

**THE CORRELATION BETWEEN THE STUDENTS' HABIT IN  
USING ELECTRONIC DICTIONARY AND THEIR ABILITY IN  
UNDERSTANDING NARRATIVE TEXT AT THE 11<sup>TH</sup> YEAR  
STUDENTS OF *MANU PUTRA BUNTET PESANTREN CIREBON***

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati State  
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Degree in English Education (S. Pd.I)



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## ABSTRACT

EVI MAULIDAH SOFIANI **THE CORRELATION BETWEEN THE STUDENTS' HABIT IN USING ELECTRONIC DICTIONARY AND THEIR ABILITY IN UNDERSTANDING NARRATIVE TEXT AT THE 11<sup>TH</sup> YEAR STUDENTS OF *MANU Putra Buntet Pesantren Cirebon*.**

The students in *MANU Putra Buntet Pesantren Cirebon* often face some difficulties in understanding narrative text especially at 11<sup>th</sup> year. their confusion in reading text which is appropriate and meaning the words. However, Majority of them bring electronic dictionary. The writer gives another way to teach Narrative text with using electronic dictionary. To analyze if there is positive and significant correlation between the students' habit in using electronic dictionary and their ability in understanding Narrative text.

According to James Ronald (2008) stated that The pocket electronic dictionary has the potential to be a powerful language learning tool. At the same time, it may be seen as an obstacle to communication, a waste of classroom time, and a source of conflict between foreign-language learners and the teachers. It means that it will give some benefits both for the teacher and the students along the learning process, while for the students, they can receive the teacher's explanation about narrative text easily, interesting and enjoyable to follow the learning process. So they can improve their capability in English and have the high causality to learn much about English.

The method of this research is quantitative research. The population is 40 students. the sample is 15 students. In collecting data are observation, interview and test. Test instrument are validity, reliability, the capacity of distinctive feature, and difficult index. In technique analysis is product moment.

In observation, the result is good, writer make criteria for each statement in observation, the score are from 5 until 1. In interview, the result is that there is some problems English teacher in teaching process and headmaster can't give the good facilities for learning and teaching process. In test, the result is good.

The conclusion of this research is the correlation between the students' habit in using electronic dictionary and their ability in understanding narrative text at the 11<sup>th</sup> year students of *MANU Putra Buntet Pesantren Cirebon* is effective. The average of the students' habit in using electronic dictionary is 6.9 it can be rounded into 7. The average of the students' understanding narrative text by using electronic dictionary is  $259:40 = 6.47$  The result of the correlation between variable X and variable Y is 0.80 It is in category high correlation.

**APPROVAL SHEET**

**THE CORRELATION BETWEEN THE STUDENTS' HABIT IN  
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**Assalamu'alaikumWr.Wb**

After guiding, analyzing, briefing, and correcting the writing of Evi Maulidah Sofiani's thesis, registered number 58430522 entitled in "**THE CORRELATION BETWEEN THE STUDENTS' HABIT IN USING ELECTRONIC DICTIONARY AND THEIR ABILITY IN UNDERSTANDING NARRATIVE TEXT AT THE 11<sup>TH</sup> YEAR STUDENTS OF MANU PUTRA BUNTET PESANTREN CIREBON**", we have the opinion that this thesis can be presented on the Tarbiyah Faculty of IAIN SyekhNurjati Cirebon.

**Wassalamu'alaikumWr.Wb**

Cirebon, February 2013

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## LETTER OF AUTHENTICITY

In the name of Allah, Most gracious, Most Merciful.

I acknowledge that this thesis is entitled in “**The Correlation Between The Students’ Habit In Using Electronic Dictionary And Their Ability In Understanding Narrative Text At The 11<sup>th</sup> Year Students Of *MANU Putra Buntet Pesantren Cirebon*”**”, is really my own writing with some quotations from some resources by using the acceptable method of writing.

Honestly speaking, I have written this letter of authenticity in accordance with the truth. I will be sincerely responsible for any risk that will happen in the future if it is proved to offend the ethic of scientific writing.

Cirebon, April 12<sup>th</sup> 2013

The writer

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## MOTTO

*Keberuntungan adalah sesuatu  
yang terjadi ketika kesempatan  
bertemu dengan kesiapan*

*“from the past, plan for the future by  
focusing on today”  
(Henry David Thoreau)*

## AUTOBIOGRAPHY



The writer's name is Evi Maulidah Sofiani. She was born on October 13<sup>rd</sup>, 1989 in Cirebon. She has one sister and three brothers. She is the fourth child in her family. Her father's name is Ciptarto and her mother's name is Ruqoyyah. The Educational backgrounds that have been finished are as follows:

1. The writer passed from the elementary School at *SDN 2 Buntet* graduated in 2001.
2. Junior High School at *MTS Nu Putri 3 Buntet Pesantren Cirebon* graduated in 2004.
3. Senior High School at *MAN Buntet Pesantren Cirebon* graduated in 2007.
4. Continue studying at the State Institute For Islamic studies (IAIN) SyekhNurjati Cirebon at Tarbiyah Department of English study program in the academic 2008 up to 2013.

## DEDICATION

From my deep and great love, this thesis is dedicated to:

All my le lectures in *IAIN SYEKH NURJATI CIREBON*, who have always been supporting and encouranging me.

The English teacher and head master of *MANU Putra Buntet Pesantren Cirebon*, who have given me chance to do the observation and help.

My beloved parents, Ciptarto & Ruqoyyah, who have donated me their love, Care and pray.

My big family who has been supporting and praying for me.

The light of my heart, has given me support, prayed for my success and Donated me his care.

All my friends in *PE CIREBON*, who gave me support and pray.

All my friends in *PBI-B*, who have given me care, love, pray for my success and support.



## PREFACE

### *Bismillahirrohmanirrohim*

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be to Allah who has taught writing by pen. With His merci and permission, the writer has been able to finish her thesis, be given to the prophet Muhammad (Peace Be Upon Him), his family and his followers up to the end of the world.

Alahmdulillah, the writer could finish this thesis, step by step and time by time. This thesis is presented to fulfill one of the requirements to achieve the degree of Islamic Scholar in Education at English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies (IAIN Syekh Nurjati) Cirebon.

In composing this thesis, there are so many people who participated, helped and advised directly and indirectly. So in this opportunity the writer would like to convey her sincere to profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA. The Rector of IAIN Syekh Nurjati Cirebon.
2. Dr. Hj. Huriyah Saleh M.Pd the Chairwoman of English Education Department of State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon, and also as the first Supervisor.
3. Dr. Asep Kurniawan M.Ag as the second supervisor.
4. The Headmaster of *MANU Putra Buntet Pesantren Cirebon*
5. All teachers of MANU Putra Buntet Pesantren Cirebon

6. The writer's beloved mother, her father, her brothers, her sister.
7. All the lecturers of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon, from them the writer has gained knowledge and experience in English.
8. Her best friend Havesween and all my friends in Pbi B who always help and give spirit and jokes.

The writer absolutely realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. Therefore, she would be pleased to accept comments and suggestions from the reader.

Finally, the writer hopes that thesis will be valuable to the readers, especially for the writer herself and for English Education Department of IAIN Syekh Nurjati Cirebon.

Cirebon, April 12<sup>th</sup> 2013

The writer

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# CHAPTER I

## INTRODUCTION

### A. The Research Background

Learning related to the process of cognitive, affective, and psychomotor that aims to get better change of attitude or behavior. And language has an important role to achieve the expected objective of learning, because human must socialize so got an individual experiment that supporting the learning process.

As we all know, language is a tool of communication. There are many kinds of language in the world. English is one of them which is spoken in many countries, and decided as the international language. In other words, English is the only instrument of communication for the sake international relationship.

According to Oxford Advance Learner's Dictionary of Current English (1995:662) Language is the system of sounds and words used by humans to express their thoughts and feelings. From that statement, it is absolutely known that every human being will absolutely use language for communication. Human being can interact with the other fellow human beings. So, language is the only absolute instrument for communication.

In Indonesia, English is studied as a foreign language. Teaching English as a foreign language refers to teaching English to students whose first language is not English and is taught in a region where English is not the dominant

language. And it has been one of the compulsory subjects which are taught formally at school. The *KTSP* curriculum of Junior High School states that one of the objective of English teaching: "Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris sebagai salah satu bahasa asing untuk meningkatkan daya saing bangsa dalam masyarakat global".

According to the statement above in learning language, especially English, there are four basic language skills that should be mastered by the students. They are listening, speaking, reading and writing. The above reasons also accrual indicates that English is taught to the students in our country, like Indonesia. It is taught to the students of University or collages and become a compulsory subject for the students of SMP and SMA.

According to the writer's observation, the students' reading skill in *MANU Buntet Pesantren Cirebon* at the 11<sup>th</sup> grader was still low. They still had difficulties in understanding the text. The texts which were taught in the second grader of Senior High School were a lot of text forms in English in the amount of more or less than 10 text forms. Although English has been taught at the Eleventh year (at *MANU Putra Buntet Pesantren Cirebon*), but so far they still find English difficult, especially in learning and understanding narrative text, their knowledge of Narrative text is too limited.

To know the real process of teaching and learning of English in the eight year students at *MANU Putra Buntet Pesantren Cirebon*, the writer has done observation on July 17<sup>th</sup>, 2012 by visiting the school and observing directly the

process of teaching and learning in the classroom. The writer found that they had difficulties in understanding narrative text. They had difficulties in understanding narrative text that are characteristics of text including the social function, generic structure, and language feature. The generic structure includes finding detail information and determining the parts of the text. The students' difficulties in reading were caused by some factors that might come from the students and the teacher.

Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text.

However, Majority of them bring electronic dictionary. Then, They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but he was too complex on the textbook. He usually taught using conventional way by staying in class and doing the exercises on the handbook. She used various techniques and media in teaching rarely. So, the students felt that English lesson was boring. All

of those factors made the students to have low motivation in learning English, especially reading.

These difficulties namely, their confusion in reading text which is appropriate and meaning the words that are true becoming their problem in the process of teaching and learning. Therefore, in writing this proposal, the writer has concentrated on reading, namely understanding narrative text. The writer than had found out the difficulties faced by the students which were becoming the problem in the process of teaching and learning.

People or students must know what narrative text is. They even not only know but they must understand it. In general, the student of Junior High School and Senior High School or Islamic Junior High School (MTS) and Islamic Senior High School (MA) whether state schools or private schools get difficulties in learning; moreover, when reading dictionary and understanding narrative text. The students' difficulties in understanding narrative text are of course becoming the teacher's responsibility. In this case, the teacher must help every student's difficulties in learning and solve their difficulties, so that they can understand.

In this case the main problem that I found in *MANU Putra Buntet Pesantren* is the lack of students' reading comprehension achievement especially in Narrative text. The writer gives another way to teach Narrative text with using electronic dictionary. The writer hopes through their habits in using electronic dictionary, the students will be easy to study Narrative text. The students in that school have many problems in learning English as a foreign language too. And

Beside that the students' English scores is not good enough. We can see from the data of students' scores at the 11<sup>th</sup> year of *MANU Putra Buntet Pesantren Cirebon* can be seen in the table 1.1 below.

**Table 1.1**  
**The Students' Score Test in English Lesson at Eleventh years of *MANU Putra Buntet Pesantren Cirebon* 2011 Years.**

Score	Daily test	Mid Test	Final Test
Average	64,87	65,02	64,25
High score	70	75	70
Low score	60	60	60

Sources: The students' score test at 11<sup>th</sup> year of *MANU Putra Buntet Pesantren Cirebon* 2011 Years.

From the data above that the students' achievement in English lesson at the eleventh years of *MANU Putra Buntet Pesantren Cirebon* is still low. Because the local standard scores in English lesson of that school is 65. It is must realize that there are many influence of the learning result.

The writer has discussed also about the students' habit in using dictionary. But most of them do not have dictionary. Some of them use an electric dictionary including the pocket dictionary in their phones. These difficulties, namely their confusion in understanding narrative text which were becoming their problem in the process teaching and learning was also becoming the problem in writing this thesis. In this case, the writer gives another way to teach Narrative text. Those are to use electronic dictionary.



According to Corris (2004) have shown in the case of Warlpiri, an Australian Aboriginal language, that electronic dictionaries can be more accessible and engaging than printed dictionaries for speakers of languages that are not highly codified or well represented in formal education. In these situations many dictionary users have only low levels of literacy and so they may have difficulty finding the entries they are looking for in a traditional alphabetically sorted list of headwords. Electronic dictionaries can assist these users by compensating for inexact spellings in searches, as well as providing a range of alternative methods to find dictionary content, such as hyperlinks between related words. Electronic dictionaries can also incorporate multimedia content, such as images, sounds and video, which might be difficult or impossible to include in printed dictionaries.

