities and related things business, http://onl;inebisnis.web.id, http//corsair.com

m) Disturbing blog (spam).[10]

e. Composing a Post

You want your blog to ask readers in and keep them retuning for updates. Great blogs are vibrant and visually attractive, but they're also purposeful and thoughtful. Every post matter for holding and generating attention. Consider the following principles when composing:

a) Make some extent. While posts don't require a proper thesis or claim, it's essential to possess an argument, opinion, or purpose in mind once you compose.

b) Be concise. Use precise language and coherent syntax to form your posts easy to read.

c) Post often. Should update blogs regularly to carry readers' interest. Actively generate a new and exciting content daily or weekly schedule.

d) And examine inviting guest bloggers to review to diverse readers, broaden your blog's scope, or refresh your perspective on the current project.

e) Proofread. Errors and mistakes can distract readers and cause them to appear less.

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[10] Oya suryana, Mataya Studio, Membangun Blog Wordpress, (Jakarta: Pt Elex Media Komputindo, 2018)

f) Generate visual interest. Always consider which features of your content match well with visible components like figures, videos, and photographs. Format and divide the large pieces of text with visual elements to form your blog more readable.

f. Using Multimedia

Here are some guidelines to possess in mind once you choose your blog's multimedia elements:

a) Use appropriate content, size, and quality. Confirm your chosen images complement the layout of your text visually. Ideas should be easy to ascertain without obstructing the text of a post. Choose the very best possible quality image while also ensuring it's easy to download or upload. You don't provide your readers looking at blurry pixels, but you won't want them to wait 10 seconds for something to load, either.

b) When linking to a web video, think about using a screenshot from that video as your hyperlink. A screenshot can make a reader more likely to click on a link. It can provide a visible preview, also explain post relevance clips to your content.

c) Attribute your sources like videos, ideas, and images are someone else's intellectual property. Whenever possible, provide captions for the reader. Even an easy caption will help readers identify the object's origins.[11]

g. Blog media effect

In applying Blog as teaching media, there are some effects of this media toward student's writing achievement in English as stated by Zhang as follow:

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[11] Faheem Haydar, *Blog Writing*, (Makassar: Penayang, 2021)

1) Facilitate student's critical thinking. In this part, collaboration in learning process can be seen through interaction among the students and in can be catalyst for students to think critically.

2) As a role mode to publish their written then the students can comments each other and review their written text.

3) Influence the quality of students writing because in writing the passage the students will be more carefully.

4) Facilitate teaching and learning process because when the students explore others Blog, they gain more information.

5) Then the use of Blog gives opportunities for students to join the community so that the written text that have been uploaded can be read by all people.[12]

h. The implementation of using Blog to Teaching

The implementation of using Blog to teach narrative text is stated as follow:

a) Preparation

In preparation the teacher asks the student's to make blog and make sure that all student's the teacher helps the student' show to make a blog, in this sense a teacher can be a instructor for the student's. After all the students have blog, teacher post the material (a fable: the Fox and The Grapes) and a video (The ant and The Dove) in teachers" blog.

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[12]Kurnia Febianti, Sri Wahyuni, *The application of Blog as a teaching media in improving student's Reading skill*, (Indonesia: Educational Administratation and Leadersgip Journal, 2019) 1(1)

b) Implementation

The teacher asks the students to visit teachers" blog to see what material is and what they have to do. First task, the students have to continue the uncompleted narrative story which entitled The Fox and The Grapes, they have to read to their own blog. Second task, the students watching a video which entitled "The ant and The Dove", then they have to retell the story to their own blog.

c) Feedback

Teacher checks students post and give feedback for the students based on their posts. Teacher asks students to revise their text at home and post the revised one to their own blog.[13]

6. Narrative Text

a. Definition of Narrative Text

Narrative text is a type of text in English to tell a story that has a chronological sequence that is interconnected. The purpose of this text is to entertain the reader about a story or stories.[14]

According to Anderson, narrative text type tells a story, in doing so, entertains the audience, makes the audience think about an issue, teaches them a lesson, or excite their emotions. In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view. If the narrator is one of the characters in the story, the story is being told in the first person and if the narrator is from outside of the story,

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[13] Witte, S, *That's online writing, not boring school writing*, (Writing with blogs and the Talkback Project: Journal of Adolescent & Adult Literacy, 2007), p. 92-96

[14]Agus Nurjaman, *Joyful Learning Bahasa Inggris*, Indonesian: Guepedia (2020), p. 21

then the story is being told in the third person. This kind of story is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Anderson gives an example of narrative texts which includes: myths, fairytales, science fiction, and romance novels.[15]

    b.   Types of Narrative Text

a.   Fable

    Fables are short allegorical narratives that convey a moral massage, usually through animal characters that speak and act like humans. Example of fables in narrative text included the deer and crocodile. The fables different from parables in that they do not include animals, plants, an inanimate objects and natural forces as actors with the ability to speak and human forces.

b.   Folktale

    It is general term for different varieties of traditional narrative and it is also consists of legends, music, oral history, proverbs, jokes popular beliefs, fairy tales, stories, tall tales, and customs that are the traditional of a culture, subculture, or group. It is also the set of practices trough which those expressive genres are shared. The study of folklore is sometimes called folkloristic. Folklore can be divided into for areas of study: artifact (such as voodo0 dolls), describable and transmissible entity (oral tradition), culture, and behavior (rituals).

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[15]Annisa Rakhmi, *Let's Narrate A Text*, (Jakarta Timur: PT Balai Pustaka, 2012), p. 16

c. Legend

It is a story from the past that may or may not be true and it is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text is "The Legend of Toba Lake".

1. Myth

It is a story originated in ancient times, especially one concerning the early history of a people or natural event (a Creation myth or how the world began, ancient Greek myths).

2. Fairy Tale

It is a story about fairies, magic, usually for children and is an English language term for a type of short narrative corresponding to the French phrase "conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments, the example of fairy tale in narrative text is Cinderella.

3. Plays

It is drams for the stage and it is also a form of literature written by a playwright, usually consisting of scripted dialogue between characters, intended for theatrical performance rather than just reading.

4. Ballads

It is simple song or poem, especially one that tells old story. It is also a form of verse, often a narrative set to music.[16]

d. Narrative text Structured

1. Narrative text I possibly started with an interesting sentence and fairy tale style such as follow:

a. Interesting sentence: wise words + its intention

b. Fairy tale style: once upon a time, once in the glamorous er … etc

2. Narrative will always inform readers actorc, palce, and time setting at the beginning (though it is not a must to have all of them) and this part of information called with Orientation.

3. Narrative contain order of events

4. Narrative must have conflict; it will be seen in the higher emotional intention.

5. All conflict in narrative must have ending. And commonly it is place at the last paragraph or even at the last paragraph. This ending is also called as Resolution. From the resolution readers will know how is the ending of the story, happy ending, sad ending, or even question ending

6. Sometimes, an author willing to explain the moral lesson a reader can get from the story but not all author willing to do this. A moral lesson explains at the last part of a story also known as Coda but it is not a must to found.[17]

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[16]Annisa Rakhmi, *Let's Narrate A Text*, Jakarta Timur: PT Balai Pustaka (2012), p. 58-60

[17] Magdalena Br Marpaung, *Textual Reading,* (Yogyakarta: deepublish, 2021), p. 88

d. Characteristics of Narrative Text

Editorial the characteristics below can be used as guidelines that can show that a text is a narrative text is a narrative text, namely:

1. Focus on one character or actor and are usually individual so usually use pronouns such as "I, we, she, he".

2. Most often use the past tense, be it simple past tense, be it simple past tense, past continuous, or other forms of past tense.

3. Sometimes use dialog to invite readers to imagine so that the story looks clearer and more real.

4. Because they are sequential (chronologically), usually they also use (conjunctions) so that the story looks coherent or sequential.

e. Purpose of Narrative Text

The basic purpose of narrative text is to entertain and interest the reader by presenting story or event that has a problem that causes conflict and at the end of the story there is a resolution or a happy or even sad ending.[18]

Example to Narrative Text

<div align="center">The Legend of Toba Lake</div>

Orientation:

In a village in north Sumatra, a farmer living. He was a farmer who worked diligently farming land, although not large, he worked hard enough to be their needs. In fact, he has enough to get marriage, but he still chose live

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[18]Winda Sutrisno, Aries Maulana, Moh . Zainuddin, *Top One Ulangan Harian Pilihan Cerdas Menjadi Bintang Kelas*, (Jakarta Selatan: PT Bintang Wahyu, 2018), p. 191

alone. On a sunny morning, the farmers are fishing in the river.

"Hopefully this week I got a big fish" he said in the heart. Sometime after the hook was thrown, that's fishhook wiggle. He immediately set the hook. Farmers cheer that after he got a big enough fish. He was amazed to see the skin color of the beautiful fish. Fish skin is yellow gold reddish. His eyes are rounded and prominent, emit incredible rays. "Wait, don't eat me! i'll be your friend if you not eat me".

Events Complication:

Farmers are surprised to hear the sound of fish. Because surprised, the fish fell the ground. Shortly later, the fish is turned into a beautiful sweet girl. "I'm dreaming," thought the farmers.

"Don't be afraid, I am also a human like you. I am very indebted because you have been save me from the curse," said that's girl. "My name is Putri, I do not mind to be your wife," said the girl seems urgent. That's farmers nodded. And they become husband and wife, there was a promise that must be agreed, that is they should not be told that the origin of a fish princess. If that promise abandoned, then there will be a terrible accident.

After reaching the village, the villagers become excited, to see beautiful girls are lovely with farmers. "She may be a woman come down from heaven," they said. The farmers feel very happy and peaceful. As a good husband, he continues to work hard for continuance of his life with farming. Because hard work, the farmers are living without a shortfall in life. Many people envious, and they spread the suspicion that it can throw the success of the business of farmers. I know that farmers keep the spirit!" Someone said to her friends.

It was up to the ear farmer and puteri. But they do not feel offended, even the more diligent work. A year later, farmer and his wife happiness increases, because the farmer's wife give birth a male baby. He gave the name of his son Putera. Their happiness does not make them forget themselves. Son grow into a healthy and strong child's. He was a sweet child but scampish. He had a habit of making wonder both parents, that is always feeling hungry. Food should be eaten 3 people can eat their own. After all, the son always make irritated his father. If in order to help working parents, he always refused. Farmer's wife always reminds that are patient with their child behavior. "Yes, I will be patient" farmer said to his wife. "Thanks God!, you think like that. You is a husband and a good father," praised puteri to her husband.

