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STORYTELLING AS A STUDENTS' READING NARRATIVE ACHIEVEMENT PARAMETER OF SECOND GRADE STUDENTS AT *SMPN 14 KOTA CIREBON*: A QUALITATIVE RESEARCH

A THESIS

Submitted to
English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in Partial Fulfillment of Requirements for the
Degree of *Sarjana Pendidikan Islam* (S.Pd.I)



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CIREBON
2012



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ABSTRACT

MASYITHOH PUTRI: STORYTELLING AS A STUDENTS' READING NARRATIVE ACHIEVEMENT PARAMETER OF SECOND GRADE STUDENTS AT SMPN 14 KOTA CIREBON: A QUALITATIVE RESEARCH

Reading is one of four important skills which should be mastered by English learners. Commonly, teaching reading comprehension will be evaluated by questioning, this technique cannot promise whether the students understand or not about the text. Relating to this issue, in this thesis, the researcher puts the storytelling technique as a method to determine the product of students' reading comprehension.

Reading is a complex activity including both of perception and thought. It is also consisting of two related processes, word recognition and comprehension, while, assessment is one of stages in teaching which is used to provide feedback and measure progress. And, Storytelling is an activity which requires the integration of many skills that are part of the comprehension process, such as understanding, remembering, and sequencing the events and major concepts presented in text.

This research is classified into a descriptive qualitative method because it was designed to observe the phenomenon include surveys and fact-finding enquiries of different kinds. The primary goal of this research is to know the implementation and the contribution of storytelling in assessing students' reading comprehension. It is also used to find out the problems of using this technique. The participants are the 2nd grade students at *SMPN 14 Kota Cirebon*, it takes a month for doing this research. The researcher used observation and questionnaire for collecting data, interviews and document analysis of students' score used as triangulation of the data resulted.

As results of this research, storytelling is an easy assessment which can be implemented. The problems found are the need of time consuming is longer than common technique, other problems are psychological factors such as interest and self-motivation. It gives contributions for students in understanding a narrative reading text. Storytelling motivates students to read and understand the text in whole, it is also make them struggling in reading.

Finally, the researcher concludes that using other techniques like storytelling to measure students' comprehension is good enough. The researcher expects this research will be able to help the next researcher who conducts the research in the same field. Moreover, the research's product is expected to be useful for developing technique of assessing reading comprehension.



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PREFACE

Alhamdulillahirabbil'alamin is the writer's first word to say, the deepest gratitude to Allah SWT for all his blessings and mercies, so the writer can finally finish this thesis, and only for him she gives all the hopes and wishes. *Shalawat* and *Salam* are always blessed upon our prophet Muhammad SAW who has guided us to the right way of life. This thesis entitled **Storytelling as a Students ' Reading Narrative Achievement Parameter of Second Grade Students at SMPN 14 Kota Cirebon: A Qualitative Research** which is presented to the English Education Department of *Tarbiyah* Faculty in partial fulfillment of the requirements for the Islamic Scholar in English Education (S.Pd.I).

Finishing this thesis is not easy and simple and the writer has spent much time. It, however, has given invaluable experiences. This thesis actually would never finish without supports, motivations, and contributions from many people. Her sincere gratitude then goes to:

1. Prof. Dr. H. Maksum, MA, as the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M. Ag, as the Dean of *Tarbiyah* Faculty.
3. Dr. Hj. Huriyah Saleh, M. Pd, as the Chairwoman of English Education Department and Sumadi, SS. M. Hum, as the Secretary of English Education Department.
4. Her best supervisors, Drs. Tohidin Masnun, M. Pd, as the first supervisor and Tedi Rohadi, M. Pd, SE, Dipl. TEFL, as the second supervisor. Best



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thanks for the time, knowledge, guidance, supports, and prayers during composing this thesis.