The statement above means that an electronic dictionary is a dictionary whose data exists in digital form. Electronic dictionaries were in effect, printed dictionaries made available in digital form: the content was identical, but the electronic editions provided users with more powerful search functions. But soon the opportunities offered by digital media began to be exploited. Two obvious advantages are that limitations of space (and the need to optimize its use) become less pressing, so additional content can be provided; and the possibility arises of including multimedia content, such as audio pronunciations and video clips.

The electronic dictionary will provide much easier access to its treasures. The user will not be relieved from the need to make choices and to think about the kind of information he needs, but the dictionary will make things easier by being more explicit and by offering the possibility to use any type of information available as a search feature. The abundance of information can be reduced by suppressing data that are irrelevant, given a specific search.

The statements above means that electronic dictionary make easily to understand narrative text. The user will not releved from the need to make choice and to think about the kind of information he needs. The writer thinks that to understand a Narrative, people or students must know what Narrative text is. In general, the students of Junior High School and Senior High School get difficulties in learning; moreover, when using electronic dictionary and understanding Narrative text. The students' difficulty in understanding Narrative text is of course becoming the teacher's responsibility. In this case, the teacher must help every student's difficulties in learning and solve their difficulties, so that they can understand well.

## **B. The identification of the Problem**

The identification of the problem in this thesis consists of some questions that correlate each other's and those aimed to the specific problem that will be done in the research.

### **1. The field of the research**

The field of the research in this thesis is reading comprehension

### **2. The kinds of the problem**

The approach of the research in this thesis taken by the writer is a quantitative research. It used to collect, organize, and analyze the data. This is presented by numbers, so that it can be measured, and interpreted by using statistical analysis.

### 3. The main problem

The main problem in this thesis is the students' confusion in understanding Narrative text.

## C. The Limitation of the Problem

Based on the background and the identification of the problem, the writer makes limitation. The limitations of the problem are:

1. The writer will limit her research only for the 11<sup>th</sup> year of *MANU Buntet Pesantren Cirebon*. Thus, the result of this study only generalized or applied to the target population, specifically to the 11<sup>th</sup> year of *MANU Buntet Pesantren Cirebon*. Because she has not many times to do research. It is impossible if she should do the research in all senior high school schools of *Cirebon*.
2. The students' achievement in this research, the writer only limit in understanding narrative text.
3. The Writer limits this research on X variable is The students' habit in using electric dictionary and Y variable is The students' ability in understanding Narrative text.
4. The writer limits the respondents are the writer her self, Head Master, English teachers, School employee, students. The writer also limits this research to give how to understand Narrative and the students' habit in using electronic dictionary.

#### **D. The Questions of the Research**

The writer formulates the questions of the research are as follow:

1. Do the students have good habit in using electric dictionary?
2. Do the students have good ability in understanding Narrative text?
3. Is there any positive and significant correlation between the students' habit in using electric dictionary and their ability in understanding Narrative text?

#### **E. Aims of the Research**

The aims of the research are as follow:

1. To know the data about the students' habit in using electric dictionary
2. To know the data about the students' ability to understanding Narrative text.
3. To know if there is positive and significant correlation between the students' habit in using electric dictionary and their ability in understanding Narrative text.

#### **F. The Usefulness of the Research**

The research is about “The Correlation between The Students' Habit in Using Electronic Dictionary and Their Ability in Understanding Narrative Text at The 11<sup>th</sup> Year of *MANU Putra Buntet Pesantren Cirebon*”. The writer also expects this research give some advantages:

1. To fulfill the requirements of S-1 degree at English Department of *Tarbiyah* of The State Institute for Islamic Studies (*IAIN*) *Syekh Nurjati Cirebon*.

2. To broaden up her knowledge in the field of education.
3. To reduce the difficulties in teaching reading.
4. The students' reading comprehension achievement can be more developed by using electric dictionary.
5. The students are more interested in learning reading comprehension.

### **G. The Assumptions of the Research**

The assumption of the research is based on the basic theory by James Ronald (2008) stated that The pocket electronic dictionary has the potential to be a powerful language learning tool. At the same time, it may be seen as an obstacle to communication, a waste of classroom time, and a source of conflict between foreign-language learners and the teachers. It means that by which understanding of these differing perspectives may help both language learners and teachers make the most of the potential of the electronic dictionary. According to Seymour Chatman (1978: 31) defined *narrative* as a structure which is made up of narrative statements.

The explanation above that between the students' habit in using electronic dictionary and their ability in understanding narrative text has relationship. Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by

which the reader constructs meaning by interacting with the text. the students can search the meaning of words or some difficult words by using electronic dictionary, so the students will understand narrative text well.

One problem we may face in the understanding of narrative text is the vocabulary. The use of dictionary could be the best thing to be done. And nowadays we can use such a dictionary software via our mobile phone or special tool for dictionary.

The explanation above makes the writer presume that between the students' habit in using electric dictionary and their ability in understanding narrative text has relationship. Because the effective readers know that when they read is supposed to make a sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

## **H. The Frame of Thinking**

According to the writer's observation, The writer found that they had difficulties in understanding narrative text. They had difficulties in understanding narrative text that are characteristics of text including the social function, generic structure, and language feature. The generic structure includes finding detail information and determining the parts of the text. The students' difficulties in

reading were caused by some factors that might come from the students and the teacher.

The writer thinks also about the students' habit in using dictionary. But most of them do not have dictionary. Some of them use an electric dictionary including the pocket dictionary in their phones. These difficulties, namely their confusion in understanding narrative text which were becoming their problem in the process teaching and learning was also becoming the problem in writing this thesis. According to Bautia Laufer (2000:1) stated that :

The paper investigates incidental vocabulary acquisition in two reading conditions: when unknown words are encountered in a paper text and glossed in the margin, and when they are read on computer screen and explained in an electronic dictionary. Two groups of adult learners of English as a foreign language, one in each condition, were unexpectedly tested on comprehension of 10 low frequency words, immediately after a reading task and two weeks later. The 'electronic text group' performed significantly better than the 'paper text group'. Long term retention was also affected by the type of information looked up in the electronic dictionary.

The statement above explains that we can see from the adult learners who try to find the unknown words by using electronic dictionary is better than paper dictionary. They feel much easier to find the meaning of words in electronic dictionary.

While the benefit of this research activity, it is hoped that it will be give some benefits both for the teacher and the students along the learning process, while for the students, they can receive the teacher's explanation easily, interesting and enjoyable to follow the learning process.

## CHAPTER II

### THE THEORETICAL FOUNDATION

#### A. The Main Theory

This thesis is arranged from the basic theory from Thomas C. Reeves, (1998:1) There are two major approaches to using media and technology in schools. First, students can learn “from” media and technology, and second, they can learn “with” media and technology. Learning “from” media and technology is often referred to in terms such as instructional television, computer-based instruction, or integrated learning systems. Learning “with” technology is referred to in terms such as cognitive tools and constructivist learning environments.

According to Harmer (2001: 134) stated that:

*Media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat serta perhatian siswa sedemikian rupa sehingga proses belajar terjadi.*

(Media is such things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention, and the students interest to build the teaching learning process).

The statements above means that Media and technology have been introduced into schools because it is believed that they can have positive effects



on teaching and learning. So from the statement above the students can use electronic dictionary as a media of learning process to understand Narrative text.

According to James Ronald (2008) stated that The pocket electronic dictionary has the potential to be a powerful language learning tool. At the same time, it may be seen as an obstacle to communication, a waste of classroom time, and a source of conflict between foreign-language learners and the teachers. It means that by which understanding of these differing perspectives may help both language learners and teachers make the most of the potential of the electronic dictionary.

According to Bautia Laufer (2010) stated that the main reason given for preferring Pocket electronic dictionary was convenience of use, as it is easy and quick to look words up, while printed dictionaries were preferred because of their greater detail and accuracy and the inclusion of examples and usage information.

According to Koyama and Takeuchi (2003) stated that found in an experiment that students could look up words about 23% faster with a pocket electric dictionary than with a pocket dictionary, but in real reading condition, electronic dictionary and pocket dictionary seemed not to differ widely in search time.

From the statement above that with using media electronic dictionary will make the process teaching and learning narrative text easily. Where the students these things make the students feel fun and interesting in learning the text.

## **B. The Nature of Reading**

### **1. The Definition of Reading**

In education, reading term has become a discipline of the knowledge. And that also has had a part of how ways to understand reading text. That is happened by the education linguist to facilitate student of language who wants to learn the language intermediately deeper, first to understand text reading.

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

No one can understand the complex process that we call reading. According to Prof. R. Carver (1990) stated that reading is one component of communication; communication includes oral language (speaking/listening), written language (writing/reading), and viewing. Reading, then, involves the communication of a message between an author and a reader. The meaning constructed by a reader is dependent to a large extent on the relationship between the author's purpose for writing the text and the reader's purpose for reading. Reading is more than just a visual task. A reader should see the print and identify it as a system as orthography familiarity with the distinctive feature of the alphabet and language skills enables the readers to identify the words.

Those skills lead the readers to comprehend the text well. In other words, it can be stated that reading is not merely a word calling activity or an accumulation of skills but it is a complex skill process that involves thinking with a purposeful process of identifying, interpreting, and evaluating. In reading, whole individual reacts in creating the meaning. Besides that, the readers must try to their activity a background of experiences, knowledge of language, thinking skills, attitude, and feelings.

According to Maker and Lenier (1986:142-143) cited in: Yuniarti, (2004) stated that: there are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type is suited to a particular type of reading a text and reading purpose, and each should be practiced at different speeds, as describes as follow:

- a. Use study reading on difficult textbook or technical material when your purpose is thorough understanding and/or memorization. Study reading rates usually do not exceed 250 words per minute.
- b. Rapid reading should be used when your purpose is to get a general idea of what you read and when the material is not extremely complicated. Types of materials suitable for rapid reading include newspapers, magazines, novels, and light non-fiction.
- c. Skimming is quickly looking over a selection to get a general idea rather than reading every word. It is used (1) when surveying a chapter or article, (2) when all you need is a general overview instead of careful

reading, and (3) when reviewing something you once read to refresh your memory. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

- d. Scanning is quickly searching for some particular piece or pieces of information in a text; the purpose of scanning is to extract certain specific information without reading through the whole text such as name, a place, or a date.

## **2. The Purpose of Reading**

The reading purpose is an importance aspect. In reading which is very often ignored for reading effectively. The negative effect, many readers of the text tend to equalize their strategy for all kind of reading. Last they only get main idea of a paragraph because they are trapped by difficult words in the text. Many opinion which says to purpose whatever reading needs understanding accurately what meaning in the text, the negative effect clearly which the reading purpose is fail achieved efficiently.

The explanation above is basic subject similarly by modern the education viewing which the reading is as one of the major skills involved for learning of a language is also a part of English learning the purpose, namely how ways to understand the contain in reading texts, the main idea in a paragraph, character of the text and etc.

When people are reading material, they must have a certain purpose. There is evidence that is a relationship implicitly between reader and the content of the text; reading for pleasure typically, though not always determines the choice of a text what is narrative or literary in style; reading for learning typically, though not always requires the selection of a prominently informative text.

Viewing differences would also distinguish in its interpretation. That is problem naturally in the education. That happens to in purposes of reading. As Davies states in order to facilitate such question, a preliminary summary of different reading purpose is presented below;

1. For Pleasure
  - 1.1 To follow a narrative.
  - 1.2 To enjoy the 'sound' and rhythm or rhyme of a literary text.
2. For a general impression
  - 2.1 To gain an idea of the writer's viewpoint
  - 2.2 To gain over all impression of the 'tone' of a text
  - 2.3 To decide whether or not to read the text
3. For organizing reading and study
  - 3.1 To identify the important content of a text
  - 3.2 To answer a specific question (s)
  - 3.3 To decide which section of a text to start studying
4. For learning content or procedures
  - 4.1 To gain an understanding of new concepts
  - 4.2 To learn certain facts from a text
  - 4.3 To follow instructions
5. For language learning
  - 5.1 To 'translate' the text, literally or metaphorically
  - 5.2 To learn new vocabulary
  - 5.3 To identify 'useful' structures or collocations
  - 5.4 To use the text as a model for writing
  - 5.5 To practice pronunciation. (Davies, 1995:133).

Reading purpose is distinguished into three parts, there are as follow;

1. Cognitive and intellectual. Cognitive and intellectual are reading purpose to be knowledge more.
2. Referential and factual. Referential and factual are reading purpose to know actual facts in this world.
3. Affective and emotional. Affective and emotional are reading purpose to know pressure.

From the explanation above is clearly that there is a wide range of specific purposes for which we may read and that our specific purposes may change during the course of reading a single text. The section above provides a source for the selection of questions for different groups of students and different context of study. It also provides a basis for considering the type of reading most appropriate for specific reading purposes.

### **3. Intensive Reading**

Most of the reading skills are trained by studying shortlist text in detail. This approach is described traditionally as intensive reading (Nuttal, 1994:38). According to Nuttal (1994), “Intensive reading involves approaching the text under the guidance of a teacher (the right kind of guidance, as defined earlier) or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but how the meaning is produced”.