Resolution:

Indeed, people say, patience is no limit. This was experienced by the farmers. One day, Putera got a job deliver food and drink to the field where his father was working. But Putera did not fulfill its tasks. Farmers waited for her son, while holding thirsty and hungry. He immediately returned to the house. The farmers saw putera playing ball. Farmers become angry while pinching his son's ear. "Scallywag! Not know themselve! Basic fried fish!" Indignation of the farmers, without conscious have such a words.

After the farmers say the word, then and there the child and his wife disappeared. Disappear without trace and former. Impressions of the former legs, sudden gush of water was very swift and the downpours. Farmers village and all the surrounding village submerged. Overflow water was very high and wide and formed a lake. The lake was eventually known as lake toba. While the

small island in the middle known as Samosir Island.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the ability to read a text, process, and understand its meaning. It depends on two related skills: decoding (being able to break the code of symbols on the page) and language comprehension (being able to understand the meaning of words and sentences). But, when we comprehend a text, we don't just simply recall the exact words and phrases we read. On the contrary, we integrate the meaning of word and sentences into a continuous whole, like a movie playing in our heads. Good comprehension is essential if a reader wants to have a purpose when reading, to engage and learn from a text, and ultimately, to enjoy what they read[19].

Comprehension is described as deliberate thinking in which meaning is constructed through the interaction between the text and the reader. This means that the reaction between the text and the reader is the process of building understanding of the text. Comprehension is the process of understanding the text done by the reader to extract information. Reading as an important skill in English, reader must know the topic and parts of the text. As a result, reading is also an interaction between the text and the reader[20].

Reading comprehension and vocabulary are closely related. The ability to decode or identify and pronounce word is obviously important, but knowing what the word means has huge and immediate effect on knowing

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[19] Zimmer, *Seven keys to comprehension: How to help your kids read it and get it!* (New York: Three Rivers Press. 2019), p.4-5.

[20] Judy wills, *Teaching the Brain to Read* (Virginia: ASCD Publications, 2018), p. 138.

what a particular passage means when skimming reading material. It has been proven that students who have less vocabulary than other students understand less of what they read. It can be said that reading comprehension is not only "reading" the text directly, but also deriving something from the text.

According to Andrew Biemiller argues that teachers should provide topic-related words and phrases before reading books to students, teaching includes topic- related word groups, word synonyms, and their meanings with context, and he further says to familiarize students with the sentence structure in which these words often appear.[21]Biemiller says this intensive approach gives students the opportunity to explore topics beyond the discourse the freedom of conceptual expansion. However, there is no evidence to suggest the benefits of this approach.

b. Indicator of Reading Comprehension

There are some indicator of reading comprehension which the ability to, know the meaning of words, understand the meaning of a word from a discourse context, follow the organization of a passage about its content, identify the main thought in a passage, visualize the text, recall prior knowledge, make connections with the text, recognize confusion or attention problems, determine the purpose, intent and point of view of the author, and draw inferences about the writer. The basic skills needed in reading comprehension will be explained as follows[22]:

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[21]Biemiller, *An Effective Method for Building Meaning Vocabulary in Primary Grades. (Journal of Educational Psychology, 98(1), 44–62. 2018)*

[22] Davis, Frederick B. "*Fundamental Factors of Comprehension in Reading*". *(Psychometrika. 9(3): 185-197.2021)*

1) Know the meaning of words

The things that need to be considered in determining the meaning or meaning of the word is to understand the content and context. A word has many meanings, so the way to find it is to use a large dictionary of Indonesian or English, it will be clearer and more precise.

2) Understand the meaning of a word

When trying to decipher the meaning of a new word, it is often useful to look at what comes before and after the word. The surrounding words can provide useful context clues to the reader about the meaning and structure of the new word, as well as how it is used.

3) Draw inferences from a passage about its contents

The conclusions we write at the end of our writing describe the overall or core ideas we read or researched.

4) Identify the main through of a passage

By reading the title or entire reading quickly and carefully, thoroughly from the beginning to the end, reading sentence by sentence until you find the main idea of the paragraph, then moving on to the next paragraph.

5) Recall prior knowledge connected to text

Prior knowledge determines the success of learning new information or knowledge.

6) Determine the writer's purpose of text

Meaning recognize confusion or attention problems, determine the writer's purpose, intent, and point of view, and draw inferences about the writer, the point is that a writer's decision in determining what is contained in a story

determines the point of the story if it is different then the details of the story are also different, therefore the purpose of the description text is made to describe the object as detailed as possible from the author's point of view.

c. Reading Comprehension in The Classroom

As Yulius said, guided reading with several students in the classroom to see the ability of each in teaching reading comprehension in the classroom is:

1) Building practice

Where a teacher distributes storybooks to all students and pays attention to the students reading skills if the higher student's reading ability, the higher level of the book given, with a low level of books, the sentence read are shorter than the high level books, which reads longer with more difficult vocabulary.

2) Class procedure

Where the teacher reads the story and the proceeds to read together in quite voice then the students read one by one in a loud voice after all the students have read the teacher asks question to the students' understanding of the reading and the information in the story.

3) Focus on the next question

Next the teacher chooses one of the students randomly to retell what they have read using their own sentence, then the teacher asks if the students have any difficulties during reading, for example vocabulary that is difficult to pronounce, this make the teacher, provide additional practice for students who are struggling before moving on the next group.[23]

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[23]Yulius Kalaway. *Stategi Membaca Terbimbing Untuk Melatih Kelancaran dan Pemahaman Membaca (*Nusa Tenggara Timur: Inovasi 2020), p.18.

C. Conceptual Framework

The conceptual framework underlying of the researcher will be given in the following diagram:

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          ┌─────────────────────────────────────────┐
          │     Eight Grade of SMPN 4 Parepare       │
          └─────────────────────────────────────────┘
             │                                  │
             ▼                                  ▼
┌──────────────────────┐          ┌──────────────────────────────┐
│ Narrative Blog       │          │ Reading Comprehension        │
│                      │    ⇒     │ 1) Know the meaning          │
│ 1. Preparation       │          │ 2) Understanding Word        │
│ 2. Implementation    │          │ 3) Draw Inferences           │
│ 3. Feedback          │          │ 4) Identifying Main idea     │
│                      │          │ 5) Recall Prior Knowledge    │
│                      │          │ 6) Determine purposes        │
└──────────────────────┘          └──────────────────────────────┘
             │                                  │
             └──────────────┬───────────────────┘
                            ▼
                  ┌───────────────────┐
                  │   Effectiveness   │
                  └───────────────────┘
                            │
                            ▼
          ┌─────────────────────────────────────────┐
          │ The Effect of Narrative Blog to Student  │
          │ English Reading Comprehension of Eight   │
          │ Grade of SMPN 4 Parepare                 │
          └─────────────────────────────────────────┘
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D. Hypothesis

The researcher hypothesis that conducted in this study concerned the effect of Narrative Blog in student English Reading Comprehension. There are two kinds of hypothesis, they are;

H_o : There is no significant different between experiment class and control class of Eight Grade of SMPN 4 Parepare.

H_1 : There is significant different between experiment class and control class of Eight Grade of SMPN 4 Parepare

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

The design of this research used quantitative quasi- experimental at SMPN 4 Parepare. In this study, there are two variables, namely narrative blog as the independent variable and teaching reading comprehension as the dependent variable of this study intended to determine whether there was a significant effect of using narrative blog as learning media. The pre-test and post-test score of the experimental while control class used classic method without any certain media.

The researcher design that applied in this research can be illustrated as follows:

Design	Control Class (Y)	Experiment Class (X)
Pre - Test	✓	✓
Treatment	-	✓
Post- Test	✓	✓

Where:

X : The experimental group where the student were thought by using
   narrative blog as a media

Y : The control group where student were taught by using classic
   English book

B. Location and Duration of The Research

The researcher were conducted in SMPN 4 Parepare which located at Jl. Handayani No.3, Lapadde, Kec. Ujung, Kota Parepare, Sulawesi Selatan, the researcher spend for 30 days included of analyzing data. This location used because of the observation result and relevant to the concept of the research.

C. Population and Sample

1. Population

   The population on SMPN 4 Parepare is in the following table.

   Table 3.1 Population of Research

No	Class	Total Students
1	VIII 1	30
2	VIII 2	30
3	VIII 3	26
4	VIII 4	27
5	VIII 5	27
Total		140

   Sources: Staff administration SMPN 4 Parepare

   The population of this research was the student at SMPN 4 Parepare in academic of year 2024. The total numbers of population was905 students, who consisting of 30 for class VIII 1, 30 for class VIII 2, 26 for class VIII 1, 27 for class VIII 4, and 27 for class VIII 5

2. Sample

The sample used in this study is simple random. Simple random technique in which the selection of this sample was considered suitable for research and could provide the information need by the researcher. In this case the researcher take two classes namely class VIII A would teach using narrative blog as a media and class VIII B with only teach using vocabulary books or in the usual way teach in class. In addition, the pre-test results give by the researcher is also taken into consideration when choosing a class containing. The sample accumulation can be describe below:

Table 3.2 Sample of Research

Class	Group	Sample
VIII 1	Experimental Group	30
VIII 2	Control Group	30
Total		60

D. Instrument of Research

The term instrument of research refers to the tools or methods used by researchers to collect data for their study. These instruments was essential for gathering information, analyzing phenomena, and ultimately answering research questions or testing hypotheses. This instrument will use test which consist of 10 multiple choice.

E. Technique of Collecting Data

The researcher was test as instrument of this research, there are two kinds of tests, pre test and post test.

1. Pre-Test

Pre-test was an activity to test the level of students' reading test of the material had been delivered, the pre-test was carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher will give pre-test to students' to identify the students' reading comprehension.