5. All lecturers who have willingly transferred their knowledge to the writer when she was studying at *IAIN Syekh Nurjati Cirebon*.
6. The writer's parents and her brothers who always support, pray, and love herself, thanks for all the things. Family is the most valuable thing she has ever had.
7. All of her good friends in PBI A: Ka Hakim, Aro, Dery, Ka Dian, Dikdik, Emi, Bundo Imay, Teh Iim, Irma, Ka Lukman, Nely, Nope, Ka Rizqon, Sasa, Ana, Hajah, Uu, Teh Nia, Teh Siti and Teh Mega, thanks for motivating and accompanying the writer in both happiness and sadness. Furthermore, for all of her friends in *IAIN Syekh Nurjati*, thanks for the togetherness in conducting research.

Finally, I admit that this thesis is truly not perfect. Therefore, any constructive comments from the readers will make this writing can provide a valuable contribution in the field of linguistics.

Cirebon, 03rd of August, 2012

The writer



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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading without understanding is not reading. A foreign language learner who said that “I can read the words, but I don’t know what they mean” actually he not reading, he is purely decoding, translating written symbols into corresponding sounds, (Ur, 2009: 138). Reading comprehension is actually has two elements supported, the process and the product. Many researches did the study concerned with the strategy used in the process of reading and its influence on the students’ reading comprehension, and when focusing on the product of reading, again, the study emphasizes merely on students score. As was stated by Alderson (2000: 5), there are at least two limitations to product approaches to reading: first is variation in the product and another one is the method used to measure the product.

Talking about the method used to measure the product of reading means discussing about such an assessment implemented by teacher for students. Traditionally, questioning is always applied to evaluate the students’ reading comprehension, and, usually in the form of written test. Assessment is actually designed to provide feedback and measure progress, (Pang, *et al*, 2003: 18). But, in fact, there is no best assessment which can be employed to



measure students' reading comprehension because each assessment should have its own purpose, (Harris, *et al*, 2007: 14).

Regarding with issue, however, assessment for reading is necessary, (Alderson, 2000: 2). In addition, Brown, (2000: 433) stated that assessment is a partner of teaching in learning process, because it can increase motivation as they serve as milestones of students' progress, stimulate learners to set goals for themselves, encourage retention of information through the feedback they give on learners' competence, provide a sense of periodic closure to various units and modules of a curriculum, encourage students' self-evaluation of their progress, promote student autonomy as they confirm areas of strength and areas needing further work, and aid in evaluating teaching effectiveness. Thus, it can be concluded that assessment has an important place in teaching reading.

Relating to the importance of assessment, in this thesis, the researcher puts the storytelling technique as a method to determine the product of students' reading. Storytelling takes a role as an oral test which is employed by the teacher for her students in order to measure students' comprehension of a narrative reading text. Halleck, in her thesis, (2007) stated that on any given school day, teachers assess reading comprehension by asking a student to read a story previously read, and then retell it. A correlation between a student's ability to retell the story and reading comprehension is drawn. Consequently,



comprehension is measured by students' ability to retell the main points of what they have read.

Talking about storytelling which is used as a technique in assessing students' reading comprehension of narrative text may be confusing. Since, reading and telling are pretty much different. To get the clear information, let's imagine yourself read any kinds of text, imagine you are reading a sensational gossip, or interesting novel, or an article in a newspaper. At the next time, you are going to tell your family, friends, or anyone about anything you have read. When you told them, of course, you did not bring the text, you told them directly based on what you remember, what you know, and what you comprehend regarding to the text, and surely by using your own words. Thus, again, the researcher conducts this research to know the implementation of storytelling in assessing students' reading comprehension. A good reader is one who can retell the information from text s/he has read, (Tovani, 2000).

According to Harris, *et al* (2007: 33), Oral retelling is a useful technique for monitoring students' reading comprehension, the teacher simply asks the student to retell or reconstruct what was read, because retelling requires the integration of many skills that are part of the comprehension process. Retelling a story entails understanding, remembering, and sequencing the events and major concepts presented in text (Hansen, 1978), quoted by Ibid. Moreover, Strong and North (1996), quoted by Halleck, (2007) confirmed that storytelling is a process that offers opportunities to practice

organizing, categorizing, and remembering information along with practice in predicting, summarizing, comparing and contrasting information, including all academic communication functions and reading comprehension strategies. Successful storytelling requires critical thinking skills. These skills take account of being able to identify the parts of the story and how they relate to the whole, having adequate vocabulary and language skills to tell the story, being able to organize thoughts into a logical sequence and, finally, having a strong link between expressive communication abilities and effective storytelling. Student storytelling is more than an assessment. It provides a medium through which students can actively construct meaning. Each time a story is told, language learning takes place. These skills are necessary for a successful oral retelling of a text that a student has previously read.