Within intensive reading, a further distinction can be made between skill-based and text-based teaching (Nuttal, 1994:38). According to Nuttal (1994), stated that: “in a *skill-based* lesson, the intention is to focus on a particular skill, e.g. inference from context. A *text-based* lesson, on the other hand, is what we usually have in mind when referring to an intensive reading lesson: the text itself is the lesson focus, and students try to understand it as fully as necessary, using the skills they have acquired”.

#### **4. Reading Comprehension**

The reading comprehension is generally used to refer the ability to understand spoken and written language. It involves the ability to extract meaning from a text or from what someone says and the ways in which we extract the meaning will depend on the purpose in reading, interacting or listening. In general, good comprehension means recognizing and understanding general ideas and facts are organized and developed.

According to Maria (1990) stated that: reading comprehension is a process of constructing meaning from written text through the interaction of the readers' knowledge, the readers' interpretation of the language and the situation in which the text is read.

A. J. Harris (1981) stated that: proposes three elements in reading comprehension. The first element is decoding lexical access, means that the receivers (readers) must have the ability to recognize the structure of the

sentences. The second one is decoding text organization; it is the ability to recognize the foundation of the text, the purpose and kind of text. The third one is decoding meaning from the printed units larger than single words, this element push the reader to correlate their knowledge with the text that they read.

### C. The Nature of Narrative Text

#### 1. Definition of narrative

According to Oxford Learner's Pocket Dictionary (1995:275) narrative is (1) story . (2) story - telling. Here are some definitions of Narrative:

1. Shlomith Rimmon-Kenan (1983: 2) defined *narrative fiction* as 'the narration of a succession of fictional events'.
2. Mieke Bal (1985: 3) defined *narrative* as a corpus which should consist 'of all narrative texts and only those texts which are narrative' (my emphasis).
3. Seymour Chatman (1978: 31) defined *narrative* as a structure which is made up of narrative statements.
4. According to Rojas (2010) stated text features of narrative text is presented below :
  1. to engage a reader's attention
  2. to create characters
  3. to set a mood or create an atmosphere
  4. to bring writing to life



Narrative has the following structure:

1. An orientation in which the characters, setting, and time of the story are established (usually answers who, when, where).
2. A complication(s) or problem which involves the main character(s).
3. A resolution(s) to the complication.

According to English alive senior high school, Tri Indaryati (2010) stated that: Narrative is text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers.

Generic structure of narrative text:

1. Orientation : Introducing and informing the time and the place.
2. Complication: Describing the rising crises which the participants have to do with.
3. Resolution : Showing the way of participants to solve the crises, better or worse.

Language features: using processes verbs; using conjunction and using simple past.

## **2. The Dualistic Nature of Narrative**

Fortunately, there is broad agreement on the *dualistic* nature of narrative: that it has a *what* and a *way*. The *what* of narrative can be viewed in terms of narrative *content*, which consists, as far as the main elements are

concerned, of *events, actors, time* and *location*. The *way* has to do with *how* the narrative is told.

The *what* is also called the *story*; or what is also known as the *histoire* by the French structuralists, or *fabula* by the Russian Formalists. The *way* is the *discourse*, or what the French structuralists called *discours* or the Russian Formalists called *sjuzet*. These terms and the difference between *story* and *discourse* are indicated in the tables below. This dualism is found in the title of an important book of narrative: *Story and Discourse* by Seymour Chatman.

**Table 2.1**  
**The What and The Way of Narrative**

	English	French	Russian
What	Story	Histoire	Fibula
Why	Discourse	Discourse	Sjuzet

Source : *Story and Discourse* by Seymour Chatman.

**Table 2.2**  
**Meaning of Story and Discourse**

Narrative	Meaning
Story	<i>what</i> narrative is: its content, consisting of <i>events, actions, time</i> and <i>location</i>
Discourse	<i>how</i> the narrative is told: arrangement, emphasis / de-emphasis, magnification / diminution, of any of the elements of the content

Source : *Story and Discourse* by Seymour Chatman

It may be useful to divide *narrative discourse* into two further aspects: the story-internal aspect, and the aspect which involves an interaction with story-external factors. The definition of *discourse* in table 2.2 above as ‘the

arrangement, emphasis / de-emphasis, magnification / diminution of any of the elements of the content' has to do with the story-internal aspect of *discourse*. Also important in my view, is the story-external aspect, which tells us how the narrative arises, how it ends, what are the motivating factors in the telling, beginning, ending and continuation of narrative and so on. Such a view of narrative does not look at it as an autonomous entity. Some of these story-external factors will be discussed later in this book.

### 3. Three-Level Descriptions of Narrative

Sometimes, a *three*-level division of narrative is proposed. According to Bal (1985: 7-9), for example, we have the *fabula*, the *story* and the *text*:

1. The *fabula* is a series of logically and chronologically related events, caused or experienced by actors. Bal calls this the *deep* or *abstract structure* of the text.
2. The *story* is the way the *fabula* is looked at, and consists of the 'aspects' or 'traits' peculiar to a given story. We must note here that Bal's definition of *story* is quite different from that given above, and also from the definitions given by Chatman and Rimmon-Kenan.
3. Finally, there is the *text*, by which one uses *language signs* to relate a *story*, which is produced by an *agent* who relates the *story*.

Another three-level conception is given by Rimmon-Kenan (1983: 3-4) stated that: To her, a *narrative* consists of *story*, *text* and *narration*.

- a. The *story* is equivalent to the *histoire* and *fabula* mentioned above; the *story* to her is an abstraction of text events.
- b. *Text*, to Rimmon-Kenan is equivalent to *discours*, and consists of what we read or hear. The *text* is spoken or written discourse *as it is told*; the *events* of a *text* need not be arranged in chronological order.
- c. *Narration* is the process of production, and involves an agent who produces the text.

In spite of the obvious added advantages of giving a three-level description of narrative, you will notice that for the most part, the two-level division into *story* and *discourse* is usually adequate for most purposes. However, a third level of *text* may be useful if it refers to the physical entity where the narrative resides: for example, the pages of a book, the acts of a play, etc.

#### **D. The Material of Narrative Text**

In this research, the students use electronic dictionary as a media of learning process to understand Narrative text, the objectives of learning are that the teacher can make the process teaching and learning narrative text easily to understand, to know the basic theory and purpose of narrative text and to analyze the generic structures and language features. Where the teacher these things make

the students feel fun and interesting in learning the text. The materials that are used in the research are as follows

The Generic structure of narrative text:

- a. Orientation : Introducing and informing the time and the place.
- b. Complication: Describing the rising crises which the participants have to do with.
- c. Resolution : Showing the way of participants to solve the crises, better or worse.

Language features: using processes verbs; using conjunction and using simple past.

### **Read the text!**

#### **Cinderella**

Once upon a time there was a beautiful girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsisters. They were very mean. She had to do all the house work.

One day an invitation to the castle came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the castle without her.

Fortunately, the fairy good mother came and helped her to get to the castle. At the castle, Cinderella danced with the prince. The prince fell in love with her. Then, he married her. They lived happily ever after.

Generic structure of narrative text:

- a. Orientation : Once upon a time, there was a little girl called Cinderella
- b. Complication: But she was very poor. She lived with her stepmother and stepsisters. They were very mean.
- c. Resolution : Fortunately, she met a prince. He fell in love with her.

Language features: using processes verbs ; using conjunction and using simple past.

## **CHAPTER III**

### **THE METHODOLOGY OF THE RESEARCH**

#### **A. The Objective Of The Research**

The objective of the research is to to know the correlation between the students' habit in using electronic dictionary and their ability in understanding narrative text at the 11<sup>th</sup> year students of *MANU Putra Buntet Pesantren Cirebon*.

#### **B. The Place and Time of The Research**

The place of the research is *MANU Buntet Pesantren Cirebon*. It is located at *Jl. YLPI Buntet Pesantren Desa Mertapada kulon Kecamatan Astanajapura Kabupaten Cirebon*. The writer chooses English for the second grade of senior high school. The writer visits and interviews the Head master, the teacher, the staffs and students. The writer begins to do the research on July 17th – September 17th 2012.

#### **C. The Method of The Research**

The method of the research is a quantitative research. It means that the data which is obtained from the field of the research the analyzed statistically of by means of numbers by using product moment correlation. Quantitative research based on computation and measurement, operational variables and statistics.

#### **D. The Variables of The Research**

There are two variables in the research:

a. X Variable

According to Dean Brown (1991:10) an independent variable is variable selected by the researcher to determine their effect on or relationship with the dependent variable. The X variable is The students' habit in using electric dictionary

b. Y Variable

According to Dean Brown (1991:10) the dependent variable is observed to determine what effect, if any, the other types of variables may have on it. The Y variable is The students' ability in understanding Narrative text.

#### **E. The Population and The Sample of The Research**

##### **1. The population of the research**

According to McMillan (2001:169) Population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of the research. Based on the definition above, it means that the population whole subjects existing in the place where the writer does research.

Populations in this research are all the students of the second grade in *MANU Putra Buntet Pesantren* in the academic year 2012/2013; The amount of students who become the population is 233 students. It consists of 6



classes. The populations in this research are all the students of the second grade in *MANU Putra Buntet Pesantren Cirebon*. The students who become the population consist of 40 students.

## **2. The sample of the research**

Walter R. Borg (1971: 117) said that “Sample is involves the selection of a portion of a population as representative of that population”. In addition, Suharsimi Arikunto (1983: 84) stated that “The research may be carried out if the population is really homogeneous. If the subjects of the population are less than 100, it is better for the researcher to take all the number of all them it necessary, so that the research becomes a total population research. If the subjects of the population are more than 100, the researcher may take 10-15% and 20-25% of the population or more than this.

The students who become respondent as sample consist of 40 students of the eleventh grade students of *MANU Putra Buntet Pesantren Cirebon*. In the academic year 2012/2013; it is consist of 40 students. The writer takes this sampling by using Purposive random sampling. The students who become respondent as sample consists of 40 students at the eleventh year of *MANU Putra Buntet Pesantren Cirebon* (See table 3.1)

**Table 3.1**  
**The population of the 11<sup>th</sup> Year Students at *MANU Putra Buntet***  
***Pesantren Cirebon***

Class	Eleventh Grade	
Gender	M	F
Amount	40	0
Total	40	

M=Male, F=Female

Source: *MANU Putra Buntet Pesantren* in academic year 2012/2013

### 3. The Techniques of Collecting the Data

The techniques of collecting the data are as follows:

#### a. Observation

Observation is watching people engaged in activities and recording what occurs good for how, what, and how many questions. (Denzin, Norman K, and Lincoln, 2005 : 1). In this case the writer observes to *MANU Putra Buntet Pesantren Cirebon* to know the reality of the field, especially the everyday activities of the learning instruction, the availability of the instructional facilities and equipment, the students' habit in using dictionary and students' ability in understanding Narrative text.

#### b. Interview

Longman dictionary of contemporary English (1987: 553) defines that interview is an occasion when a person is asked questions by one or more other people, either a. to decide whether he or she is suitable person to be given a job, a place at a college, etc. or b. to find out about his or her opinions,

ideas, etc. so that they can be printed in a newspaper, magazine, etc., or broadcast: when she was still at school, she had her first interview, for a job in a shoe shop. The film star agreed to give an interview immediately after his wedding.

According to Arikunto (2006: 155) that interview is a dialogue which is done by interviewer to get some information from interview. Besides doing the observation, the writer also will interview the headmaster, the English teachers, the staffs, and the students of the school to get information about the process of teaching and learning of English at *MANU Putra Buntet Pesantren Cirebon*. From the result of interview, the writer hopes that she will get the data of the objective condition of the school, the method and the English book used for teaching and learning English, the facilities and the equipment provided by the school for teaching and learning English.

c. Test

According to Oxford Advanced Learner's Dictionary (1995:1233) test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that carried out. In this research, the writer uses the multiple choices items "a, b, c, and d" with choose one correct answer, the total number of questions are 40. The objective test is used because the objective test is more objective and representative. This test was carried out in order to find the effectiveness of the students' ability in

understanding narrative text at the eleventh year of *MANU Putra Buntet Pesantren Cirebon*.

#### 4. Test Instrument

The instrument which is used in collecting the data has to be valid and reliable in order to get a trusted and valid result of the research. It is important to test the instrument before using it. There are two kinds of test instrument that are often used by Pabundu (2006:65) namely, validity and reliable. So the result of the research is acceptable or true if the instrument is valid and reliable.

##### a. Validity

According to Lodico (2006:230) Validity refers to whether the measure accurately and appropriately measures whatever it is supposed to measure.