2. Treatment

Each of the classes was given treated in four sessions. The experimental class give a narrative blog treatment to help them comprehend reading comprehension. The researcher gave the treatment to students'and give some materials about pronounciation material.

a. learning Objectives

1. Students can memorize the element in the narrative text such as setting, characters, plot, conflict, in narrative text

2. students can identify the element in the narrative text such as setting, characters, plot, conflict, in narrative text

3. Students can read and recognize the plot setting, characters, plot, conflict, in narrative text

b. Time

Researcher was conducted research for four times meeting. In one meeting, the lesson took last for 60 minutes. So, the total teaching in four meetings is 240 minutes

c. learning materials

The learning material is to recognize the element in narrative text.

d. Media

1. Paper

2. Spidol

3. Narrative blog text

e. Learning Activity

1. First meeting

a) Share narrative text material about its structure

b) Students read the narrative text that has been given.

c) Students read and analyze the vocabulary that they don't understand and ask the meaning.

d) Students will translate the narrative text that has been given.

e) The researcher will ask questions about what is in the narrative text, for example, who are the characters, what is the plot and what is the conflict of the story and then appoint students to explain what students catch after reading and translating the narrative text.

2. Second meeting

a) Distribute narrative text material about its structure

b) Students read narrative text about gold cucumber.

c) Students read and analyze the vocabulary that they don't understand and ask the meaning.

d) Students will translate the narrative text that has been given.

e) The researcher will ask questions about what is in the narrative text, for example, who are the characters, what is the plot and what is the conflict of the story and then appoint students to explain what students catch after reading and translating the narrative text.

3. Third meeting

a) Distribute the material about "narrative Blog" as a work activity to each student (individually).

b) Students will read the given text.

c) Students will read and analyses the unknown vocabulary and ask the meaning.

d) Students will translate the given text.

The researcher will ask questions about what is in the narrative text, for example, who are the characters, what is the plot and what is the conflict of the story and then appoint students to explain what students catch after reading and translating the narrative text.

4. Four meeting

a) Distribute the narrative blog material about "subject timetable" as a work activity to each student (individually).

b) Students will read the given text.

c) Students will read and analyses the unknown vocabulary and ask the meaning.

d) Students will translate the given text.

The researcher will ask questions about what is in the narrative text, for example, who are the characters, what is the plot and what is the conflict of the story and then appoint students to explain what students catch after reading and translating the narrative text.

After the treatment or the last meeting, the researcher will give the students post-test to see improvements students' English reading.

3. Post-Test

The post-test also aim to find out whether the student get improve from their initial skills after a period of training and practice. The test that given from pretest will be similar test given for the posttest.

F.   Technique of Data Analysis

After collecting the scores from the experimental and control classes, the researcher compared the data using SPSS. This study used descriptive statistical techniques and inferential statistic to facilitate the analysis of research data, test analysis requirements such as validity, reliability, linearity and normality tests before calculating the Pearson product moment correlation statistical test. The technique data analysis of the data as follows:

1.   Descriptive Statistic

Data analysis used descriptive statistic, which describe the existing data to obtain fact from respondents, so that it is easier to understand. The analysis used with descriptive statistic is carried out by collecting, compiling, presenting, and analyzing all data from all variables in the form of descriptive which can be explained below:

a. Scoring the students' correct answer of pre-test and post-test by using formula:

$$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

The classification of students correct answered can be explained below:

Correct Answer : 10 Point

Incorrect   : 0 Point

b. Percentage of students' score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total Number of Students

c. To find out the average score following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

$\bar{x}$: Mean Score

$\sum x$: The total number of the students score

N   : The number of student

Table 3.3 Classification of Score

No.	Classification	Score
1.	Very high	80-100
2	High	66-79
3	Enough	56-65
4	Low	40-55
5	Very low	<39

d. Diagram, Graph, Mean, Mode, Median, and Standard Deviation.

Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

S : The standard Deviation
SS : The square root of the sum of square
$\sum X^2$: The sum of square
$(\sum x)^2$: Total square of the sum
N : Total number of student [24]

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

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[24]Rukminingsi, Gunawan Adhnan, *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif*, Penelitian Tindakan Kelas, (2020)

2. Test Significant

Calculating the total score

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - \sum x^2)(N \sum y^2 - \sum y^2)}}$$

Where

$r_{xy:}$ = Difference Coefficient
N = The number of students/subject participating in the test
$\sum xy$ = The sum of the product of X and Y scores for each student
$\sum x$ = The sum of X score
$\sum y$ = The sum of Y score
$\sum x^2$ = The sum of squares of each X scores
$\sum y^2$ = The sum of square of each Y scores[25]

3. Test Effectiveness (N-Gain)

The N-Gain score test is calculated by subtracting the average pre-test score from the average post-test score, then dividing it by the standard deviation of the pre-test score. The N-Gain score test aims to determine the effectiveness of using a particular method or treatment in quasi-experimental research. The N-Gain score test is conducted by calculating the difference between the pre-test and post-test scores. Through this method, we can ascertain whether the use or implementation of a particular method can be considered effective or not. If the N-Gain formulation indicates significant differences, then the N-Gain score test is conducted.

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[25]Suharsimi Arikunto, *Prosedur Penelitian (Jakarta RinekaCipta 2022),* p.256.

Table 3.4 Category N-Gain

Presentase	Result
< 40	Not Effective
40 - 50	Less Effective
56 - 75	Moderate Effective
>76	Effective

Sources: Hake, R.R, 2022

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This chapter presents data descriptive analysis, inferential analysis, independent T-test and discussion based on the result of this research. Research conducted at Eight Grade of SMPN 4 Parepare which did experiment method using Narrative Blog to Improve Students English Reading Comprehension. This research using instrument test to measure about students reading comprehension. The explanation can be explained below:

1. Student's scores on the test instrument before and after undergoing treatment in the control and experimental class.

After collecting data from both classes, this research used pre-test and post-test to analyze the data, which was facilitated by Microsoft Excel used to calculate some scores, such as mean, minimum score, maximum score, median and mode score between the control class and experimental group. Based on the data that has been collected during the study, a table was obtained as shown in table below:

Table 4.1 Reading Assessment Rubric

RUBRIK PENILAIAN READING			
Aspek	Skor		Keterangan
Understanding main ideas	1		Able to identify the main idea of the text accurately
	2		Understand the content of the text well and can summarise clearly
	3		understand the content of the text well and can summarise fairly clearly
	4		Understands most of the text, but the summary is incomplete or not very clear.

38

		5		Poor understanding of the text, summary is unclear or inappropriate.
	Identifying details	1		Able to find important details in class
		2		Able to relate text content to in-depth and relevant knowledge
		3		Able to identify the content of the text with good knowledge and experience
		4		Difficulty finding details in the text
		5		Not able to identify the content of the text correctly
	Inference	1		Able to make inferences based on information in the text
		2		Can make inferences with little help
		3		Relate the content of the text to the conclusion
		4		Able to fill in the conclusion with personal experience
		5		Unable to make or relate the content of the text to the conclusion
	Vocabulary	1		Uses native-like vocabulary and expressions sometimes using inappropriate vocabulary
		2		Most of the time, using inappropriate vocabulary, conversation is limited due to limited vocabulary
		3		Often makes grammatical errors that affect meaning
		4		Uses incorrect vocabulary and limited vocabulary, making it difficult to understand.
		5		Grammar errors are so severe that it is difficult to understand.
	Contextual Understanding	1		Understand and correct everything without difficulty
		2		Understand almost everything accurately despite repetition of certain parts.

		3		Understand and match most of What is read
		4		Difficulty relating the content of the text to limited personal knowledge and experience.
		5		Unable to understand the content of the text read, understands inaccurately, even for simple conversations.
	Critical thinking	1		Able to critically evaluate the text and ask relevant questions
		2		Able to relate text content to personal knowledge and experience well
		3		Relates the content of the text to limited personal knowledge and experience
		4		Students can identify as main argument but summary is not complete or clear
		5		Unable to relate the content of the text to personal knowledge or experience
	Language Use	1		able to use language clearly and precisely
		2		Uses language well, with few errors or lack of expression
		3		Uses language moderately, but with some errors that interfere with comprehension
		4		Uses language but lacks spelling in reading
		5		Use language that is imprecise or difficult to understand

Assessment is done by scoring each criterion, usually by giving a score of 1 to 5 where 1 indicates excellent performance and 5 indicates very weak performance.

1		(Very Good) 80-100
2		(Good) 66-79
3		(Fair) 56-65

4	(Poor) 40-55	
5	(Very Poor) <39	

Table 4.2 Student's Score of Control Class and Experimental Class

No	Category	Experiment				Control			
		Score pre-test	Classification	Score post-test	Classification	Score pre-test	Classification	Score post-test	Clasification
1.	Max score	90	Very Good	100	Very good	90.00	Very Good	60,67	Fair
2	Min score	20	Very Poor	50.00	Poor	0,00	Very poor	80	Very good
3	Mean	50.33	Poor	81.67	Very Good	45.00	Poor	60.67	Fair
4	Modus	40	Poor	80	Very Good	70	Good	50	Poor
5	Median	45.00	Poor	80.00	Very Good	60.00	Fair	60.00	Fair

Based on the data table of student's score pre-test and post-test control and experimental class above, the result for the categories experimental class include the max pre-test score of 90 with very good classification and the max post-test score of 100 with very good classification, score min pre-test of experimental class is 20 very poor classification and min post-test score is 50,00poor classification. In the pre-test the mean score was 50,33 with poor classification and mean score in post-test was 81,67. In the pre-test the modus score was 40 with poor qualification and in the post-test the score was 80 with very good qualification. The median score in pre-test was 45,00 with poor classification and in the post test the score was 80.00 with fair qualification. And the result for the categories control class included the max pre-test

score was 90,00 with very good qualification and the max post-test score was 60,67 with fair classification, score min pre-test score was 0,00 with very poor classification and the score min post-test was 80 with very good classification. In the pre-test mean score was 45,00 with poor classification and mean in post-test was 60,67 with fair classification. In the pre-test modus score was 70 with good classification and in post-test modus score was 50 with poor classification. In the pre-test median score was 60,00 with fair classification and in the post-test median score was 60.00 with fair classification.

2. Student classification

   The results indicated that student's acquisition of vocabulary had increased after treatment. Table 4.6 shows the mean scores of the students' classification pre-test and post test.

