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**THE INFLUENCE OF THE APPLICATION OF ANECDOTE ON
IMPROVING STUDENTS' SKILL IN READING AT THE SECOND GRADE
STUDENTS OF SMAI AL AZHAR 5 CIREBON**

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati Cirebon* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education.



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2012



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ABSTRACT

HARIS HAMDANI : “THE INFLUENCE OF THE APPLICATION OF ANECDOTE ON IMPROVING STUDENTS’ SKILL IN READING AT THE SECOND GRADE STUDENTS OF SMAI AL AZHAR 5 CIREBON”

In real life, funny things are needed in order not to be boring. In the learning process also it is needed. So, we need the interesting thing. Something or incident that is funny or interesting, it can be called an anecdote. An anecdote is also type of text that can be read in enjoy situation. For reader, an anecdote is the type of text that is unique and interesting. It can be learnt by students in order not to be bored while reading because there is incident that can make the students fun.

Reading is important in the life, because we cannot avoid reading in the environment. There are things that can be read in the environment. For example, there are signs, brochures, magazines, etc.

The aims of the research which are done by the writer are to find out the data about the application of anecdote, find out the data about the students improvement in reading skill and to know if there is significant influence of the application of anecdote for students improvement in reading skill.

The techniques that are used by the writer in the research are observation, interview, and test. The writer uses the quantitative approach. It means that the data which have been collected are analyzed by means of the statistical analysis.

The conclusion of this thesis is that the result of the test is that the calculation of the average score about the application of anecdote is 7.3. The score is sufficient. Then, the result of the test is that the calculation of the average score about the improving of students’ skill in reading is 6.8. The score is sufficient. Based on the calculation of the formula Product Moment Correlation by Pearson, the result of computation of correlation between X and Y variable is 0.42. X variable is the application of anecdote and Y variable is the improving students’ skill in reading. The score 0.42 of the computation of product moment correlation can be assumed as “sufficient correlation”.



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PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be to Allah, the Master of the Universe. Because of His mercy and blessing, the writer is finally able to finish writing this thesis entitled in: “THE INFLUENCE OF THE APPLICATION OF ANECDOTE ON IMPROVING STUDENTS’ SKILL IN READING AT THE SECOND GRADE STUDENTS OF *SMAI AL AZHAR 5 CIREBON*”, presented to the Study Program of English Education of Faculty of *Tarbiyah* of *Syekh Nurjati* State Institute for Islamic Studies Cirebon in partial fulfillment of the requirements for Islamic Scholar in English Education.

In writing this thesis, there are many people involving in giving help, guidance, advice, and suggestion. Accordingly, the writer would like to express the gratitude to:

1. Prof. Dr. H. Maksum Mukhtar. M.A., the Rector of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.
2. Dr. Hj. Huriyah Saleh, M.Pd., the Chairwoman of English Education Department of State Institute for Islamic Studies *Syekh Nurjati* Cirebon and as the first supervisor who has given her valuable guidance, motivation, suggestion, and help the writer during the process of writing this thesis.



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3. Drs. H. Udin Kamiludin, M.Sc., the second supervisor who also has given his valuable guidance, motivation, suggestion, and help the writer during the process of writing this thesis.
4. Drs. H. Abu Malik, M.Pd., the headmaster of *SMAI AL AZHAR 5 CIREBON* who has permitted the writer to do the observation and research at his school.
5. Nur Azharudin, S.Pd.I., the English teacher of *SMAI AL AZHAR 5 CIREBON* who has given some information and let the writer observes his teaching.
6. His beloved parents and all his family who have given absolutely supports for his success in studying at the State Institute for Islamic Studies *Syekh Nurjati Cirebon*.
7. All friends in PBI-E who have given supports during his writing this thesis.
8. All lecturers who have transferred their knowledge and experiences to the writer when he was studying at State Institute for Islamic Studies *Syekh Nurjati Cirebon*.

Finally the writer realizes that this thesis is still far from being perfect. So, every constructive suggestion and criticism coming from the reader to make it more perfect will be gladly welcome.

Cirebon, July 2012

The writer



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CHAPTER I

INTRODUCTION

A. Research Background

There are four skills in mastering English, they are speaking, listening, writing and reading. Students should learn English by these skills, so they can master English well. In reading, students should concentrate to the text in order they understand the text well. Students focus on analyzing the text. Many experts discuss reading.