To find out the validity of the test, the writer measures the coefficient of the validity by using the formula of product moment correlation by Pearson as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

##### Note :

$R_{xy}$  : Correlation coefficient

x : The number of X score

$y$  : The number of Y score

$xy$  : The result of the number of X and Y

$x^2$  : The number of  $x^2$

$y^2$  : The number of  $y^2$

$N$  : The number of respondent (Evelyn Hatch, 2003)

Then the result of the coefficient of validity interpreted by using the classification correlation as follows:

0,800-1,000 = very high

0,600-0,799 = high

0,400-0,599 = high enough

0,200-0,399 = low

0,000-0,199 = very low

#### b. Reliability

According to Lodico (2006:230) Reliability refers to the consistency of measurement. According Riduwan (2009:102) *Metode pengujian instrumen ini dapat dilakukan berbagai cara antara lain: Belah Dua (Split half) dan Spearman Brown, Kuder Richardson-20 (KR-20), KR-21, Anova Hoyt dan Alpha.*

(The method of examination in this instrument can do in many ways, there are: Split half dan Spearman Brown, Kuder Richardson-20 (KR-20), KR-21, Anova Hoyt dan Alpha.). to find out the reliability of the test the writer uses

the formula of product moment by using “belah ganjil genap” (separation odd even) as follows:

$$rb = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

(Riduwan, 2009:103)

Notes:

$r_b$  = Reliability of a half test

$n$  = The number of the respondents

$x$  = The number of odd item (1,3,5....)

$y$  = The number of even item (2,4,6....)

$x.y$  = The total of multiplication odd item and even item

Then:

$$r_{11} = \frac{2 r_b}{1 + r_b}$$

Where:

$r_{11}$  = Reliability of the whole test

$r_b$  = Reliability of a half test

### c. The difficult index

Difficult index of a question is testing which is done to identify whether the question is difficult, middle, or easy. The difficult index is measured by using the following formula:

$$Ik = \frac{JBa - JBb}{Jsa - Js b}$$

$I_k$  = Difficult index

According to Subana (2001:134) the classification of difficult index that is most often to use is as follows:

$I_k = 00$  (too difficult)

$0,00 < I_k < 0,30$  (difficult)

$0,30 < I_k < 0,70$  (middle)

$0,70 < I_k < 1,00$  (easy)

$I_k = 1,00$  (too easy)

According to result of the test, it can be conclude that from 10 questions of questionnaire test, there are 9 questions categorize into middle and 1 question is easy. While from 30 questions of Narrative test is same that is 29 questions are middle and 1 question is easy.

d. The capacity of distinctive feature

*According to Wahidmurni (2010:134) stated that Uji daya pembeda adalah kemampuan sesuatu soal dapat membedakan antara warga belajar/peserta pendidik yang telah menguasai materi yang ditanyakan dan warga belajar/peserta pendidik yang tidak/kurang/belum menguasai materi yang ditanyakan.*

(Test for the capacity of distinctive feature is supposed to be an ability of a question to distinguish between smart students (high competence) and the less smart students (low competence).

The capacity of distinctive feature for each question can be measured by the following formula:

$$D_p = \frac{BA - BB}{\frac{1}{2}N}$$

(Wahidmurni 2010:135)

Where:

BA = the number of students from upper group who answer the question correctly

BB = the number of students from lower group who answer the question correctly.

DP = the capacity of distinctive feature (*daya pembeda*)

According to Wahidmurni (2010:135) the classification for the capacity of distinctive feature is as follows:

D : 0,00-0,19	the question is not used
D : 0,20-0,29	the question is repaired
D : 0,30-0,39	the question is received but should repaired
D : 0,40-1,00	the question is received good

## 5. The Techniques of Analysis the Data

The writer analyzed the data which have been collected; the writer uses the following procedure.

### a. Qualitative Data Analysis

Qualitative data analysis are one obtain from library study, books, and internet, and also based on the objective condition of the school, the



teachers, the students, the facilities and equipment of the school. They are analyzed based on the real present existence data.

b. Quantitative Data Analysis

To find out the quantitative data, the writer analysis' the data based on the result of test on the correlation between the students' habit in using electronic dictionary and students' understanding in narrative text.

The writer chooses the formulation of this research by the correlation product moment ( $r_{xy}$ ) as follows:

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

Note:

$r_{xy}$  = Coefficient correlation between  $x$  and  $y$

$\sum x$  = The number of X score

$\sum y$  = The number of Y score

$\sum xy$  = The result of the number of X and Y

$\sum x^2$  = The number of X

$\sum y^2$  = The number of Y

$N$  = The number of respondents (Suharsimi Arikunto, 1992: 69)

To know the research has significant correlation or no significant correlation the researcher uses product moment by Pearson interpretation as follows:

**Table 3.2**  
**The Interpretation of “r” Value**

Value of	Interpretation
Less than-0.20	There is a very low correlation between X and Y Variable, so it is often neglectful.
0.20-0.40	There is a low or weak correlation between X and Y variable.
0.40-0.70	There is enough or sufficient correlation between X and Y variable.
0.70-0.90	There is a strong or high correlation between X and Y variable.
0.90-1.00	There is strong and very high correlation between X and Y variable.

Source: Evelyn Hatch (2003)

## CHAPTER IV

### RESEARCH FINDINGS

#### A. The Objective Condition of *MANU Putra Buntet Pesantren Cirebon*

##### 1. The Historical Background of *MANU Putra Buntet Pesantren Cirebon*

The successive headmasters of *MANU Putra Buntet Pesantren Cirebon* who have ever led this school from year to year are as follow:

- a. KH. Fuad Hasyim ( 1983 – 1984 )
- b. KH. Fahrudin ( 1984 – 1986 )
- c. KH. Hasanuddin Kriyani ( 1986 – 2000 )
- d. KH. Hasyim Abkari ( 2000 – 2005 )
- e. Drs. KH. Yusuf Ma'mun ( 2005 – 2012 )

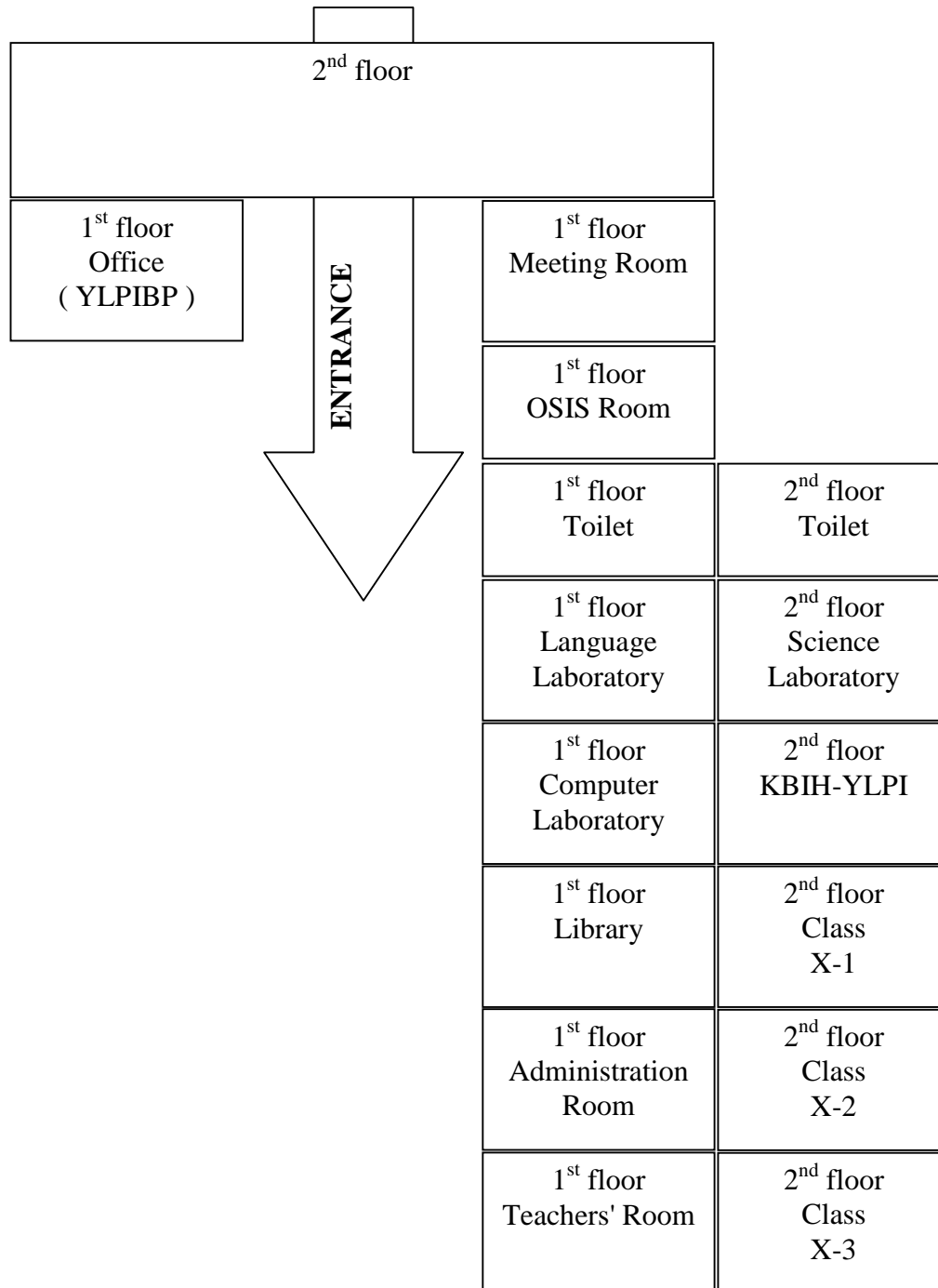
##### 2. The *Geographical* Location of *MANU Putra Buntet Pesantren Cirebon*

*MANU Putra Buntet Pesantren Cirebon* located on *LPI* street, West *Mertapadakulon*, Sub District *Astanajapura*, *Cirebon* Regency, Province of West Java. It is about 15 kilo meters from *Cirebon* city. It faces in front of *MAN Buntet Pesantren Cirebon*

To be familiar with the border, it can be seen below:

- a. In the northern area, it borders with *SDN Mertapadakulon*
- b. In the eastern area, it borders with the rice field
- c. In the southern area, it borders with field

**Table 4.1**  
**The Location Map of *Manu Putra Buntet Pesantren Cirebon***



### 3. The School Facilities of *MANU Putra Buntet Pesantren*

To support the implementation of educational process, the school facilities are needed by teachers and the students. The learning instruction will be more effective and efficient when it is supported by complete school facilities. The school facilities of *MANU Putra Buntet Pesantren* are good enough. It can be seen from the table 4.2 below:

**Table 4.2**  
**The Condition of the school facilities in *MANU Putra Buntet Pesantren Cirebon***

No	Kinds of Room	Quantity	Condition	
			Good	Broken
1	The head master's room	1		
2	The teacher's room	1		
3	The administration room	1		
4	The class room	6		
5	The library	1		
6	The laboratory	1		
7	Mosque	-	-	-
8	Toilet	2		
9	Canteen	1		
10	Sport field	2		
11	Computer's room	1		
12	Multimedia's room	1		
13	Parking area	1		

Source : *School Administration, 2012.*

As an educational institution, *MANU Putra Buntet Pesantren Cirebon* has many organizations, they are, the organization of school committee, the organization of school, the organization of school administration. All of them have the functions to manage the process of education.

**Table 4.3**  
**The Staff of Administration of *MANU Putra Buntet Pesantren Cirebon***

No	Name	Graduation	Position
1	H. Saefuddin Zaeni	Senior High School	The Head of Administration
2	M. Bunyamin, SE	S1 – IKOPIN	Administration
3	Madkur	Senior High School	Staff
4	Wawan Shofwani, S.hum	S1 – STAIN	Staff

Source : *School Administration, 2012.*

#### 4. The Teachers' Condition of *MANU Putra Buntet Pesantren Cirebon*

There are some important elements in learning instruction, such as the teachers, the students, learning materials and facilities. The teachers play an important role in learning instruction. The presence or existence of the teachers can influence the students' development in learning. After observing, the writer got the data about the teachers' condition of *MANU Putra Buntet Pesantren Cirebon*. There are 30 teachers in *MANU Putra Buntet Pesantren Cirebon*. The data about the teachers' condition of *MANU Putra Buntet Pesantren Cirebon* can be seen in the table 4.4 below;

**Table 4.4**  
**The Teacher's names, graduates, and Subject at MANU Putra Buntet Pesantren**

No	Name	Graduates	Subject
1	Drs. H. Yusuf Ma'mun	IAIN	Headmaster
2	Fahad Ahmad Sadat SE	STIE AL-AQIDAH	Teacher
3	H. Ade Moh. Nasih LC	AL-AZHAR	Teacher
4	Edi Manshur, S.Ag.	IAIN	Teacher
5	H Ahmad Manshur, S.Ag.	IAIN	Teacher
6	H. Tobroni Muta'ad	MAN+PP	Teacher
7	H. Saefuddin Zaeni	SMEA	Teacher
8	Drs. Ibrohim Cholil	IAIN	Teacher
9	Suwarno, S.Pd	IKIP	Teacher
10	Drs. Abdullah Sidik	IAIN	Teacher
11	M. Bunyamin SE	IKOPIN	Teacher
12	Tarhim Rouf, S.Ag.	STAIN	Teacher
13	H. Mammun Dasubik	MAN+PP	Teacher
14	Ammar Firman M, S.Pd.	AL-AQIDAH	Teacher
15	H. Salman Alfarisi	MAN+PP	Teacher
16	Fikri Mubarak, S.Pd.I	AL-AQIDAH	Teacher
17	Beni Supardi,SE	AMIK	Teacher
18	Hanief Insan Arief, S.Pd	UNSWAGATI	Teacher
19	H. Abdullah Ahyadi A.Md.	UT	Teacher
20	Drs. H. Sholehuddin	IAIN	Teacher
21	Drs. Hadi Muniruddin	IKIP	Teacher
22	Drs. H. Imron Rosyadi,MA	IAIN	Teacher
23	Subkhi A. Fikri S.Pd.I	IAIN	Teacher
24	Nurulhaq S.Pd.	IKIP	Teacher
25	H. Sunaryo,BA	IPB	Teacher

26	Drs. H. Munib Rowandi	IAIN	Teacher
27	Madkur	MAN	Teacher
28	Wawan Shofwani, S.Hum	STAIN	Teacher
29	Nurkholis S.pd.	UNSWAGATI	Teacher
30	Moh. Sholeh Mujahid	INISMA MALANG	Teacher

Source : School Administration, 2012

#### 5. The Students' Condition of *MANU Putra Buntet Pesantren Cirebon*

The other element of learning instruction is the students. A student is a person who learns and receives the knowledge that is transferred and delivered by the teacher. So if there are not students, there will be no process of teaching and learning at school.

