

**THE EFFECTIVENESS OF USING VENN DIAGRAM TO  
ENHANCE STUDENTS' COMPREHENSION IN READING  
NARRATIVE TEXT AT MTs YPM 1 WONOAYU**

**THESIS**

Submitted as partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in English Teaching



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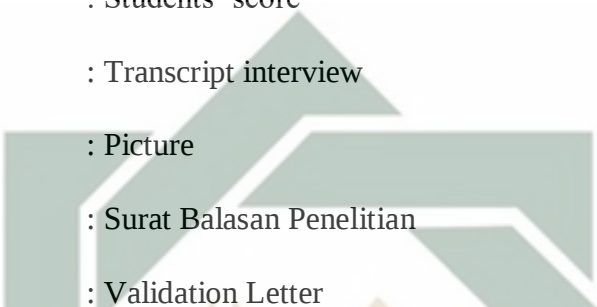




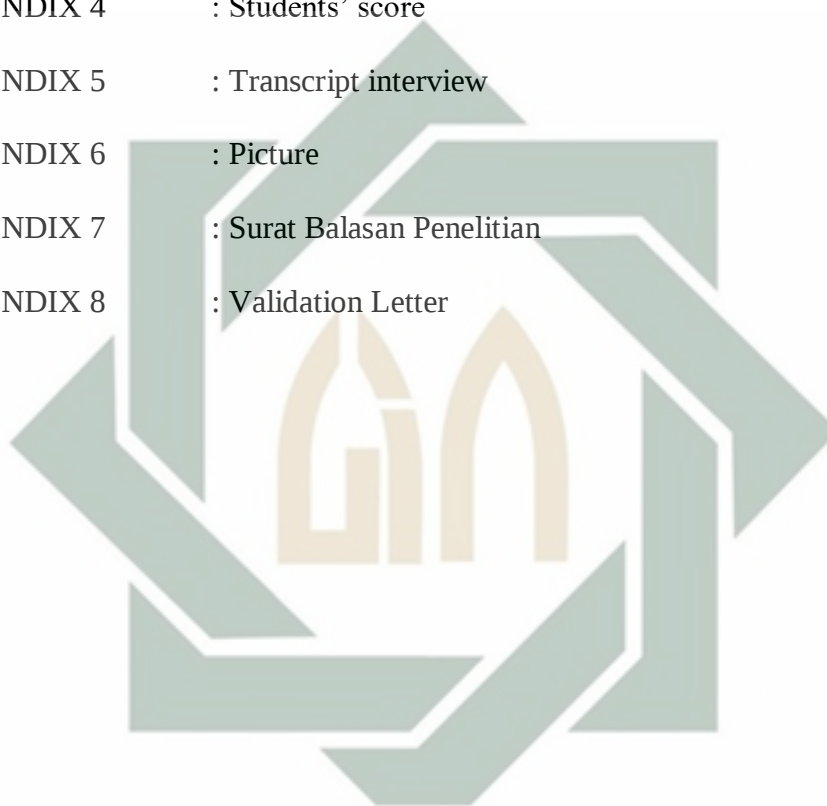




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reading but also to show the way to comprehend and to get the meaning of the text. In this research, reading comprehension is understanding the text or message by knowing the main idea of text. To knowing the main idea of a texts, students are needed to be focusing on just few words that deliver main idea. It is usually located at in the beginning and the end of a paragraph. Therefore, the students were hoped to be able to have main idea<sup>12</sup>.

<sup>12</sup> Jill Hadfield – Charles Hadfield, *Introduction to Teaching English* (Oxford: Oxford University Press, 2008),<sup>9</sup>

















Reading level aims to make the students comprehend the text in a different way. When the students read, they may comprehend the text in a different way. For example, when one student is asked to identify the main event of the story, the other student may tell what will happen in the next event of the story. In other words this is a creative way of comprehending the story. Creative comprehension plays an important part in the learning process.

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events and actors who are characterized as heroes or cowards, such as a citizen's story (folktale), animal's story (fable), legend, etc. A narrative text tells a story by describing a series of events and characters who are either heroes or cowards. It may be inferred that a narrative text is a spoken or written text that is used to interpret the significance of a message in a story.

Narrative is a type of genre that serves a societal function by amusing, entertaining, and dealing with real or imagined experiences in various ways. Narrative texts are concerned with events that culminate in a crisis or a turning point of some kind, which is subsequently resolved.<sup>33</sup>

Narrative text consists generic structures that can be provided as follow:

<sup>33</sup> Anizul Fatuni'mah, "*Teaching Reading Narrative Text Through PQ4R Strategy*". (Semarang: UIN Walingsongo, 2015), 17.



































that each of them tried making Venn diagram.