Those statements above fit with what Wren (a researcher at Southwest Educational Development Laboratory) supposed to that assessment should always inform instruction, he also added that certainly, reading assessment should not be strictly limited to the cognitive development of each student, it is also important to assess other aspects, such as affective aspect including students' motivation, enjoyment, interest, and habits, as well as situational aspects like availability of appropriate literature and home support. Halleck, (2007) confirmed that though current research on storytelling as an instructional tool is limited, a review of the literature indicates storytelling has the potential to be a positive instructional tool to add to the repertoire of



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strategies already in place in a literacy rich classroom (Isbell, Sobel, Lindauer, & Lowrance, 2004). Further, positive experiences with literacy may lead to an increase in reading motivation (Pachtman & Wilson, 2006).

In accordance with explanations above, the researcher conducts the big question about storytelling as the means to measure the students' reading comprehension of narrative text. Thus, the primary goals of this research are to describe the implementation of storytelling in assessing students' reading comprehension, to find out the problems may be appear during its process, and to describe the contribution of this technique for students.

B. Identification of Problem

1. The Field of the Research

The field of this research is Reading Comprehension, the implementation of storytelling in assessing students' reading comprehension. Assessing is one of stages in teaching process, a good assessment gives a good teaching process, and thus, it can influence the achievement of educational objective.

2. The Kinds of the Problem

There are some problems appeared in teaching English as a Foreign Language, particularly in evaluating students' competency of reading comprehension. The problems on this research are focused on the implementation of storytelling in assessing students' reading





comprehension, such as students' difficulties on comprehending an English text, inappropriate technique or strategy used by teacher which causes confusing learning, using score only to measure students' comprehension of a reading text, and preferring only one technique for assessing reading comprehension.

3. The Main Problem of the Research

The main problem of this research is the lack of students' comprehension of reading narrative text.

C. Limitation of Problem

To avoid broadening discussion, the researcher limits the problems into some points, there are: the implementation of storytelling in assessing students' reading comprehension, the problems found during the process, and the contribution of storytelling as a means in assessing students' reading comprehension of narrative text.

D. Questions of Research

To know how storytelling can be a tool for reading assessment, here are the research questions which are going to be answered by the researcher.

1. How storytelling is implemented in assessing students' reading comprehension?
2. What do problems appear by using this technique?



3. How does storytelling contribute to the students' comprehension of reading text?

E. Aims of Research

Relating to the questions research above, the aims of this research are:

1. To know the implementation of storytelling in assessing students' reading comprehension.
2. To find out the problems found by using this technique.
3. To know the contribution of storytelling for students.

F. Significance of Research

The research's product is expected to be useful for developing technique of teaching reading, especially technique for evaluating the teaching process. This research is hopefully help teacher to conduct interesting teaching process in order to get the learning objective. For students, it can be a medium for improving their comprehension of English reading text. In particular, this research enlarges the researcher's knowledge of teaching English, especially in assessing students' competency.



G. Definition of Key Term

To get the clear understanding of this study, the researcher would like to give some definitions of the following terms.

1. Storytelling

Storytelling is an activity which requires the integration of many skills that are part of the comprehension process, such as understanding, remembering, and sequencing the events and major concepts presented in text. In this research, the researcher puts the storytelling technique as a method to determine the product of students' reading, it takes a role as an oral test which is employed by the teacher for her students in order to measure students' comprehension of a narrative reading text.

2. Assessment

Assessment is one of stages in teaching which is used to provide feedback and measure progress. In particular, each assessment has different purpose that influences the variation of method used for assessing students' competency.

3. Reading Comprehension

Reading is a complex activity including both of perception and thought. It is also consisting of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.



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