Today the total number of the students of *MANU Putra Buntet Pesantren Cirebon* is 231 students. They are divided into three classes; they are the first, the second and the third year. For its year consists of two locals. To know about the students' condition of *MANU Putra Buntet Pesantren Cirebon*, it can be seen in the table 4.5 below:

**Table 4.5**  
**The Students' Condition of *MANU Putra Buntet pesantren Cirebon***

No	Class	Total
1	X.1	40
2	X.2	37
3	XI IPA	42
4	XI IPA	38
5	XII IPA	34
6	XII IPS	40

Source : School Administration, 2012



6. The Real Process of Teaching and Learning English at *MANU Putra Buntet Pesantren*

After doing the research, the writer has found the information from the English teacher that the process of teaching and learning English is given to the students in two meetings a week for every class. One meeting consists of two periods, each period consists of 45 minutes, so in a week the students learn English for 4 periods or 180 minutes or 3 hours.

Before teaching, the teacher always prepares the material of teaching administratively before being taught or presented to the students in order that the teacher is able to present the material of teaching well so that the process of teaching and learning can run well. Before starting the process of teaching and learning, the chairman of the class usually prepares his friends to pray. After that the teacher greets the students, reviews the material of teaching that has been taught, asks them some questions, and then he continues with the new material of teaching.

The purpose is to know whether the students really understand or do not understand about the material of teaching that has been given before. If the teacher is sure that the students have understood the material of teaching before, so the teacher can continue with the next material of teaching. And then after the teacher explains the material of teaching, the teacher gives exercises to the students to know whether they understand all of the material of teaching that can be seen from the exercises being done by them. And in

the last meeting, the teacher gives the homework to the students in the form of tasks about the material of teaching that have been taught in the classroom. This is such a process of teaching and learning is always done by the teacher when giving the new material of teaching to the students.

Honestly speaking, in the process of teaching and learning English in the classroom, the teacher seldom uses the teaching aids like, chart, newspaper, tape recorder, in focus (slide), and so forth. The use of the teaching aids is only given in the certain units of teaching. Besides the teacher does not use English all the time in the classroom in the process of teaching and learning. The reason is the students look confused or it is difficult for them to understand when the teacher always uses English. This such a learning situation is intended to help the students in order that they do not get confused and understand the explanation which is delivered by the teacher.

In the process of teaching and learning tenses, the teacher does not explain specifically what tenses are, the kinds of tenses, and the patterns of tenses but he explains more about genre. The examples of genre are as follows: recounts, reports, narratives, and so on. When the writer did research, the teacher was teaching about a narrative text; after the students understood, the teacher gave the exercises or tasks to the students to look for the text about a narrative text. The sample of a narrative text is all about stories such as: Aladdin, The Lion and The Mouse, Ali Baba and the Forty Thieves, and so many others not to mention here.

Narrative text is supposed to be a series of events happened in the past. That is why, the appropriate tense to be used is simple past tense. If the students got difficulties in making sentences of simple past tense, so that the teacher explained the meaning of simple past tense, the formula of simple past tense, and then the sample of simple past tense. The teacher gave the exercises or tasks to the students to look for the text about narrative, and then the students were asked to tell again about a narrative text with their own words.

#### 7. The Result of Testing Instrument

Before giving test to the 11<sup>th</sup> grade students of *MANU Putra Buntet Pesantren Cirebon*, the writer was doing instrument test on the students who has received the material of Narrative text, they are the 11<sup>th</sup> grade of Exact. The test was followed by 15 students. The form of test is multiple choices which consist of 40 items. The result of testing instrument then analyzed by using anates program for windows to know the validity, reliability, discriminatory power, difficulty index, and distractor quality. the results of testing instrument by using anates program can be seen clearly in the table 4.6 bellow :

**Table 4.6**  
**The Result of Testing Instrument by Using Anates Program**

a. Validitas test

To find out validity of test, the writer measures the coefficient of validity by

using anates program as follows:

No	Correlation ( $r_{xy}$ )	The level of significance	Validity	Note
1	0.451	Very significance	Valid	Used
2	0.639	Very significance	Valid	Used
3	0.189	-	Invalid	Unused
4	0.295	-	Invalid	Unused
5	0.127	-	Invalid	Unused
6	0.525	Very Significance	Valid	Used
7	0.409	Very significance	Valid	Used
8	0.386	Significance	Valid	Used
9	0.287	-	Invalid	Unused
10	0.331	Significance	Valid	Used
11	0.543	Very significance	Valid	Used
12	0.397	Very significance	Valid	Used
13	0.589	Very Significance	Valid	Used
14	0.345	Significance	Valid	Used
15	0.658	Very Significance	Valid	Used
16	0.466	Very Significance	Valid	Used
17	0.656	Very Significance	Valid	Used
18	0.431	Very significance	Valid	Used
19	0.479	Very Significance	Valid	Used
20	0.366	Significance	Valid	Used
21	0.518	Very Significance	Valid	Used
22	0.103	-	Invalid	Unused
23	0.191	-	Invalid	Unused
24	0.595	Very Significance	Valid	Used
25	0.589	Very Significance	Valid	Used
26	0.382	Significance	Valid	Used
27	0.385	Significance	Valid	Used
28	0.416	Very Significance	Valid	Used
29	0.572	Very Significance	Valid	Used
30	0.532	Very Significance	Valid	Used

31	0.366	Significance	Valid	Used
32	0.358	Significance	Valid	Used
33	0.518	Very Significance	Valid	Used
34	0.303	-	Invalid	Unused
35	0.090	-	Invalid	Unused
36	0.356	Significance	Valid	Used
37	0.341	Significance	Valid	Used
38	0.543	Very significance	Valid	Used
39	0.347	Significance	Valid	Used
40	0.354	Significance	Valid	Used

From the data above can be known that there are 8 items number are invalid, they are 3, 4, 5, 9, 22, 23, 34, and 35.

b. Reliability test

To find out of the reliability of testing instrument, the writer uses anates program as follows:

Table

The Result of Reliability Test

Average	Correlation ( $r_{xy}$ )	The Reliability
20.07	0.71	High Reliable

From the table above can be known that the test has high reliable.

c. Discriminatory power

To find out of discriminatory power of testing instrument, the writer uses anates program as follows:

Table

The Result of Discriminatory Power of Testing Instrument

No	Upper	Lower	Discriminatory	Index of DP %	Criteria
1	3	1	2	50.00	Good
2	3	1	2	50.00	Good
3	2	1	1	0.00	Satisfactory
4	3	2	1	0.00	Satisfactory
5	1	2	1	0.00	Satisfactory
6	4	1	3	75.00	Very Good
7	4	3	1	25.00	Satisfactory
8	3	1	2	50.00	Good
9	3	0	3	0.00	Very Good
10	4	2	2	50.00	Good
11	4	1	3	75.00	Very Good
12	3	1	2	50.00	Good
13	3	1	2	50.00	Good
14	2	1	1	25.00	Satisfactory
15	4	0	4	100.00	Very Good
16	3	1	2	50.00	Good
17	3	3	0	50.00	Good
18	3	1	2	50.00	Good
19	3	1	2	50.00	Good
20	3	2	1	25.00	Satisfactory
21	4	1	3	75.00	Very Good
22	4	1	3	0.00	Very Good
23	4	2	2	0.00	Good
24	4	1	3	75.00	Very Good
25	3	0	3	75.00	Very Good
26	3	2	1	25.00	Satisfactory
27	3	3	0	75.00	Very Good
28	4	2	2	50.00	Good
29	4	1	3	75.00	Very Good
30	3	1	2	50.00	Good
31	2	2	0	75.00	Very Good
32	2	1	1	25.00	Satisfactory
33	3	0	3	75.00	Very Good
34	2	1	1	0.00	Satisfactory
35	4	1	3	0.00	Very Good
36	3	2	1	25.00	Satisfactory
37	2	0	2	50.00	Good
38	4	1	3	75.00	Very Good
39	3	1	2	50.00	Good
40	2	0	2	50.00	Good

## d. Difficulty index

To find out of difficulty index of testing instrument, the writer uses anates program as follows:

## The Result of Difficulty Index of Testing Instrument

No	The Total Correct	The Level of Difficulty (%)	Interpretation
1	7	46.67	Medium
2	8	53.33	Medium
3	8	53.33	Medium
4	9	60.00	Medium
5	9	60.00	Medium
6	9	60.00	Medium
7	10	66.67	Medium
8	7	46.67	Medium
9	6	40.00	Medium
10	9	60.00	Medium
11	10	66.67	Medium
12	8	53.33	Medium
13	7	46.67	Medium
14	8	53.33	Medium
15	7	46.67	Medium
16	8	53.33	Medium
17	8	53.33	Medium
18	8	53.33	Medium
19	7	46.67	Medium
20	9	60.00	Medium
21	8	53.33	Medium
22	11	73.33	Easy
23	8	53.23	Medium
24	9	60.00	Medium
25	7	46.67	Medium
26	7	46.67	Medium
27	8	53.33	Medium
28	7	46.67	Medium
29	7	46.67	Medium
30	6	40.00	Medium
31	5	40.00	Medium
32	6	40.00	Medium

33	7	46.67	Medium
34	6	26.67	Medium
35	8	53.33	Medium
36	7	46.67	Medium
37	4	33.33	Difficult
38	6	40.00	Medium
39	7	46.67	Medium
40	5	23.33	Medium

Source: Anates Program

#### The Result of Reliability Test

Average	Correlation ( $r_{xy}$ )	The Reliability
0.52	0.71	High Reliable

From the table above can be known that the test has high reliable, From the result of analyzing testing instrument, the writer gets criteria of discriminatory power. There are : 11 items are very good criteria, 15 items are good criteria, and 6 items are satisfactory. The result of difficult index is 1 item is difficult, 38 items are medium and 1 item is easy. The result of validity is 32 items are valid with has level very significance or significance and 8 items are invalid. So from the result of analyzing item number there are 8 items invalid. They are 3, 4, 5, 9, 22, 23, 34 and 35. Based on the result of testing instrument above, so the writer decides to give 30 items of multiple choice for test the students' ability in understanding narrative text.



## **B. The Research Findings**

### 1. The Students' Habit in Reading Dictionary (*X* variable)

There are two variables on this research, namely the students' habit in using electronic dictionary as *X* variable and students' ability in understanding narrative text as *Y* variable. To know how is the process of teaching and learning English by using electronic dictionary, the writer uses the observation test and to know how far the students' ability in understanding narrative text, the writer uses narrative test and then those variables will be analyzed by using correlation approach. In order to get the original data, the writer does the research by using observation for *X* variable and test for *Y* variable.

In collecting the data about the students' habit in using electronic dictionary, the writer uses the observation in teaching and learning English process. The writer observes at 11<sup>th</sup> grade in *MANU Putra Buntet Pesantren Cirebon*. The writer gives treatment about narrative text with the title "Cinderella".

The process of teaching and learning can be divided into three stages, each of which is characterized by the different demands, they are: pre-teaching, while teaching and post teaching.