February, 14<sup>th</sup> 2019 was the second day for the students to get treatment. Students looked to be more enthusiastic in the first meeting today. The teacher began to invite students to tell their story. The text was titled "Merah of Bawang and Putih of Bawang". The second therapy was selected by the teacher herself. The teacher first requested that the students read the material. The teacher then requested the students to create the text-based Venn diagram. Students were instructed to gather significant facts concerning the characters, figures, location, time and events in the tale. The teacher then asked the students to explain their understanding of the story.

story. The text was titled "Merah of Bawang and Putih of Bawang". The second therapy was selected by the teacher herself. The teacher first requested that the students read the material. The teacher then requested the students to create the text-based Verbalization. Students were instructed to gather significant facts concerning the characters, actors, figures, location, time and events in the tale. The teacher then asked the students to explain their understanding of the story.

February, 16<sup>th</sup> 2019 was the last day for VIII-A students treatment. Students seemed to be really enthusiastic when asked them to make Venn diagram. In this occasion, the teacher gave them a text entitled The Legend of Banyuwangi. The teacher asked them to answer five questions afterwards. The teacher requested the students to response the question and make answer.





















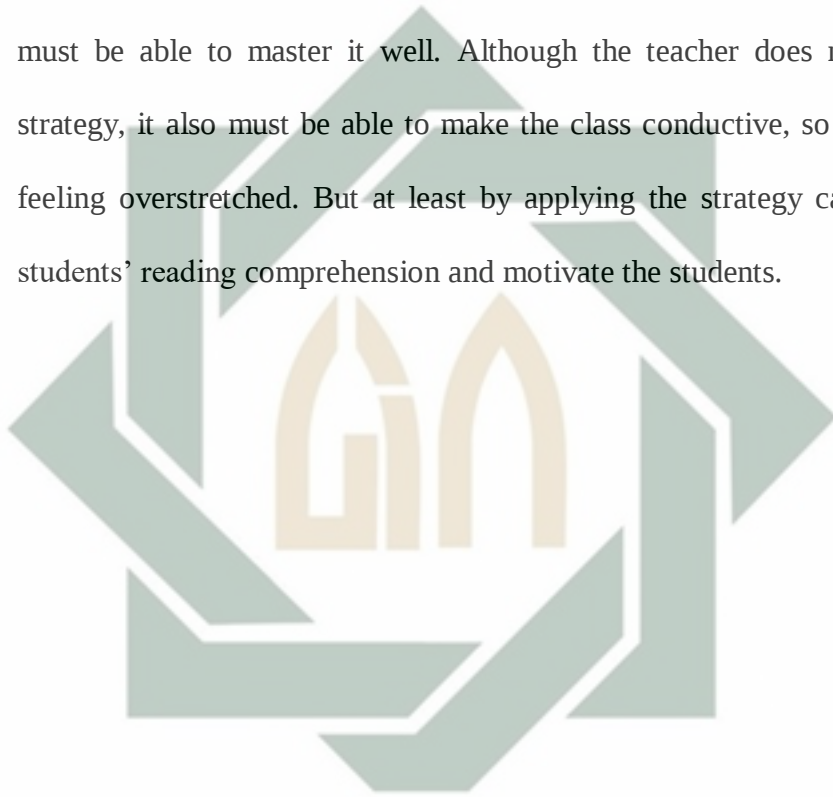








So, one of main causes of teacher problems faced in teaching reading is the use of strategies applied. Whatever the strategies, the teacher must be able to master it well. Although the teacher does not use the strategy, it also must be able to make the class conductive, so there is no feeling overstretched. But at least by applying the strategy can improve students' reading comprehension and motivate the students.





2. There are two problems faced by teacher during implementation of Venn diagram strategy. The first problem is the teacher felt difficult to ask the students to concentrate whereas students' concentration needed to apply this strategy. The second problem is the teacher was little bit overstretched to apply the strategy because the teacher low memorizing the procedure of the strategy and have the impact with mastering the strategy. Eventhough the procedure of Venn diagram strategy is simple to use but the teacher did not remember how the strategy works.

3. For other researcher: other researcher can use this research as an additional reference to carry out the similar research with the improvement which can make it more comprehensive.