Table 4.3 Student's Classification

No	Qualification	Experiment Pre test		Experiment Post test		Control Pre test		Control Post test	
		Frequencey	%	Frequency	%	Frequency	%	Frequency	%
1	Very Good	3	10%	24	80%	3	10%	9	30%
2	Good	3	10%	2	7%	7	23%	6	20%
3	Fair	5	17%	4	13%	6	20%	5	17%
4	Poor	14	47%	-	-	2	7%	10	33%
5	Very Poor	5	17%	-	-	12	40%	0	0%
	Total	30	100%	30	100%	30	100%	30	100%

From the results of the classification of experiment class pre-test and post-test scores above, the classification on the pre-test of the very poor classification frequency is 5 with 17% and the poor classification frequency is 14 with 47% and the fair classification frequency is 5 with 17% and good classification frequency is 3

with 10%. And very good classification frequency is 3 with 10%. Classification on the post-test, very good classification frequency is 24 with 80%, good classification frequency is 2 with 7%. And fair classification frequency is 4 with 13%. And the results of the classification of control class pre-test and post-test scores above. The classification on the pretest of the poor classification is 12 with 40% and poor classification frequency is 2 with 7% and fair classification frequency is 6 with 20% and good classification is 7 with 23%. And classification very good is 3 with 10%.. Classification on the post-test, very good classification frequency is 9 with 30% and good classification frequency is 6 with 20% and fair classification frequency is 5 with 17%. And poor classification is 10 with 33%

3. Significance Test

The following are the finding of the descriptive analysis of the research data

The descriptive statistical test aims to provide an overview or description of a data seen from the mean, standard deviation, maximum, minimum values. The following are the result of descriptive statistical in table.

Table 4.4 Descriptive of Pre Test experiment

Descriptive Statistics Pre Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	20,00	90,00	50,33	21.98
Valid N (listwise)	30				

Sources: *Output SPSS 2024*

According to the data above, the minimum score showed in 20,00. The maximum score showed 90,00, the mean score showed 50,33 which may category of **Poor Reading Comprehension**.

Table 4.5 Descriptive of Pre Test control

Descriptive Statistics Pre Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	00,00	90,00	45,00	19,87
Valid N (listwise)	30				

Sources: *Output SPSS 2024*

According to the data above, the minimum score showed in 00,00. The maximum score showed 90,00, the mean score showed 45,00 which may category of **Poor Reading Comprehension**.

Table 4.6 Descriptive of Post-Test experiment

Descriptive Statistics Post Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	50,00	100,00	81,67	21,78
Valid N (listwise)	30				

Sources: *Output SPSS 2024*

According to the data above, the minimum score showed in 50,00. The maximum score showed 100,00, the mean score showed 81,67 which may category of **Very Good Reading Comprehension**.

Table 4.7 Descriptive of Post-Test control

Descriptive Statistics Pre Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	10,00	80,00	60,67	43,90
Valid N (listwise)	30				

Sources: *Output SPSS 2024*

According to the data above, the minimum score showed in 50,00. The maximum score showed 100,00, the mean score showed 81,67 which may category of

Fair Reading Comprehension.

Table 4.8 Accumulation of Students Reading Comprehension.

No	Test Result	Score	Category
1	Pre Test Treatment	50,3	Poor Reading Comprehension
2	Pre TestControl	45,00	Poor Reading Comprehension
3	Post Test Treatment	81,67	Very Good Reading Comprehension
4	Post Test Control	60,67	Fair Reading Comprehension

Sources: Data of SPSS 2024

According to the result above, it prove that pretest treatment and pretest control class were poor category, while posttest treatment and control categorized as very good and fair category. The highest score was post test treatment.

4. Hypothesis Test

Following are the results of the data description:

Table 4.9 Hypothesis test

<table>
<tr><th colspan="10">Paired Samples Test</th></tr>
<tr><td></td><td></td><td colspan="5">Paired Differences</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td rowspan="3">Mean</td><td rowspan="2">Std. Deviatio</td><td rowspan="2">Std. Error</td><td colspan="2">95% Confidence Interval of the Difference</td><td rowspan="3">t</td><td rowspan="3">df</td><td rowspan="2">Sig. (2-</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>n</td><td>Mean</td><td>Lower</td><td>Upper</td><td>tailed)</td></tr>
<tr><td>Pair 1</td><td>Treatment Control</td><td>76,41</td><td>10.987</td><td>4.768</td><td>34.879</td><td>7.9870</td><td>3.876</td><td>29</td><td>,000</td></tr>
</table>

Based on the results of the analysis, it is obtained that the t_{test} value is 3.876 where to find out whether the t_{test} value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t_{table}. And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 30-1 = 29. It refer to the t_{table} value of 1.669.

If the calculated t_{test} was 3.876 and the t value from t_{table} (t distribution table) was 1.669, then the researcher concluded that there is a significant difference between the two test of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

The results of the analysis obtained t_{test} 3.876 >1.669, then the null hypothesis was rejected and the ha hypothesis was accepted. So, There is

significant different between experiment class and control class of Eight Grade of SMPN 4 Parepare.

Following are the results of the data description by using N Gain score

Table 4.10 N Gain score :

Descriptives				Statistic	Std. Error
Kelas				Statistic	Std. Error
NGain_Persen	Kelas Ekperimen	Mean		**91,1666**	6,03484
		95% Confidence Interval for Mean	Lower Bound	52,3343	
			Upper Bound	78,2212	
		5% Trimmed Mean		65,1235	
		Median		57,1429	
		Variance		546,290	
		Std. Deviation		23,37285	
		Minimum		**20,00**	
		Maximum		**100,00**	
		Range		66,67	
		Interquartile Range		40,48	
		Skewness		0,377	0,580
		Kurtosis		-1,327	1,121
	Kelas Kontrol	Mean		**75,333**	2,80421
		95% Confidence Interval for Mean	Lower Bound	10,9353	
			Upper Bound	22,9642	
		5% Trimmed Mean		16,7497	
		Median		20,0000	
		Variance		117,954	
		Std. Deviation		10,86068	
		Minimum		**10,00**	
		Maximum		**80,00**	
		Range		37,50	
		Interquartile Range		12,50	
		Skewness		-0,211	0,580
		Kurtosis		-1,180	1,121

According to the table above, the score of N Gain showed for experiment class for 91,1666 and for control class 75,333 which both

categorized in different which experiment class for >76 effective and control class for moderate effective.

B. Discussion

According to the explanation of the findings below, the discussion regarding to the Students English Reading Comprehension of Eight Grade of SMPN 4 Parepare effective using Narrative Blog.

The use of Narrative Blog has proven to be highly effective in enhancing the English reading comprehension skills of eighth-grade students at SMPN 4 Parepare. The approach utilized in this study integrated modern educational technology with traditional narrative storytelling, focusing on engaging students through interactive and visually appealing content. The blog format allowed for the presentation of narrative texts in a structured and accessible manner, which facilitated easier understanding and retention of the story elements such as setting, characters, plot, conflict, and resolution.

Throughout the treatment process, students of Eight Grade of SMPN 4 Parepare were actively involved in various activities that catered to different learning styles and preferences. The initial stages involved setting clear learning objectives for the day, emphasizing how the blog would be utilized to enhance reading comprehension. This was followed by an ice-breaking activity where students shared their favorite short stories, which not only encouraged participation but also established a personal connection to the learning material.

The researcher used the assessment of the students' reading indicators. I saw that students were able to understand some vocabulary in the text, and understand the meaning of a word when they read the text. The researcher used

strategies such as reading aloud, group discussions and analysis various narrative texts, which are very important in helping students understand the key elements of storytelling. When researchers gave questions to students (pre-test) where students were asked to read first and then work on multiple choice questions, in the multiple choice questions there were already questions related to the narrative text given, it can be seen from the students' answers when given the pre-test. From the pre-test questions, students are still unable to understand the meaning of words or draw conclusions and know the contents of the story text, therefore after being given several treatments regarding narrative text and narrative blogs, students are given post test questions where they are asked to re-read the blog narrative text and given multiple choice questions and it can be concluded that student scores on the post test have increased after being given the treatment. The incorporation of visuals, including images in blog posts, further enriched the learning experience by providing contextual cues and enhancing the comprehension of grade VIII students of SMPN 4 Parepare.

The introduction to blogging sessions provided students with a deeper understanding of blogs as learning tools. They learned to navigate through blog posts effectively, paying attention to features like headings, subheadings, bold or italicized text, and image captions. This not only improved their reading skills but also their ability to extract and synthesize information from digital sources a critical skill in today's information.

The results of the pre-test and post-test assessments clearly demonstrated significant improvements in students' reading comprehension levels. The post-test scores showed a notable shift towards higher achievement categories,

particularly in the experimental group that received the narrative blog treatment. This improvement was substantiated by statistical analyses, which indicated a significant difference between the experimental and control groups of Eight Grade of SMPN 4 Parepare.

Moreover, the N Gain scores highlighted the effectiveness of the narrative blog approach, with the experimental group achieving a higher mean gain compared to the control group. This suggests that students benefited more from the interactive and multimedia-rich environment provided by the narrative blogs.

The implementation of Narrative Blog effectively enhanced students' English reading comprehension skills of Eight Grade of SMPN 4 Parepare by making learning more engaging, interactive, and relevant. The integration of technology with traditional storytelling not only captured students' interest but also facilitated a deeper understanding of narrative structures and themes. This study underscores the potential of digital tools in transforming language education, offering educators innovative ways to promote literacy and comprehension among student.

According to the theory that defined by Anderson aligns closely with the approach taken in using Narrative Blog Interactive to enhance students' reading comprehension. Anderson characterizes narrative text as a form of storytelling that entertains readers through a sequence of events linked chronologically. This definition resonates with the interactive blog approach, where stories like myths, fairytales, and science fiction are presented in a structured manner using digital platforms.[26]

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[26]Kurnia Febianti, Sri Wahyuni, *The application of Blog as a teaching media in improving student's Reading skill*, (Indonesia: Educational Administratation and Leadersgip Journal, 2019) 1(1)

The context of teaching English reading comprehension, the narrative blog serves multiple purposes highlighted by Anderson. Firstly, it entertains students by presenting stories in a captivating manner, leveraging multimedia elements such as pictures and interactive features to engage their interest. This aligns with Anderson's view that narrative texts aim to entertain the audience while also prompting them to think about issues, learn lessons, or evoke emotions. The narrative blog interactive method allows students to experience stories from different perspectives, whether told from the viewpoint of characters within the narrative (*first-person*) or from an external narrator (*third-person*). This aspect mirrors Anderson's distinction between narratives depending on the narrator's role, illustrating how the blog format can accommodate various narrative styles to enrich students' comprehension.