#### a. Pre-Teaching Activity

At first, the teacher greets the students and then checks the attendance of the students. the teacher gives a chance for students to tell about their past activities. While giving motivation, the teacher gave a free writing on it. The

reason is to know their mastery of simple past tense. Then, the teacher gives the time for two or three students to tell in front of the class as examples. When the teacher thinks that pre-teaching is enough, he tries to connect between that apperception to the current English material.

b. Whilst-Teaching Activity

In the whilst activity, The teacher showed the picture of cinderella Then the teacher told story about cinderella. The story has written on the board and then the teacher gave explanation about what is narrative text, In this research, the students use electronic dictionary as a media of learning process to understand Narrative text, the objectives of learning are that the teacher can make the process teaching and learning narrative text easily to understand, then the teacher gave explanation about the basic theory of narrative text, the purpose of narrative text, generic structures and language features of narrative text. Where the teacher these things make the students feel fun and interesting in learning the text.

c. Post-Teaching Activity

In post activity, the students are required to make a narrative text about the story or legend. Then the students should give the generic structure of narrative text in their assignment.

To know the students' habit in reading dictionary, the writer with the help of the English teacher have done observation about the students' habit in

using electronic dictionary. The result of the observation can be seen at table 4.7 below:

**Table 4.7**  
**The Observation of the 11<sup>th</sup> year Students' habit in using electronic dictionary**

No	Name	Observation statement			Total	Score
		1	2	3		
1	Abdul Wahab	4	3	3	10	7
2	Adithya Ridwan	4	4	4	12	8
3	Agus Irfan Hilmy	5	4	4	13	8.5
4	Alfian Nurfikri	4	3	3	10	7
5	Amirudin	4	4	3	11	8
6	Ari Saeful Bachrie	3	3	4	10	7
7	Arif Prastiyo Wiranita	4	5	4	12	9
8	Bustomi Ramin	3	3	2	8	6
9	Chasan Chariri	3	4	4	11	7
10	Deni Nugraha	3	3	3	9	6
11	Didi Kurniawan	4	4	4	12	8
12	Fajar Shidiq	3	4	3	10	7
13	Faishal Faruq	4	3	3	10	7
14	Fakhrurrozi	4	4	3	11	7
15	Fathul Asror Alfansuri	3	2	3	8	6
16	Gunanto	3	3	2	8	6
17	Hamzah Nashrullah	4	3	4	11	7
18	Ikromi Ikhsan al fajri	3	4	3	10	7
19	Irvan Maulana	3	2	2	7	5
20	Jaenuri Ihsan	4	4	4	12	8
21	Khazmi Aziz	3	3	3	9	6
22	Lutfi Mubarok	2	3	2	7	5
23	Makrus Tinggal	4	4	4	12	8
24	Muh. Affan Fahrizal	3	4	4	11	7
25	Muhamad Adiansyah	5	3	4	12	8
26	Muhamad Safikri	4	4	4	12	8
27	Muhamad Romdhoni	4	4	3	11	7
28	Nugroho Wibisono	4	4	4	12	8
29	Nurcholis Majid	4	3	4	11	7
30	Oman Fathurrokhman	3	3	3	9	6

31	Rifki Fadillah R.	3	4	4	11	7
32	Rizki hanif	2	3	3	8	6
33	Rosyid Ridho	5	5	4	14	9
34	Saefullah	3	3	3	9	6
35	Sandi Nurmansyah	3	4	3	10	7
36	Wahyudin	4	3	2	9	6
37	Wawan Setiawan	3	3	3	11	6
38	Yanuar Habibi	3	4	4	11	7
39	Zen Ahmad Zainudin	4	4	3	11	7
40	Zidni Iman	3	3	3	9	6
<b>Total</b>						<b>278.5</b>

Source : the score of observation test

The result of the test using dictionary above has been made into the average score by using formula as follows:

$$MX = \frac{\Sigma X}{N}$$

MX = Mean yang kita cari

$X$  = Jumlah dari skor-skor (nilai-nilai) yang ada

$N$  = Number of cases

(Sudijono, 2001:77)

MX = The mean that we look for

$X$  = The amount of scores (marks) that exist

$N$  = Number of cases

Based on the formula above, the calculation of the average score is as follows:

$$\begin{aligned}
 MX &= \frac{\Sigma X}{N} \\
 &= \frac{278.5}{40} = 6.9625
 \end{aligned}$$

The calculation of the average score of the students' achievement test is 6.9625, This score can be rounded into 7. The highest score is 9 that is achieved by 1 student and the lowest score is 5 that is achieved by 3 students.

## 2. The Students' Ability in Understanding Narrative Text (*Y* variable)

The writer gave Narrative test to know the students' ability in understanding narrative text, the writer with the help of the English teacher have given the test to the students about understanding narrative text. It consists of 30 multiple choice items. . For the entire item that answered true, the writer gives 1 (one) score, but if the answer is false gives 0 score. So, if the entire items answer correctly the writer will get the points  $30/3=10$ . The result of the test can be seen at table 4.8 below:

**Table 4.8**  
**The Result of the Students' Test in Understanding Narrative Text**

No	Students	Score
1	Abdul Wahab	6.5
2	Adithya Ridwan	7
3	Agus Irfan Hilmy	8
4	Alfian Nurfikri	7
5	Amirudin	7
6	Ari Saeful Bachrie	6
7	Arif Prastiyo Wiranita	8
8	Bustomi Ramin	6.5
9	Chasan Chariri	6
10	Deni Nugraha	5.5
11	Didi Kurniawan	7
12	Fajar Shidiq	6
13	Faishal Faruq	6
14	Fakhrurrozi	6.5

15	Fathul Asror Alfansuri	6
16	Gunanto	5
17	Hamzah Nashrullah	6
18	Ikromi Ikhsan al fajri	6.5
19	Irvan Maulana	5.5
20	Jaenuri Ihsan	7
21	Khazmi Aziz	6
22	Lutfi Mubarak	5
23	Makrus Tinggal	8
24	Muh. Affan Fahrizal	6.5
25	Muhamad Adiansyah	7
26	Muhamad Safikri	7
27	Muhamad Romdhoni	6
28	Nugroho Wibisono	6.5
29	Nurcholis Majid	6.5
30	Oman Fathurrokhman	6
31	Rifki Fadillah R.	7
32	Rizki hanif	5.5
33	Rosyid Ridho	9
34	Saefullah	6
35	Sandi Nurmansyah	6
36	Wahyudin	6.5
37	Wawan Setiawan	5
38	Yanuar Habibi	8
39	Zen Ahmad Zainudin	6
40	Zidni Iman	6
<b>Total</b>		<b>259</b>

Source: The students' score at 11<sup>th</sup> year of *MANU Putra Buntet Pesantren*

From the data on the students' ability in understanding narrative text above, the writer will put the average score by using the formula of mean as follows:

$$MY = \frac{\sum Y}{N}$$

Notes:

MY = the mean of variable Y

Y = the students' ability in writing a recount text

= the total (amount of Y)

N = the total of students

The average score from the table above using the formula is as follows:

$$MY = \frac{259}{40} = 6.475$$

The mean of the students' ability in writing a narrative text test is 6.475,

According to standard measurement by Pearson's statement, the score of 6.48 is in high category. So, that score is high category.

### 3. The Correlation between the Students' Habit in Using Electronic Dictionary and Their Ability in Understanding Narrative Text

After giving the test, the writer has got the result about the students' habit in using dictionary and their ability in understanding narrative text. The results of analyses were counted based on the two of the students' test results. They are the test of the students' habit in using electronic dictionary and their ability in understanding narrative text. Both of the test results were becoming *X* variable and *Y* variable. The test result of the students' habit in using electronic dictionary is regarded as *X* variable and the test result of the students' ability in understanding narrative text is regarded as *Y* variable. To know the correlation of both of them, the writer has used the formulation of product moment correlation by Pearson. The analysis correlation can be seen at table 4.9 below:

**Table 4.9**  
**The Analysis Correlation of X Variable and Y Variable**

No	Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
1	Abdul Wahab	7	6.5	49	42.3	45.5
2	Adithya Ridwan	8	7	64	49	56
3	Agus Irfan Hilmy	8.5	8	72.3	64	68
4	Alfian Nurfikri	7	7	49	49	49
5	Amirudin	8	7	64	49	56
6	Ari Saeful Bachrie	7	6	49	36	42
7	Arif Prastiyo Wiranita	9	8	81	64	72
8	Bustomi Ramin	6	6.5	36	42.3	39
9	Chasan Chariri	7	6	49	36	42
10	Deni Nugraha	6	5.5	36	30.3	33
11	Didi Kurniawan	8	7	64	49	56
12	Fajar Shidiq	7	6	49	36	42
13	Faishal Faruq	7	6	49	36	42
14	Fakhrurrozi	7	6.5	49	42.3	45.5
15	Fathul Asror Alfansuri	6	6	36	36	36
16	Gunanto	6	5	36	25	30
17	Hamzah Nashrullah	7	6	49	36	42
18	Ikromi Ikhsan al fajri	7	6.5	49	42.3	45.5
19	Irvan Maulana	5	5.5	25	30.3	27.5
20	Jaenuri Ihsan	8	7	64	49	56
21	Khazmi Aziz	6	6	36	36	36
22	Lutfi Mubarak	5	5	25	25	25
23	Makrus Tinggal	8	8	64	64	64
24	Muh. Affan Fahrizal	7	6.5	49	42.3	45.5
25	Muhamad Adiansyah	8	7	64	49	56
26	Muhamad Safikri	8	7	64	49	56
27	Muhamad Romdhoni	7	6	49	36	42
28	Nugroho Wibisono	8	6.5	64	42.3	52
29	Nurcholis Majid	7	6.5	49	42.3	45.5
30	Oman Fathurrokhman	6	6	36	36	36
31	Rifki Fadillah R.	7	7	49	49	49
32	Rizki hanif	6	5.5	36	30.3	33
33	Rosyid Ridho	9	9	81	81	81
34	Saefullah	6	6	36	36	36
35	Sandi Nurmansyah	7	6	49	36	42
36	Wahyudin	6	6.5	36	42.3	39
37	Wawan Setiawan	6	5	36	25	30



38	Yanuar Habibi	7	8	49	64	56
39	Zen Ahmad Zainudin	7	6	49	36	42
40	Zidni Ilman	6	6	36	36	36
<b>Total</b>		<b>278.5</b>	<b>259</b>	<b>1976</b>	<b>1701</b>	<b>1827</b>

Here is the correlation between variable X and variable Y based on the formulation of the correlation product moment :

$$\Sigma X = 278.5$$

$$\Sigma Y = 259$$

$$\Sigma X^2 = 1827$$

$$\Sigma Y^2 = 1701$$

$$\Sigma XY = 1827$$

$$N = 40$$

So, the correlation in regression linear is:

$$\begin{aligned}
 r_{xy} &= \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}} \\
 &= \frac{40 \times 1827 - (278.5)(259)}{\sqrt{\{40 \times 1976 - (278.5)^2\} \{40 \times 1701 - (259)^2\}}} \\
 &= \frac{73080 - 72131.5}{\sqrt{\{79040 - 77562.25\} \{68040 - 67081\}}} \\
 &= \frac{948.5}{\sqrt{\{1477.75\} \{959\}}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{948.5}{\sqrt{1417162.25}} \\
 &= \frac{948.5}{1190.446} \\
 &= \frac{948.5}{1190.446} \\
 &= 0.796 \\
 &= 0.80
 \end{aligned}$$

From the computation above, it has been found that the correlation between variable X and variable Y shows score. To know the research has significant correlation or no significant correlation the researcher uses product moment by Pearson interpretation as follows:

**Table 4.10**  
**The Interpretation of “r” Value**

Value of	Interpretation
Less than-0.20	There is a very low correlation between X and Y Variable, so it is often neglectful.
0.20-0.40	There is a low or weak correlation between X and Y variable.
0.40-0.70	There is enough or sufficient correlation between X and Y variable.
0.70-0.90	There is a strong or high correlation between X and Y variable.
0.90-1.00	There is strong and very high correlation between X and Y variable.

Source : Evelyn Hatch (2003)

According to the standard of correlation product moment, the score of 0.80 is included as high correlation. After knowing the correlation between variable X and variable Y, to completely the research better knows there is no correlation between variable X and variable Y. And to determine the value use of the formulation below:

$$\begin{aligned}
 K &= \sqrt{1 - 5^2} \\
 E &= 100\% (1 - K) \\
 K &= \sqrt{1 - (0.80)^2} \\
 &= \sqrt{1 - 0.64} \\
 &= \sqrt{0.36} \\
 &= 0.6 \times 100\% \\
 &= 60\%
 \end{aligned}$$

Having analyzed the data of X and Y variable, the writer has found out the correlation that based on the calculation above, it can be known that there is positive and significant correlation between the students' habit in using electronic dictionary (X variable) and their ability in understanding narrative text (Y variable). This correlation has been proven from the result of calculation of product moment is 0.80. The score 0.80 can be categorized as "a sufficient or enough correlation." It means that there is a sufficient or enough correlation between X variable and Y variable.