Mark (2004:15) informs that reading during the era of the spelling method was heavily influenced by the idea that reading is the act of orally repeating an author's very words. The Greeks and Romans attached primacy to the spoken word and to the art of oratory. The Greek philosopher Socrates, feeling that the discovery of the alphabet would destroy the use of memory in learning, used oral language exclusively and wrote nothing. Even private reading was usually done orally, or in a murmur. Saint Augustine, visiting with Bishop Ambrose of Milan in the year 384, commented on his peculiar habit of reading silently to himself.

From the information above, in the era of the spelling method reading is done by repeating orally an author's words. It is no written text that read by readers but directly spoken language.

According to Jeffries (2007:vi) reading is a complex activity that involves a wide variety of skills. Your ability to understand and remember what you read

depends in large part on your ability to apply these skills to your reading. Based on the opinion, there are skills in reading to support people in understanding the text, it is read by readers, so they will be able to understand the text well.

Sometimes, people only read the text without getting the main idea of the text, so they do not understand what they have read. In reading lessons, rote memorization was replaced with eloquent oral reading that may inspire readers and listeners to respond with patriotic fervor.

On the other hand, reading is the processes by which the meaning of a written text is understood (Richard, 2010: 483). Based on the statement, reading is an activity to understand the text which is read. If the process of reading is good so the text will be able to be understood well.

Many genres can be read by people, for example narrative text, procedure text, recount text, news items, hortatory exposition, anecdote, etc. For giving an interesting situation, anecdote is suitable to be discussed because it is a ridiculous text or story. By discussing this, students are interested in reading more. According to oxford learner's pocket dictionary (2008: 15) anecdote is short interesting story about a real person or event.

Djuharie (2007:45) explains that anecdote basically is like recount text, that is the text that contains event, incident, or activity that happens to someone or the experience of someone, but there is funny thing in the last of anecdote. If there is no funny thing in anecdote, there should be unique event, incident, or activity.



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An anecdote is always presented as based on a real incident involving actual persons, whether famous or not, usually in an identifiable place. However, over time, modification in reuse may convert a particular anecdote to a fictional piece.

After visiting *SMAI AL AZHAR 5 CIREBON*, the writer asks an English teacher there about the condition of second grade students in their reading skill. The teacher says that their skill in reading is still less, because they are late to understand the text when they read the text, their vocabularies are less and they are not interested in reading English text. Sometimes, students feel bored in learning English, especially in reading lesson. Students are lazy to read the text, this makes students' skill in reading less. Those are the problems of second grade students in *SMAI AL AZHAR 5 CIREBON*.

Based on the syllabus that the standard of competence here is to understand the meaning of monologue text formed anecdote accurately, fluently and get the concept of daily life and access knowledge. The basic competence is to understand and respond the meaning of monologue text that uses written language accurately, fluently and get the meaning of the text formed anecdote by indicator to identify the meaning of text and the steps on anecdote text.

So, by the problems above the writer is interested in doing research deeper in *SMAI AL AZHAR 5 CIREBON* under the title "THE INFLUENCE OF THE APPLICATION OF ANECDOTE ON IMPROVING STUDENTS' SKILL IN READING AT THE SECOND GRADE STUDENTS OF *SMAI AL AZHAR 5*



CIREBON” in order to give the contributions to the school for adding students’ skill in reading.

B. The Identification of the Problem

1. The Field of the Research

The field of the research in this thesis is reading. Reading is one of skills in mastering English. In reading, usually there are genres to be read. One of genres is anecdote, the writer only discusses one genre namely anecdote.

2. The Kinds of the Problem

The kinds of the problem are students do not understand about improving reading, and also the students are less interested in reading. The application of anecdote on improving students’ skill in reading that students can be more interested and fun in learning English.

3. The Main Problem

The main problem in this research is the students’ weakness or lack of improving reading text of anecdote.

C. The Limitation of the Problem

In this research, the researcher will limit the problem which has influence with the title of the thesis which is the influence of the application of anecdote on improving students’ skill in reading at the second grade students of *SMAI AL AZHAR 5 CIREBON*.



D. The Questions of the Research

The writer formulates the problem into three questions, namely:

1. How is the application of anecdote?
2. How is the students' improvement in reading skill?
3. Is there any significant influence of the application of anecdote for students' improvement in reading skill?

E. The Aims of the Research

In accordance with those real problem above, the aims of this research in this thesis as follows:

1. To find out the data about the application of anecdote.
2. To find out the data about the students' improvement in reading skill.
3. To know if there is significant influence of the application of anecdote for students' improvement in reading skill.

F. The Use of the Research

The research product hoped to be able to:

1. Improve the developing of language learning especially improving the students' skill in reading.
2. Improve teachers' creativity in teaching reading with anecdote.
3. Help the students to understand reading well, also expected to give fun information in reading anecdote.





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