This research also relevant to the research conducted from Dewi, Syahrul, Hilma Pami Putri which stated that the results showed that the student motivations to read analytical exposition text that was taught by using blog better than students motivation to write analytical exposition text who were not taught without using blogs. It indicates that blogs can be used as effective media to increase students' motivation reading. [27] Relevant with to the discussion on the effectiveness of Narrative Blog in improving English reading comprehension among eighth-grade students at SMPN 4 Parepare. Their research underscores the positive impact of utilizing blogs as educational tools to stimulate student engagement and motivation in reading activities.

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[27]Ratna Dewi, Syahrul, Hilma Pami Putri, *The Effect of Using Blog Toward Students Motivation to Understand Exposition Text*, (Indonesia: Journal of English Language Pedagogy, 2020)

The current study demonstrates that Narrative Blog effectively fosters a dynamic learning environment where students are actively involved in exploring narrative texts. By integrating modern educational technology with traditional narrative storytelling, the study at SMPN 4 Parepare leveraged blogs to present stories in a structured, visually appealing manner. This approach not only facilitated comprehension of narrative elements such as setting, characters, plot, conflict, and resolution but also catered to different learning styles through interactive activities and multimedia content.

CHAPTER V
CLOSING

A. Conclusion

According to the finding the conclusion of this research were Narrative Blog Interactive to improve students' reading comprehension of eight grade of SMPN 4 Parepare proved by the post test score of treatment class was 81,67 categorized as very good and post test for control class was 60,67 categorized as fair while t_{test} 3.876 >1.669, then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is significant different between experiment class and control class of Eight Grade of SMPN 4 Parepare.

B. Suggestion

1. For English Teacher of SMPN 4 Parepare, to continue integrating blogs and other digital platforms into teaching practices to enhance student engagement and comprehension.

2. For Next Researcher, to conduct more research issue due the concept of Narrative Blog.

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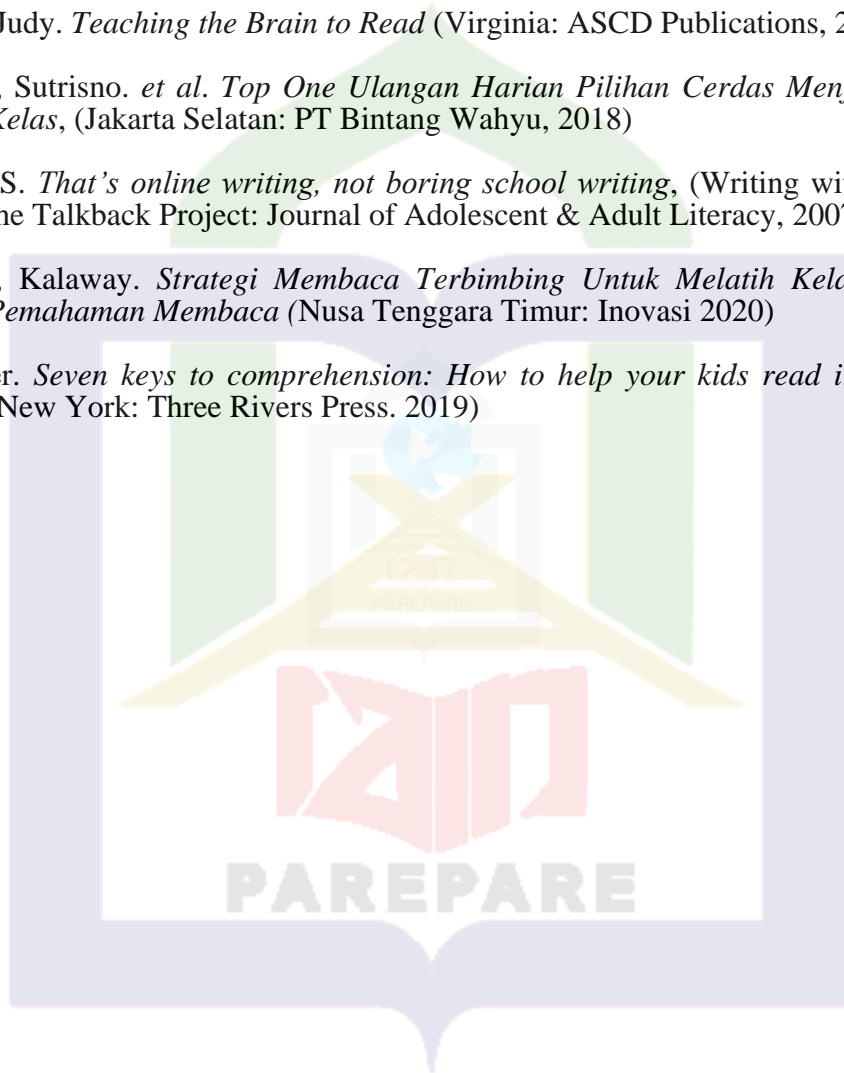
APPENDICES

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132
**Telepon (0421) 21307, Faksmile (0421) 24404**

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA	:	RahmadantiAsnawir
Reg Num	:	18.1300.029
Faculty/Program	:	Tarbiyah
Thesis	:	The Effect of Narrative Blog to improve Student English Reading Comprehension of Eight Grade of SMPN 4 Parepare

Appendix 1

Title	Problem	Variables	Indicators	Data Resource	Research Method
The Effect of narrative blog To Student English Reading Comprehension of Eight Grade of SMPN 4 Parepare	to examine the effect of English narrative blog to improving students' reading comprehension of eight grade of SMPN 4 Parepare	**1. independent variable:** The effect of narrative blog to student English reading **2. Dependent Variable:** the student English reading comprehension	The use of narrative blog to student English readier comprehension (Narrative Text, Visual Narrative Blog. **The student score of reading comprehension** - know meaning of word - understand the meaning of word	1. **Respondent:** The Eight grade student's in the 2024/2025 Academic Year 2. **Informant:** the English teacher of the eight grade 3.**Document:** **-** the name of the respondents - the student previous score of English test.	1. **Research Design:** A quasi-experimental research with pre-test and post-test 2. **Area determination Method** Simple random 3. **Respondent Determination method** Random sampling

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			- identify the main idea - determine the writer purposes		4. **Data Collection Method** - pre-test -post-test 5. **Data Analysis Method** This research will use Descriptive technique.
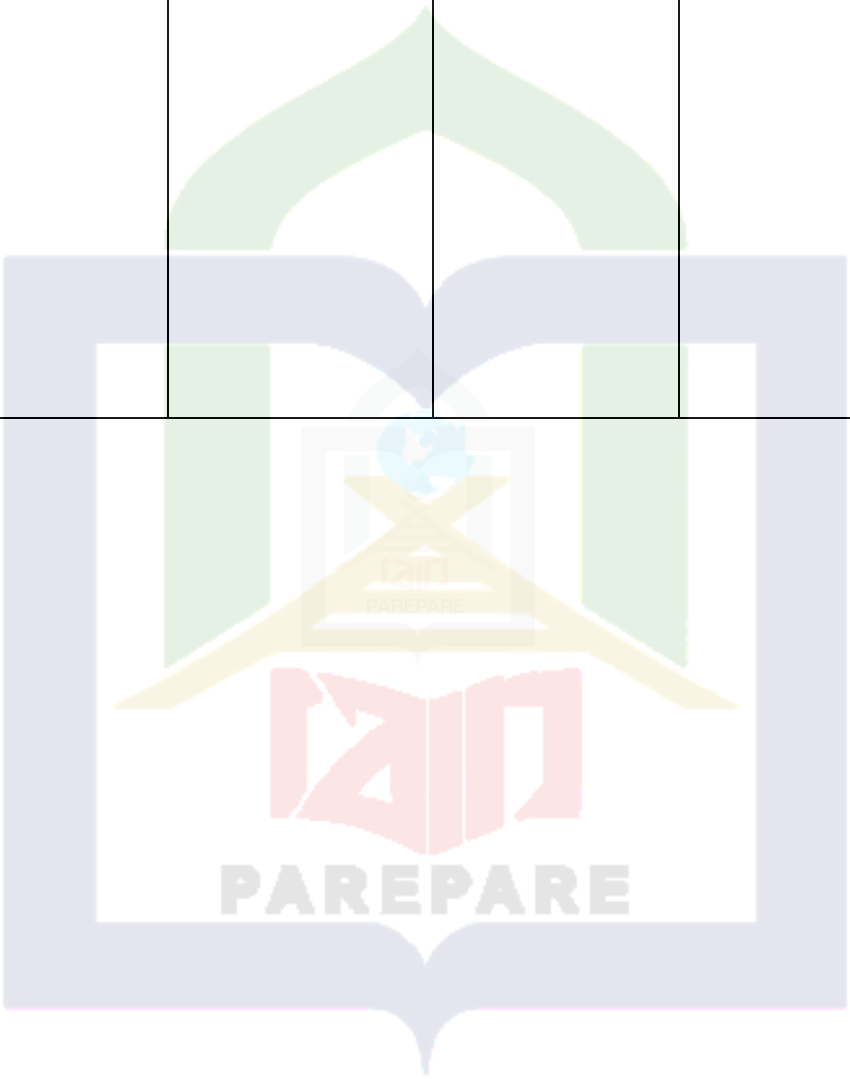
Appendix 2 Lesson Plan

LESSON PLAN

School	: SMPN 4 PAREPARE	Class	: VIII
Subject	: English	Time	: 2 x 45 minute
Materi	: Narrative Blog		

A. LEARNING OBJECTIVES

After following the learning process, students are expected be able to:

- Be able to read English text related to the material studied
- Improvement in vocabulary,comprehension, critical thinking,
- Use blog as a platform for discussion and comment

Tools & Resources		
❖ Tools	:	Personal computer, Whiteboard, Marker
❖ Resources	:	English Book, Dictionary, Internet

B. LEARNING ACTIVITIES

Introducing (15 minute)	
1.	Greetings and take attendence of the students
2.	Introduced the learning objective for the day which is using blog to teach specially for reading comprehension
3.	Convey motivation about what can be obtained (goals & benefits) by studying the material *Narrative Blog*

Main Activity (60 Minute)	**LITERATION ACTIVITIES** • The students are given reading materials on the topic "*Cucumber gold*" reading and analysis of short narrative text, a short narrative text is read aloud and analyzed together with the student to identify it is elements. **CRITICAL THINKING (BERPIKIR KRITIK)** • The Students identify the elements in the narrative text as

III

Introducing (15 minute)	
	setting, characters, plot, conflik, and conclusion of the story as much vocabulary as possible to improve their reading skill with the topic of **Narrative Blog**
	COLLABORATION (KERJASAMA)
	- The Students are divided into small groups (3-4 people). - Each group will given a different narrative text and asked to identify the elements that have been studied.
	COMMUNICATION (BERKOMUNIKASI)
	Group Discussion Results are Presented in Front of the Class. There were some narrative text which is completely with picture also.**.**
	CREATIVITY (KREATIVITAS)
	Conclude the material of *Narrative Blog*. Students provided an opportunity to ask.
Closing (15 minute)	
1	Students share their experiences in using blogs to learn narrative texts
2	Submit the lesson plan at the next meeting.