### C. Discussion

As mentioned above, that to know whether there is significant correlation or not between the students' habit in using electronic dictionary and their ability in understanding narrative text. In the end of research the writer get the data for the correlation between the students' habit in using electronic dictionary and their ability in understanding narrative text, according to Pearson in Evelyn Hatch (2003) about Interpretation 0.70-0.90 is there is a strong or high correlation between X variable and Y variable. And the result of this research is 0.80 or high correlation.

The writer has some instruments; there are observation, interview and test. According to Pabundu (2006:58) stated that Observations are the ways and techniques of data collection by conducting systematic observation and recording of symptoms or phenomena that exist on the object of research. So the writer goes to *MANU Putra Buntet Pesantren Cirebon* to know the reality of the field, especially the process of teaching and learning in the classroom, the condition of the students, the teacher and the facilities possessed by the school. Researcher wants to know about how is the students' habit in using electronic dictionary. In observation, the result is good, because in learning and teaching the students can understand narrative text well.

In interview, the result in research there is some problems with English teacher in teaching process, his education is not English and not variety to teach English. The statement above means that the teacher should handle the situation

in the classroom, in order the goal of learning can effective. The effective teacher is one who is able to bring about intended learning outcomes. In other word the effective teachers are defined as teachers who can demonstrate the ability to bring about intended learning outcomes, but in fact the English teacher in *MANU Putra Buntet Pesantren* is not like what the statement above said. Headmaster can't give the good facilities for learning and teaching process.

According to Pabundu (2006:59) stated that Test is sequence of questions which are used to measure the students' ability in understanding narrative text. In test, the result is good, because the average score that get by students is 6.475 It means good because before it, their score in learning vocabulary is low, their average 60, it is low score.

The result of observation test which point of avarage for the students' habit in using electronic dictionary is 6.96, it can be rounded into 7. in general, this score is assumed as sufficient. It means that the students habit in using electronic dictionary is good. And the result of test which point of aavarage for the students' ability in understanding narrative text is 6.47, it means that the students get enough score in understanding narrative text.

the data above, it is known that there is positive and significant correlation between the students' habit in using eleectronic dictionary and their ability in understanding narrative text. To look for the correlation, it is used the formulation of product moment correlation and it is found out that the correlation

of  $X$  variable and  $Y$  variable is 0.80, this score is assumed as “a sufficient or strong correlation”.

From the calculation and also the research finding in the process of teaching and learning, the writer has the opinion that teaching English by using electronic dictionary can improve the students' understanding narrative text. This is proved from the basic theory by Batia Laufer (2000) stated that:

the paper investigates incidental vocabulary acquisition in two reading conditions: when unknown words are encountered in a paper text and glossed in the margin, and when they are read on computer screen and explained in an electronic dictionary. Two groups of adult learners of English as a foreign language, one in each condition, were unexpectedly tested on comprehension of 10 low frequency words, immediately after a reading task and two weeks later. The 'electronic text group' performed significantly better than the 'paper text group'. Long term retention was also affected by the type of information looked up in the electronic dictionary.

The statement above explains that we can see from the adult learners who try to find the unknown words by using electronic dictionary is better than paper dictionary. They feel much easier to find the meaning of words in electronic dictionary.

While the benefit of this research activity will give some benefits both for the teacher and the students along the learning process, while for the students, they can receive the teacher's explanation easily, interesting and enjoyable to follow the learning process. So they can improve their capability in English and have the high causality to learn much about English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the research findings statistically, finally the writer is able to draw a conclusion connecting with the students' habit in reading dictionary and their ability in understanding narrative text for the eleventh year students of *MANU Putra Buntet Pesantren Cirebon* as follows:

1. The students' habit in using electronic dictionary at the 11<sup>th</sup> year of *MANU Putra Buntet Pesantren Cirebon* is good. This result is based on the given test which the point of average for the students' habit in using electronic dictionary (as X1 variable) is assumed as "sufficient". It means that the students' habit in reading dictionary can be considered as "sufficient".
2. The students' ability in understanding narrative text at the 11<sup>th</sup> year of *MANU Putra Buntet Pesantren Cirebon* is sufficient. This result is based on the given test which the point of average for the students' ability in understanding narrative text (as X2 variable) that the students get enough score in understanding narrative text.
3. From the data above, it is known that there is positive and significant correlation between the students' habit in using electronic dictionary and their ability in understanding narrative text. To look for the correlation, it is used the formulation of product moment correlation and it is found out that

the correlation of  $X$  variable and  $Y$  is assumed as “a sufficient or strong correlation”.

## **B. Suggestion**

Based on the conclusion in the above, the writer is eager to write some suggestions below:

1. The teacher can and should use electronic dictionary as a media of their classroom teaching kinds of text. Because electronic dictionary are more interesting, the students feel much easier to find the meaning of words in electronic dictionary.
2. The teacher should give motivation to the students to be active, and make the process of teaching and learning activities more enjoyable such as using electronic dictionary or other media.
3. To make the students interested in learning English, the teacher uses the method and teaching technique effectively and the teacher must develop the students' talent and interest in English lesson.
4. To the headmaster should observe and control the learning facilities in order to process of teaching and learning well and should improve the teacher's competency to be more professional.
5. It is better to do the next research to know how the students' competence and progress in English by using other media.



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Oxford Advance Learner's Dictionary

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## Silabus Bahasa Inggris

Nama Sekolah : MANU Putra Buntet Pesantren Cirebon

Kelas/Semester: XI/1

Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pokok		Pengalaman Belajar	Penilaian	A V
			Jenis Teks/ <i>Functional Text</i>	Contoh Teks			
<p><b>MEMBACA</b> Mengungkapkan makna dalam monolog yang berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.</p>	<p>Mengungkapkan makna dalam teks monolog secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk: <i>report, narrative, dan analytical exposition</i></p>	<p>Melakukan monolog berbentuk : <i>report, narrative, dan analytical exposition.</i></p>	<p><i>Narrative</i></p>	<p><b>Why do the Sun and the Moon live in the sky ? ( A Nigerian Folktale )</b> Here is the story. A long time ago, when the world was new, the Sun married the Moon and they lived as happily as can be. They lived in a little cottage near the Ocean. You know what? One day, the Sun and the Moon invited the Ocean to their house for a visit. The Ocean liked it so much. He wanted to stay in a little cottage. The sun and the Moon liked the Ocean and hoped the cottage would be big enough for all three of them. So the Sun and the Moon invited the Ocean to stay with them. What happened then? Then came the Ocean with all his friends; the whales, the fish, the porpoises, the crabs and all the creatures that live in the sea. Oh my..... The water rose higher and higher in the cottage. Soon, there was no more room for the Sun and the Moon. Oh, how poor they were. They rose up into the sky where they have lived ever since. Well, that's the story.</p>	<ul style="list-style-type: none"> <li>• Mendiskusikan laporan pengamatan yang didengar</li> <li>• Melakukan pengamatan pada suatu benda . mis. ikan.</li> <li>• Melakukan tanya jawab</li> <li>• Membaca monolog <i>report</i></li> <li>• Mendiskusikan organisasi teks monolog</li> <li>• Menjawab pertanyaan tentang teks organisasi teks monolog</li> <li>• Menganalisa teks monolog <i>narrative</i></li> <li>• Merespon sebuah iklan</li> <li>• Bekerjasama dengan teman membuat presentasi tentang laporan pengamatan atau suatu isu.</li> </ul>	<p>Tugas proyek <i>Performace assessment (mendongeng presentation)</i> <i>Checklist</i></p>	10

## **LESSON PLAN**

School : MANU Putra Buntet Pesantren Cirebon  
Subject : English  
Grade / Semester : XI/1  
Time allocation : 1 x 90 minutes  
Topic : Narrative Text  
Skill focus : Reading

### **Standard Competence**

1. Express the meaning of simple monolog text and short functional text, in The form of narrative text in the daily life context.
2. Pendidikan budaya karakter bangsa : komunikatif, rasa ingin tahu, disiplin, kerja keras, mandiri, senang membaca.

### **Basic competence**

1. Express the meaning of simple monolog text which is using variety of oral language, accurately, fluently, and acceptable in the form of narrative text in daily life context
2. Pendidikan budaya karakter bangsa : komunikatif, rasa ingin tahu, disiplin, kerja keras, mandiri, senang membaca.

### **Indicator**

1. Identifying the content of the story
2. Mentioning the elements of narrative
3. Reading the narrative text

at the end of the lesson the students are expected to be able to :

1. Know the basic theory and purpose of narrative text
2. Analyze the generic structures and language features
3. Response the meaning in functional text in the form of simple stories based on the text

## **II. Learning Material**

### **Narrative text**

#### **Generic Structure**

Orientation	Once upon a time, there was a little girl called Cinderella
Evaluation	She was pretty, loving and clever
Complication	But she was very poor. She lived with her stepmother and stepsisters. They were very mean
Resolution	Fortunately, she met a prince. He fell in love with her.

## **III. Learning Method and Approach**

Approach : PAIKEM

Method : Discussion, asking and response, team work.

## **IV. Procedure**

### **1. Pre activity**

- Greetings
- Checking the student's presence

### **2. Whilst Activity**

#### **- Exploration**

- Teacher asks about the Cinderella's story to the students
- The teacher explains the story of Cinderella
- The students read the cinderella's story attentively

#### **- Elaboration**

- The teacher helps students to analyze the narrative text include in generic structures and language features
- The students response the explanations based on the cinderella's story

- **Confirmation**

- The teacher gives several questions to the students based on the story
- The students answer the question
- The teacher clarifies the students' answer

**3. Post activity**

- The teacher makes a conclusion of the material
- The teacher gives a task to the students

**V. Assesment**

**Read the text bellow and then answer the following questions.**

**Cinderella**

Once upon a time there was a beautiful girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsisters. They were very mean. Fortunately, she met the prince. He fell in love with her. Then, he married her. They lived happily ever after.

**Questions !**

1. What is the title of the story?
2. What is the story about?
3. With whom did cinderella live?
4. How did cinderella look like?
5. Who feel in love with cinderella?
6. In your opinion, is the story happy ending or sad ending?

**Answer key**

1. cinderella
2. It's about a girl called cinderella
3. She lived with her stepmother and stepsisters
4. She was pretty, loving and clever
5. A prince
6. It's a happy ending story



**Assesment guidance**

<b>Question number</b>	<b>Score</b>
1	1
2	2
3	2
4	2
5	1
6	2
Total Score = 10	

Headmaster

.....

Teacher

.....

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### The Instrument Test of X variable

The Rubric Observation of “The students’ habit in using electronic dictionary”

kelas XI MANU Putra Buntet Pesantren Cirebon

#### **1. Ketepatan dalam menerjemahkan kata-kata**

Skala Nilai	Kriteria
1	Siswa tidak bisa menerjemahkan kata-kata
2	Siswa bingung dalam menerjemahkan kata-kata
3	Siswa tidak tepat dalam menerjemahkan kata-kata
4	Siswa bisa menerjemahkan kata-kata dengan tepat

#### **2. Hasil pencapaian kosakata siswa setelah menggunakan electronic dictionary**

Skala Nilai	Kriteria
1	Tidak ada kosakata yang dicapai oleh siswa.
2	beberapa kosakata yang dicapai
3	Banyak kosakata yang dicapai dengan pengucapan yang benar tetapi penulisannya tidak tepat.
4	Banyak kosakata yang dicapai dengan pengucapan dan penulisan yang benar dan tepat.

#### **3. Proses menerjemahkan kata-kata yang sulit dengan menggunakan electronic dictionary**

Skala Nilai	Kriteria
1	Siswa tidak bisa menerjemahkan kata-kata yang sulit
2	Siswa bingung dalam menerjemahkan kata-kata yang sulit.
3	Siswa menerjemahkan kata-kata yang sulit tidak tepat
4	Siswa bisa menerjemahkan kata-kata yang sulit dengan tepat dan cepat.

**A. Choose the right answer by crossing (x) a, b, c, or d !**

**Test is for number 1-3**

**The Three Sheiks and Queen of Arabia**

Maura, who like to be though of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decided who would like be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some left over food, the second gave her some unappetizing camel's tail, the third sheik, who was called Hakim, offered her some of the most tander and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before. Hakim who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. Without question, hakim is the most generous of you," she announced her choice to the sheiks." So it is hakim i will marry."

1. What does the story teach us?
  - a. If we want to give something to other people, we shall give the best
  - b. Be the cowards
  - c. As a beggar
  - d. Don't be lazy
  
2. The three sheiks were not....
  - a. Rich
  - b. young
  - c. strong
  - d. gloomy
  
3. Which statement is **TRUE** about the queen...
  - a. The queen was very proud of her beauty and riches
  - b. The queen herself served the sheiks with delicious food
  - c. The queen was very careful in deciding whom she would mary
  - d. The queen was very satisfied with the food given by the sheiks

**Text for number 4-7**

**The wolf and the Goat**

A wolf saw a goat at the edge of a high cliff. The wolf smacked his lips at the thought of a fine dinner.