C. EVALUATION

The evaluation test consist of 10 multiple choice

LESSON PLAN

School	: SMPN 4 PAREPARE	Class	: VIII
Subject	: English	Time	: 2 x 45 minute
Materi	: Narrative Blog		

D. LEARNING OBJECTIVES

After following the learning process, students are expected be able to:

- Be able to read English text related to the material studied

- Improvement in vocabulary,comprehension, critical thinking,

- Use blog as a platform for discussion and comment

Tools & Resources		
❖ Tools	:	Personal computer, Whiteboard, Marker
❖ Resources	:	English Book, Dictionary, Internet

E. LEARNING ACTIVITIES

Introducing (15 minute)	
1.	Greetings and take attendence of the students
2.	Introduced the learning objective for the day which is using blog to teach specially for reading comprehension
3.	Convey motivation about what can be obtained (goals & benefits) by studying the material *Narrative Blog*

	PAREPARE

Main Activity (60 Minute)	**LITERATION ACTIVITIES** • The teacher shows some examples of narrative blogs and explains the main features such as picture and its relevance to the narrative text
	CRITICAL THINKING (BERPIKIR KRITIK) • The Students read the blog title to understand the main topic to be dicussed • Read the introductory paragraph to get a brief overview of the

V

	Introducing (15 minute)
	blog's content • Reading the entire text thoroughly or scanning quickly to find the most interesting sections. • For scanning, pay attention to subheadings, key points, and sentences in bold or italic.
	COLLABORATION (KERJASAMA) • The Students are divided into small groups (3-4 people). • Each group will given a different narrative text and asked to identify the elements that have been studied.
	COMMUNICATION (BERKOMUNIKASI) • Group Discussion Results are Presented in Front of the Class. There were some narrative text which is completely with picture also.**.**
	CREATIVITY (KREATIVITAS) • Conclude the material of *Narrative Blog*. Students provided an opportunity to ask.
	Closing (15 minute)
1	Students share their experiences in using blogs to learn narrative texts
2	Submit the lesson plan at the next meeting.

F. EVALUATION

The evaluation test consist of 10 multiple choice

Appendix 3

RESEARCH INSTRUMENT

Pre-test and Post test

Task 1

PetunjukPengisian

1. Instrument ini adalah alat yang digunakan untuk menganalisis penggunaan narrative blog efektive dalam pengajaran membaca dan pemahaman siswa.

2. hasil test ini tidak memengaruhi nilai saudara (i) dalam mata pelajaran bahasa inggris karena hasil test ini semata- mata digunakan untuk kepentingan penelitian

3. Atas partisipasi, dukungan dan kerjasamanya, peneliti mengucapkan banyak terimaksih

4. isilah identitas anda sesuai yang telah disediakan!

5. anda di beriwaktu untuk mengerjakan tes ini 35 menit!

Reading the narrative text bellow carefully choose the right answer by crossing a, b, c, or d.!

A long time ago, in a nice quiet village, there lived a wealthy merchant with his daughter--BawangPutih who was obedient and kind-hearted. The merchant's wife had long since passed away. One day, he brought a woman whom he was about to get married. The woman also has a daughter Bawang Merah. They now became BawangPutih's stepmother and stepsister.

When BawangPutih's father went to trade, the stepmother and Bawang Merah always treated her like a servant. BawangPutih did all the work such as cleaning the house, cooking, washing clothes and looking for firewood that was ordered by her stepmother. Whenever her work went wrong, the stepmother would punish her by not feeding her.

Every morning, her stepmother and Bawang Merah took turns shouting at BawangPutih to wash their clothes, yet they did not give her enough time to finish, and would even get mad because of their starvation. It made BawangPutih's body became thinner until her father fell ill, she was very sad because of it. She never left her father alone, but then God decided differently, her father died. She said in tears "Father, don't leave BawangPutih!".

All her life was more miserable, yet her stepmother and Bawang Merah were excited because the property and house of BawangPutih's father now belonged to them. They further tortured her, sometimes she would cry at night.

One day, Bawang Putih went to the river to wash clothes, she was sleepy and hungry. She did not realise that her stepmother's favorite shawl had washed away, it was drifting down the river. She said, "Oh no! Mother's favorite red scarf is gone. I daren't go home, she will scold me". Bawang Putih met a farmer who was washing his cow and asked about the red scarf. He saw that the red scarf was taken by an old grandmother who also was washing her clothes by the river--she lived in the mountain.

Bawang Putih immediately headed up the mountain, and there she found a wooden house and met the grandmother. There was one condition that the grandmother would give the red scarf back to her. Bawang Putih must help the grandmother first to cook, look for firewood, clean the house, and wash clothes. It was so easy for her because she used to doing it. Finally, she finished it all and the grandmother gave her the shawl and asked her to choose a gift between a small pumpkin and a large pumpkin. Bawang Putih chose the

small pumpkin and not the large one because she also carried a basket full of clothes. The grandmother gave her advice to not open the pumpkin until she arrived home.

On the other hand, they were in for quite a surprise. Because they found venomous animals such as snakes, scorpions, and spiders inside the pumpkin. They were bitten by the snakes and died in the middle of the forest. Their greed brought them to disaster. Meanwhile, Bawang Putih became wealthy because of the jewellery she had and continued her father's business. She enjoyed the fruits of her obedience and kindness.

Name :
Student's Number / Class :

The following text is for question number 1-10

1. **What did Bawang Putih's father do for a living?**

   o A) He was a farmer

   o B) He was a wealthy merchant

   o C) He was a teacher

   o D) He was a soldier

2. **Who became Bawang Putih's stepmother and stepsister?**

   o A) A kind neighbor and her daughter

   o B) A wicked woman and Bawang Merah

   o C) A rich widow and her niece

   o D) A poor woman and her daughter

3. **What happened to BawangPutih's mother?**

   o A) She left the family to travel

   o B) She passed away long ago

- C) She went to live with relatives

- D) She moved to another village

4. **What was the punishment Bawang Putih faced if she didn't complete her chores?**

    - A) She was sent to her room

    - B) She was scolded and punished

    - C) She was given extra food

    - D) She was praised for her efforts

5. **Where did Bawang Putih go to retrieve her stepmother's red scarf?**

    - A) To the market

    - B) To the river

    - C) To the mountain

    - D) To the forest

6. **What condition did the old grandmother set for returning the red scarf to Bawang Putih?**

    - A) She must clean the riverbank

    - B) She must cook a meal

    - C) She must bring her firewood

    - D) She must help with household chores

7. **What did the old grandmother offer Bawang Putih as a reward for her help?**

    - A) A bag of gold coins

    - B) A choice between a small pumpkin and a large pumpkin

    - C) A magical ring

    - D) A beautiful dress

8. **Why did Bawang Putih choose the small pumpkin?**

    - A) Because it was lighter to carry

- B) Because she liked smaller things

- C) Because the large one was too heavy

- D) Because the grandmother advised her to choose it

9. **What did Bawang Putih find inside the small pumpkin when she opened it at home?**

   - A) Gold and jewels

   - B) Snakes, scorpions, and spiders

   - C) Food and clothing

   - D) A message from her father

10. **What happened to Bawang Putih's stepmother and stepsister in the end?**

    - A) They became rich and successful

    - B) They got lost in the forest

    - C) They were bitten by venomous animals inside the pumpkin

    - D) They moved away to another village

After examining the drifting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.
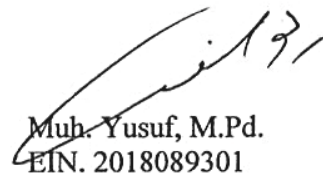
Parepare, 15 Maret 2024

Mengetahui,

Pembimbing Utama

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2010

Pembimbing Pendamping

Muh. Yusuf, M.Pd.
EIN. 2018089301

Reading the narrative text bellow carefully choose the right answer by crossing a, b, c, d.!

Move

Soon my holidays will be over. I have to enter a new level: college. That means I have to move soon. Moving to a place that is closer to the university where I study. I moved into an apartment right next to UMN. Even if I wake up late, I don't have to rush because it's so close. Yesterday, I just finished taking care of the move.

I brought all the things I needed from home. Camera, dispenser, rubiks, books, toiletries, everything. I don't need to prepare too many things because the room already has air conditioning, a bed, and a closet. The room is not too small and not too big either. It's enough and just right for me. Even though I live alone, I have to go home once a week.

It saves electricity, water, and money for food. Yoi. I'm still a homebody mentally. If something is free, why pay for it?

If I didn't live alone, I'd probably die before graduation. Commuting from my house to UMN is time-consuming, labour-intensive, and mentally painful. Especially with the traffic in Jakarta, which makes me even more concerned. That's one of the reasons why I chose to live alone.

My room is still too empty because there is no desk at all. So, for the time being, I'm putting things on the floor while looking for a table that is suitable for this room.

In the future, I will learn to take care of everything myself. It's all about training myself to be more independent. Washing my own dishes, cleaning the bathroom, buying gallon water when it runs out, washing my clothes, and also paying for electricity/water + internet. If there's no internet, especially in this day and age, I'm dead.

And most importantly, I don't have to wake up early in the morning to put on my uniform and go study. College is more liberating in this regard. I can wear clothes other than the uniform and organise my own schedule later. You can be sure that I'll be a homebody again. Yeah! #HomeboyLife

The following text is for question number 1-10

1. What is the main reason why the narrator is moving soon?

a. To start a new job

c. To travel abroad

b. To begin college

d. To visit friends

2. Why did the narrator choose to move into an apartment next to UMN?

a. Because it has a big balcony

c. Because it has a swimming pool

b. Because it is close to the university

d. Because it is cheap

3. What did the narrator bring with them from home to the new apartment?

a. Only clothes

b. Only books

c. Camera, dispenser, rubiks, books, toiletries, everything

d. Only food

4. According to the narrator, why is living close to UMN beneficial?

a. It allows for more social activities

b. It saves money on rent

c. It saves time and effort commuting

d. It provides a bigger living space

5. What is the narrator looking for to complete their room?

a. A new bed

c. A table

b. A larger closet

d. A bigger apartment

6. Why does the narrator consider themselves a "homebody"?

a. Because they like to travel

b. Because they prefer staying at home

c. Because they enjoy outdoor activities

d. Because they like to study in cafes

7. According to the narrator, why did they choose to live alone?

a. Because it is cheaper

b. Because commuting is time-consuming and stressful

c. Because they prefer solitude

d. Because their friends live far away

8. What tasks is the narrator learning to take care of themselves in the future?

a. Cooking only

b. Cleaning only

c. Washing dishes, cleaning, buying water, washing clothes, paying bills

d. None of the above

9. What aspect of college life does the narrator appreciate the most?

a. Wearing a uniform   c. Taking public transport

b. Organizing their own schedule   d. Studying in groups

10. How does the narrator feel about the transition to college life?

a. They miss high school   c. They feel liberated

b. They find it stressful   d. They prefer commuting

Appendix 4 Virtue of Cosultan Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3090 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE
DEKAN FAKULTAS TARBIYAH

Menimbang	: a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	: a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
Kesatu	:	Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
		2. Muh. Yusuf, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
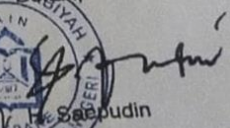
Nama	:	Rahmadanti Asnawir
NIM	:	18.1300.029
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Student's Reading Comprehension From English Comic In Eighth Grade Of SMPN 2 Bila Sidrap

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	05 Oktober 2021

Dekan,

H. Saepudin

Appendix 5 Research Permit Recommendation from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor	: B- 2710/In.39/FTAR.01/PP.00.9/07/2024	
Sifat	: Biasa	08 Juli 2024
Lampiran	: -	
H a l	: Permohonan Izin Pelaksanaan Penelitian	

Yth. WALIKOTA PAREPARE
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	RAHMADANTI ASNAWIR
Tempat/Tgl. Lahir	:	PAREPARE , 08 Juli 2024
NIM	:	18.1300.029
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	XII (Dua Belas)
Alamat	:	JL.JENDRAL AHMAD YANI KM.5

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"The Effect of Narrative Blog to Improve Studens English Reading Comprehension of Eight Grade of SMPN 4 Parepare"

Pelaksanaan penelitian ini direncanakan pada tanggal 10 Juli 2024 sampai dengan tanggal 20 Agustus 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

   1. Rektor IAIN Parepare

Appendix 6 Research Permit Recommendation from DPMPTSP

SRN IP0000574

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 574/IP/DPM-PTSP/7/2024

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **RAHMADANTI ASNAWIR**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JL. JEND. AHMAD YANI KOTA PAREPARE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE EFFECT OF NARRATIVE BLOK TO IMPROVE STUDENTS ENGLISH READING COMPREHENSION OF EIGHT GRADE OF SMPN 4 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 4 PAREPARE)**

LAMA PENELITIAN : **10 Juli 2024 s.d 20 Agustus 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **10 Juli 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Appendix 7 Statement has carried out Research From SMP NEGERI 4 Parepare

PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 4 PAREPARE
Jl.Handayani No 3. TLP.(0421) 22087. Parepare. 91112
Wabsite :smpn4parepare.sch.id Email: smp4parepare@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 421.6 / / UPTD SMP.04 /VII/2024

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 4 Parepare menerangkan bahwa:

N a m a	: **RAHMADANTI ASNAWIR**
Tempat dan Tanggal Lahir	: Parepare, 05 November 2000
NIM	: 18.1300.029
Jurusan/Prodi	: Pendidikan Bahasa Inggeris
Universitas /Lembaga	:INSTITUT AGAMA ISLAN NEGERI PAREPA (IAIN)

Benar telah melaksanakan Penelitian pada UPTD SMP Negeri 4 Parepare mulai tanggal 10 Juli s/d 20 Agustus 2024 dengan Judul :

" **The Effect of Narrative Blog to Improve Studens English Reading Comprehension of Eight Grade of SMP Negeri 4 Parepare** "

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 15 Juli 2024
K e p a l a,

HARTONO, S.Pd., M.Pd
NIP. 198004142003121005

Appendix 8 The Documentation Of Student Pre-Test and Post-test

The Student Pre-test Experiment

The Student Post-test Experiment

Post-Test

Nama : mutiara

Kelas : 8.1

(90)

Task 1

Petunjuk Pengisian

1. Instrument ini adalah alat yang digunakan untuk menganalisis penggunaan narrative blog efektif dalam pengajaran membaca dan pemahaman siswa.
2. hasil test ini tidak mempengaruhi nilai saudara (i) dalam mata pelajaran bahasa inggris karena hasil test ini semata- mata digunakan untuk kepentingan penelitian
3. Atas partisipasi, dukungan dan kerja samanya, peneliti mengucapkan banyak terimaksih
4. isilah identitas anda sesuai yang telah disediakan!
5. anda di beri waktu untuk mengerjakan tes ini 35 menit!

Reading the narrative text bellow carefully choose the right answer by crossing a, b, c, d.!

Move

Soon my holidays will be over. I have to enter a new level: college. That means I have to move soon. Moving to a place that is closer to the university where I study. I moved into an apartment right next to UMN. Even if I wake up late, I don't have to rush because it's so close. Yesterday, I just finished taking care of the move.
I brought all the things I needed from home. Camera, dispenser, rubiks, books, toiletries, everything. I don't need to prepare too many things because the room already has air conditioning, a bed, and a closet. The room is not too small and not too big either. It's enough and just right for me. Even though I live alone, I have to go home once a week.

It saves electricity, water, and money for food. Yoi. I'm still a homebody mentally. If something is free, why pay for it?

If I didn't live alone, I'd probably die before graduation. Commuting from my house to UMN is time-consuming, labour-intensive, and mentally painful. Especially with the traffic in Jakarta, which makes me even more concerned. That's one of the reasons why I chose to live alone.

My room is still too empty because there is no desk at all. So, for the time being, I'm putting things on the floor while looking for a table that is suitable for this room.

In the future, I will learn to take care of everything myself. It's all about training myself to be more independent. Washing my own dishes, cleaning the bathroom, buying gallon water when it runs out, washing my clothes, and also paying for electricity/water + internet. If there's no internet, especially in this day and age, I'm dead.

And most importantly, I don't have to wake up early in the morning to put on my uniform and go study. College is more liberating in this regard. I can wear clothes other than the uniform and organise my own schedule later. You can be sure that I'll be a homebody again. Yeah! #HomeboyLife

The following text is for question number 1-10

1. What is the main reason why the narrator is moving soon?

a. To start a new job

c. To travel abroad

b. To begin college

d. To visit friends

XX

2. Why did the narrator choose to move into an apartment next to UMN?

a. Because it has a big balcony   c. Because it has a swimming pool

✗ Because it is close to the university d. Because it is cheap ✓

3. What did the narrator bring with them from home to the new apartment?

a. Only clothes

b. Only books

✗ Camera, dispenser, rubiks, books, toiletries, everything ✓

d. Only food

4. According to the narrator, why is living close to UMN beneficial?

a. It allows for more social activities

b. It saves money on rent

c. It saves time and effort commuting

✗ It provides a bigger living space ✗

5. What is the narrator looking for to complete their room?

a. A new bed   ✗ A table ✓

b. A larger closet   d. A bigger apartment

6. Why does the narrator consider themselves a "homebody"?

a. Because they like to travel

✗ Because they prefer staying at home ✓

c. Because they enjoy outdoor activities

d. Because they like to study in cafes

7. According to the narrator, why did they choose to live alone?

a. Because it is cheaper

✗ Because commuting is time-consuming and stressful ✓

c. Because they prefer solitude

d. Because their friends live far away

8. What tasks is the narrator learning to take care of themselves in the future?

a. Cooking only

b. Cleaning only

✗ Washing dishes, cleaning, buying water, washing clothes, paying bills ✓

d. None of the above

9. What aspect of college life does the narrator appreciate the most?

✗ Wearing a uniform   c. Taking public transport ✓

Nama : mutiara
Kls : 8.1.
b. Organizing their own schedule   d. Studying in groups

10. How does the narrator feel about the transition to college life?

a. They miss high school   ✗ They feel liberated

b. They find it stressful   d. They prefer commuting

SCORE

Pre test treatment

No	Nama	Jawaban										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Student	10	0	0	10	10	0	0	10	0	0	40,00
2	Student	0	0	0	0	0	10	10	10	10	0	40,00
3	Student	10	10	10	0	0	0	10	0	10	10	60,00
4	Student	10	0	10	0	10	0	0	0	10	0	40,00
5	Student	0	0	10	10	0	0	10	0	0	10	40,00
6	Student	10	10	10	10	10	10	10	10	10	0	90,00
7	Student	0	10	10	0	0	0	10	10	0	0	40,00
8	Student	10	0	0	10	10	10	0	10	10	0	60,00
9	Student	0	0	10	10	0	10	10	10	10	10	70,00
10	Student	0	0	10	0	0	0	10	10	0	10	40,00
11	Student	10	10	0	0	10	10	0	10	10	0	60,00
12	Student	0	10	10	0	0	10	10	0	10	0	50,00
13	Student	0	0	10	10	10	10	10	0	0	10	60,00
14	Student	10	10	10	10	10	0	10	10	10	0	80,00
15	Student	0	10	0	0	0	0	0	10	10	0	30,00
16	Student	0	0	10	0	0	0	10	0	0	0	20,00
17	Student	0	0	0	0	10	10	0	10	10	0	40,00
18	Student	10	0	10	0	10	10	10	0	10	10	70,00
19	Student	0	0	0	10	0	10	10	0	10	0	40,00
20	Student	0	0	10	10	10	0	10	0	0	0	40,00
21	Student	0	0	0	0	0	10	0	0	10	0	20,00
22	Student	10	10	10	10	10	0	10	10	0	10	80,00

XXIV

No	Nama	1	2	3	4	5	6	7	8	9	10	TOTAL
23	Student	0	0	10	10	10	10	0	0	10	0	50,00
24	Student	10	10	10	0	0	0	10	0	0	0	40,00
25	Student	0	0	0	0	10	0	10	0	10	0	30,00
26	Student	10	10	0	0	0	10	0	10	10	0	50,00
27	Student	10	0	10	10	10	0	10	10	10	10	80,00
28	Student	10	10	0	0	10	10	0	10	10	0	60,00
29	Student	0	0	0	0	0	10	0	0	10	0	20,00
30	Student	10	0	10	10	10	0	10	10	0	10	70,00

POST TEST TREATMENT

No	Nama	Jawaban										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Student	10	10	10	10	10	10	10	10	10	10	100,00
2	Student	10	10	10	10	10	0	10	10	10	10	90,00
3	Student	10	10	10	10	10	10	10	10	0	10	90,00
4	Student	10	10	10	10	10	10	10	10	10	10	100,00
5	Student	10	10	10	10	10	10	10	10	10	0	90,00
6	Student	10	10	10	10	10	10	0	10	0	10	80,00
7	Student	10	10	10	10	0	10	10	10	10	10	90,00
8	Student	10	10	10	10	10	10	0	10	0	10	80,00
9	Student	10	10	10	10	10	10	10	10	10	10	100,00
10	Student	10	10	10	10	10	10	10	10	10	0	90,00
11	Student	10	10	10	10	10	0	10	10	10	10	90,00
12	Student	10	10	10	10	10	10	10	10	10	0	90,00
13	Student	10	10	10	10	10	10	0	10	10	0	80,00
14	Student	10	0	10	10	10	10	10	10	10	10	90,00

XXV

15	Student	10	10	10	10	10	10	10	0	10	10	90,00
16	Student	10	10	10	10	10	10	10	10	0	0	80,00
17	Student	0	10	10	0	10	10	10	10	10	0	70,00
18	Student	10	10	0	10	10	10	10	10	10	10	90,00
19	Student	10	0	10	10	10	0	10	0	10	10	70,00
20	Student	10	10	10	10	10	10	0	0	10	10	80,00
21	Student	0	10	10	0	10	10	0	0	10	10	60,00
22	Student	0	10	10	10	10	10	0	10	0	0	60,00
23	Student	0	0	10	10	10	0	10	10	0	10	60,00
24	Student	10	0	10	10	10	0	10	10	10	10	80,00
25	Student	0	0	10	0	10	0	0	10	10	10	50,00
26	Student	0	10	10	10	10	10	10	10	0	10	80,00
27	Student	10	0	10	10	10	10	0	10	10	10	80,00
28	Student	0	10	10	10	10	10	10	10	0	10	80,00
29	Student	10	10	10	10	10	10	0	10	0	10	80,00
30	Student	10	10	10	10	10	0	10	10	10	0	80,00
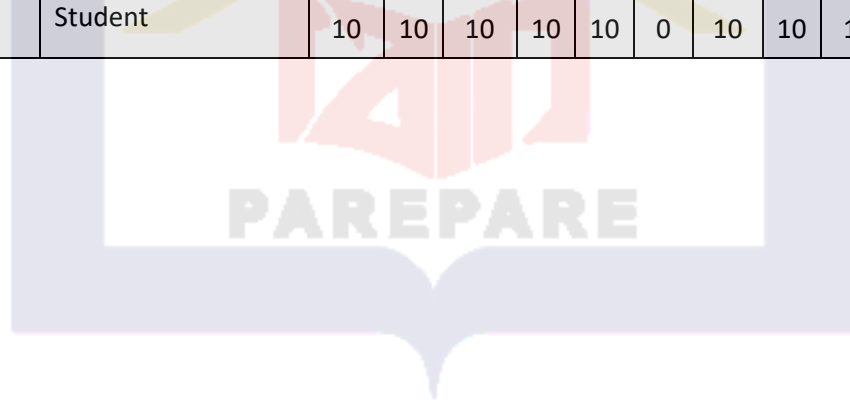
PRETEST CONTROL

No	Nama	Jawaban										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Student	0	10	0	0	0	0	0	10	0	0	20,00
2	Student	10	10	10	10	10	10	10	10	10	0	90,00
3	Student	10	0	10	10	10	10	10	0	10	0	70,00
4	Student	0	0	0	0	0	0	0	0	10	0	10,00
5	Student	10	0	10	10	10	10	10	0	0	10	70,00
6	Student	10	0	10	10	10	10	10	0	10	0	70,00
7	Student	10	0	0	10	10	10	10	10	0	0	60,00
8	Student	0	10	0	0	0	0	0	10	0	0	20,00
9	Student	10	0	0	10	10	10	10	0	10	10	70,00
10	Student	10	10	0	0	10	10	10	10	0	10	70,00
11	Student	0	0	0	0	0	0	0	10	0	0	10,00
12	Student	10	0	10	10	10	10	10	0	10	0	70,00
13	Student	10	0	10	10	10	10	10	0	0	0	60,00
14	Student	10	10	10	10	10	10	10	10	10	0	90,00
15	Student	0	0	0	0	0	0	0	10	0	0	10,00
16	Student	10	0	0	0	10	10	10	0	0	0	40,00
17	Student	0	10	0	0	0	0	0	0	0	0	10,00
18	Student	10	0	10	10	10	10	10	0	0	10	70,00
19	Student	10	0	10	10	10	10	10	0	0	0	60,00
20	Student	10	0	10	10	10	10	10	0	0	0	60,00
21	Student	0	0	0	0	0	0	0	0	0	0	0,00
22	Student	10	0	0	10	0	0	10	0	0	10	40,00
23	Student	0	0	0	0	0	0	0	0	10	0	10,00

XXVII

24	Student	10	0	10	10	10	10	10	0	0	0	60,00
25	Student	10	0	10	10	10	10	10	0	0	0	60,00
26	Student	0	10	0	0	0	0	0	0	10	0	20,00
27	Student	10	10	10	10	10	10	10	0	0	10	80,00
28	Student	0	10	0	0	0	0	0	10	0	0	20,00
29	Student	0	0	0	0	0	0	0	0	0	0	0,00
30	Student	0	0	0	10	0	0	10	0	0	10	30,00

POST TEST CONTROL

No	Nama	Jawaban										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Student	0	0	10	0	0	0	10	10	10	10	50,00
2	Student	10	0	0	10	0	0	10	10	10	10	60,00
3	Student	10	10	10	10	10	0	10	10	0	10	80,00
4	Student	0	10	10	0	10	0	10	10	10	10	70,00
5	Student	10	0	0	0	10	0	10	10	10	0	50,00
6	Student	10	10	10	0	0	10	0	10	0	10	60,00
7	Student	10	10	10	0	10	0	10	10	10	10	80,00
8	Student	0	10	10	10	0	0	0	10	0	10	50,00
9	Student	10	0	0	10	0	0	10	10	10	10	60,00
10	Student	10	10	10	0	10	10	10	10	10	0	80,00
11	Student	0	10	10	10	0	10	10	10	10	10	80,00
12	Student	10	0	0	10	0	0	10	10	10	0	50,00
13	Student	10	10	10	0	10	0	0	10	10	0	60,00
14	Student	10	10	10	0	0	0	10	10	10	10	70,00
15	Student	0	10	10	10	10	0	10	0	10	10	70,00
16	Student	10	0	0	10	0	0	10	10	0	0	40,00
17	Student	0	10	10	0	0	0	10	10	10	0	50,00
18	Student	10	0	0	0	0	0	10	10	10	10	50,00
19	Student	10	10	10	0	0	10	10	0	10	10	70,00
20	Student	10	10	10	0	0	0	0	0	10	10	50,00
21	Student	0	10	10	0	0	0	0	0	10	10	40,00
22	Student	0	0	0	0	0	0	0	10	0	0	10,00
23	Student	0	0	10	0	0	10	10	0	0	10	40,00

24	Student	10	0	0	0	10	0	10	10	10	10	60,00
25	Student	0	10	10	0	0	0	0	10	10	10	50,00
26	Student	0	10	10	10	10	10	10	10	0	10	80,00
27	Student	10	0	10	10	10	10	0	10	10	10	80,00
28	Student	0	10	10	10	10	10	10	10	0	10	80,00
29	Student	10	0	10	10	10	10	0	10	0	10	70,00
30	Student	10	10	10	10	10	0	10	10	10	0	80,00

CURRICULUM VITAE

Nama Rahmadanti Asnawir was born in Parepare on November 5, 2000. She is the second child among five siblings born to her parents, Mr. Asnawir SH and Mrs. Indo Ake. Rahmadanti Asnawir completed her education at Mattoangin Tiered Elementary School in Makassar and graduated in 2012. She continued her education at SMPN 10 Parepare from 2012 to 2015 and then pursued her studies at SMKN 3 Parepare majoring in Multimedia, graduating in 2018. Subsequently, she enrolled in a bachelor's degree program at the State Islamic Institute (IAIN) Parepare, majoring in English Education (PBI). Rahmadanti Asnawir conducted community service activities (PPL) in Tanete Village, Enrekang City in September 2021 as part of her university requirements. Following this, she completed her teaching internship (PPL) at SMPN 3 Pangkajene Sidrap in October 2021. She concluded her academic journey with her final project titled "THE EFFECT OF NARRATIVE BLOG TO IMPROVE STUDENT ENGLISH READING COMPREHENSION OF EIGHT GRADE OF SMPN 4 PAREPARE."