“My daear friend,” said the wolf in his sweetest voice. “Aren’t you afraid you will fall level ground.”

“No, thank you,” said the goat.

“Well then,” said the wolf, “Aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, thank you, said the goat.

“But the grass testes better down here!” said the exasperated wolf. “Why dine alone?”

“My dear wolf,” the goat finally said, Are you quite sure that it is my dinner you are worrying about and not your own?”

4. “Aren’t you cold up **there** in the wind?” the word there refers to....
  - a. A high cliff
  - b. Sheltered are
  - c. Grass
  - d. Ground
  
5. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
  - a. To be his friend
  - b. To graze on the level ground
  - c. To climb up higher
  - d. To be dinner
  
6. What can we learn from the story above?
  - a. Don’t look down to other creature
  - b. Don’t easily believe in well behave creature
  - c. Don’t judge others by their appearance
  - d. Don’t easily beat other creature
  
7. From the story we know.....
  - a. The goat was very angry
  - b. The wolf was a helpful animal
  - c. The wolf was eager to eat the goat
  - d. The goat was going to fight with the wolf

**Text is for number 8-12**

### **The Tortoise and the Hare**

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise which was slow and steady challenged him to a race. All the animal in forest gathered to watch.

Hare rab down the road for a while and then paused to rest. He look back slow and steady and cried out, “how do you expect to win this race when you are walking along at your slow slow race?”

Hare stretched himself out alongside the road and fell asleep, thinking, “there is plenty of time to relax.

The animals who were watching cheered so loudly for tortoise that they woke up hare.

Hare stretched and yawneed and began to run again, but it was too late. Tortoise was over the line.

After that, Hare always reminded himself, “Don’t brag about your lighting pace, for slow and steady won the race!”

8. What made the Hare wake up from her sleeping?
  - a. The loud noise of the cheering animals
  - b. The steady walk of the tortoise
  - c. The forest animal’s cry
  - d. the race voice
  
9. Slow and steady challenged **him** to a race.” (paragraph 1) the word “him” refers to.....
  - a. The hare
  - b. the tortoise
  - c. certain animal
  - d. the hare’s friend
  
10. What can you learn from the story?
  - a. Do not under estimate anyone who seems inferior to you
  - b. Do not sleep while you have a competition
  - c. Do not blame anyone eventhough he did it
  - d. Do not stop walking until you succeed
  
11. From the text we can conclude that the hare’s characters were.....
  - a. Arrogant and sarcastic
  - b. Friendly and helpful
  - c. careless and crazy
  - d. humble and nice
  
12. Another word for narrative is.....
  - a. Noun
  - b. play
  - c. story
  - d. title

**Text for number 13-17**

Long ago in the Never land, There liveda very beautiful princess, Snow white. The queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow white knew about the evil plan. She escaped into a forest. There are made friends with seven dwafs.

The queen turned into a witch. Snow white did not realize it. The witch gave her a poisoned apple. As a result, snow white was put into sleep for years.

Fortunately, in the end, prince charmig revived her with a kiss. They lived together happily ever after.

13. The text above tells us about....
  - a. Never land
  - b. evil plan
  - c. snow white
  - d. prince
  
14. The main idea of snow white knew the queen’s plan is found in paragraph....
  - a. One
  - b. three
  - c. two
  - d. four

15. Why did the queen want snow white die? Because.....
- a. She was jealous
  - b. She felt uncomfortable with her
  - c. she like her
  - d. she was a nice queen
16. What happened when snow white ate the apple?
- a. She died
  - b. She made friends with dwarfs
  - c. She fell asleep
  - d. she become more beatiful
17. "They lived together happily ever after." The word "they" refers to....
- a. The prince and the queen
  - b. The queen and snow white
  - c. the prince and snow white
  - d. the dwarfs and snow white

Text for number 18-22

### **The Lamb and the Wolf**

One day the wolf was slaking his thirst at a stream when he chanced to see a lamb, also drinking, at some distance down the stream.

Outraged, he growled, "You are muddying my drinking water, now I shall eat you."

The lamb postesed, "But sir, how I be muddying your drinking water? I am farther downstream than you are. The water is flowing from your part of the stream to where I am."

"Upstream or downstream, your drinking is muddying my water, and I shall eat you." So saying, the wolf leaped upon the lamb and devoured him.

18. Where did the story happen?
- a. On the river
  - b. in the jungle
  - c. in the forest
  - d. at the zoo
19. The following facts made the wolf get angry with the lamb, except.....
- a. The lamb muddied the water
  - b. The wolf wanted to eat the lamb
  - c. the lamb drank at the same stream
  - d. the lamb protested him
20. We can learn from the story that.....
- a. Never drink the river water
  - b. Never clean our body on the stream
  - c. The bad will always beat the good
  - d. The strong will always rule the weak
21. The mostimportant thing to do when you start a narative is to.....
- a. Name all the characters
  - b. Say when the action took place
  - c. Make the reader ant to read on
  - d. Explain where the action took palce

22. The generic structure of the narrative text is.....
- Orientation, complication, resolution
  - Orientation, events, re-orientation
  - General classification, description
  - Identification, description
23. The main idea of the lamb and the wolf is found in paragraph.....
- One
  - two
  - three
  - four

**Text is for number 24-30**

Once upon time there were four little rabbits. Their names were floopy, mopsy, cotton-tail and peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Floopy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, french beans, and radishes. Suddently, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running.

Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

24. Who was the naughtiest rabbit?
- Floopy
  - cotton-tail
  - Mopsy
  - peter
25. What did floopy, Mopsy and Cotton-tail eat?
- Carrot
  - lettuce
  - blackberries
  - strawberry
26. What did peter lose while he was running?
- One of his shoes
  - medicine
  - vegetable
  - a pair of shoes
27. Why did peter get sick?
- He was so tired
  - He did not eat
  - he caught a cold
  - he was eating too much
28. Whom did peter meet at the garden?
- His mother
  - flopsy
  - Mr. McGregor
  - Mrs. Mcgregor
29. What is the type of the text above?
- Recount
  - Narrative
  - Procedure
  - report
30. Narratives are often organized by.....
- Time order
  - place order
  - character order
  - alphabetical order



**The Key Answer of Instrument Test “The Students’ Ability in Understanding Narrative Text” (Y Variable)**

<b>1. D</b>	<b>11. A</b>	<b>21. C</b>
<b>2. D</b>	<b>12. C</b>	<b>22. A</b>
<b>3. A</b>	<b>13. C</b>	<b>23. A</b>
<b>4. A</b>	<b>14. C</b>	<b>24. D</b>
<b>5. B</b>	<b>15. A</b>	<b>25. C</b>
<b>6. B</b>	<b>16. C</b>	<b>26. D</b>
<b>7. A</b>	<b>17. C</b>	<b>27. A</b>
<b>8. A</b>	<b>18. A</b>	<b>28. C</b>
<b>9. A</b>	<b>19. B</b>	<b>29. B</b>
<b>10. A</b>	<b>20. D</b>	<b>30. A</b>

**The Names of Students at 11<sup>th</sup> Year in *MANU Putra Buntet Pesantren Cirebon***

Urut	Nomor		Nama	Keterangan
	Induk			
1	070801001		Abdul Wahab	
2	070801002		Adithya Ridwan	
3	070801003		Agus Irfan Hilmy	
4	070801004		Alfian Nurfikri	
5	070801005		Amirudin	
6	070801006		Ari Saeful Bachrie	
7	070801007		Arif Prastiyo Wiranita	
8	070801008		Bustomi Ramin	
9	070801009		Chasan Chariri	
10	070801010		Deni Nugraha	
11	070801011		Didi Kurniawan	
12	070801012		Fajar Shidiq	
13	070801013		Faishal Faruq	
14	070801014		Fakhrurrozi	
15	070801015		Fathul Asror Alfansuri	
16	070801016		Gunanto	
17	070801017		Hamzah Nashrullah	
18	070801018		Ikromi Ikhsan al fajri	
19	070801019		Irvan Maulana	
20	070801020		Jaenuri Ihsan	
21	070801021		Khazmi Aziz	
22	070801022		Lutfi Mubarak	
23	070801023		Makrus Tinggal	
24	070801024		Muh. Affan Fahrizal	
25	070801025		Muhamad Adiansyah	
26	070801026		Muhamad Safikri	
27	070801027		Muhamad Romdhoni	
28	070801028		Nugroho Wibisono	
29	070801029		Nurcholis Majid	
30	070801030		Oman Fathurrokhman	
31	070801031		Rifki Fadillah R.	
32	070801032		Rizki hanif	
33	070801033		Rosyid Ridho	
34	070801034		Saefullah	
35	070801035		Sandi Nurmansyah	
36	070801036		Wahyudin	
37	070801037		Wawan Setiawan	

38	070801038	Yanuar Habibi	
39	070801039	Zen Ahmad Zainudin	
40	070801040	Zidni Ilman	

**A  
P  
P  
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D  
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C  
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S  
  
3**

## 1. The Result of Testing Instrument by Using Anates Program

### a. Validitas test

To find out validity of test, the writer measures the coefficient of validity by using Anates program as follows:

No	Correlation ( $r_{xy}$ )	The level of significance	Validity	Note
1	0.451	Very significance	Valid	Used
2	0.639	Very significance	Valid	Used
3	0.189	-	Invalid	Unused
4	0.295	-	Invalid	Unused
5	0.127	-	Invalid	Unused
6	0.525	Very Significance	Valid	Used
7	0.409	Very significance	Valid	Used
8	0.386	Significance	Valid	Used
9	0.287	-	Invalid	Unused
10	0.331	Significance	Valid	Used
11	0.543	Very significance	Valid	Used
12	0.397	Very significance	Valid	Used
13	0.589	Very Significance	Valid	Used
14	0.345	Significance	Valid	Used
15	0.658	Very Significance	Valid	Used
16	0.466	Very Significance	Valid	Used
17	0.656	Very Significance	Valid	Used
18	0.431	Very significance	Valid	Used
19	0.479	Very Significance	Valid	Used
20	0.366	Significance	Valid	Used
21	0.518	Very Significance	Valid	Used
22	0.103	-	Invalid	Unused
23	0.191	-	Invalid	Unused
24	0.595	Very Significance	Valid	Used
25	0.589	Very Significance	Valid	Used
26	0.382	Significance	Valid	Used
27	0.385	Significance	Valid	Used
28	0.416	Very Significance	Valid	Used
29	0.572	Very Significance	Valid	Used
30	0.532	Very Significance	Valid	Used
31	0.366	Significance	Valid	Used
32	0.358	Significance	Valid	Used
33	0.518	Very Significance	Valid	Used
34	0.303	-	Invalid	Unused
35	0.090	-	Invalid	Unused

36	0.356	Significance	Valid	Used
37	0.341	Significance	Valid	Used
38	0.543	Very significance	Valid	Used
39	0.347	Significance	Valid	Used
40	0.354	Significance	Valid	Used

From the data above can be known that there are 8 items number are invalid, they are 3, 4, 5, 9, 22, 23, 34 and 35.

### b. Reliability test

To find out of the reliability of testing instrument, the writer uses anates program as follows:

#### The Result of Reliability Test

Average	Correlation ( $r_{xy}$ )	The Reliability
20.07	0.71	High Reliable

From the table above can be known that the test has high reliable.

### c. Discriminatory power

To find out of discriminatory power of testing instrument, the writer uses anates program as follows:

#### The Result of Discriminatory Power of Testing Instrument

No	Upper	Lower	Discriminatory	Index of DP (%)	Criteria
1	3	1	2	50.00	Good
2	3	1	2	50.00	Good
3	2	1	1	0.00	-
4	3	2	1	0.00	-
5	1	2	1	0.00	-
6	4	1	3	75.00	Very Good
7	4	3	1	25.00	Satisfactory
8	3	1	2	50.00	Good
9	3	0	3	0.00	-
10	4	2	2	50.00	Good
11	4	1	3	75.00	Very Good
12	3	1	2	50.00	Good
13	3	1	2	50.00	Good
14	2	1	1	25.00	Satisfactory
15	4	0	4	100.00	Very Good
16	3	1	2	50.00	Good
17	3	1	0	50.00	Good
18	3	1	2	50.00	Good

19	3	1	2	50.00	Good
20	3	2	1	25.00	Satisfactory
21	4	1	3	75.00	Very Good
22	3	3	0	0.00	-
23	2	2	0	0.00	-
24	4	1	3	75.00	Very Good
25	3	0	3	75.00	Very Good
26	3	2	1	25.00	Satisfactory
27	4	1	3	75.00	Very Good
28	4	2	2	50.00	Good
29	4	1	3	75.00	Very Good
30	4	2	2	50.00	Good
31	4	1	3	75.00	Very Good
32	2	1	1	25.00	Satisfactory
33	3	0	3	75.00	Very Good
34	2	2	0	0.00	-
35	2	2	0	0.00	-
36	3	2	1	25.00	Satisfactory
37	2	0	2	50.00	Good
38	4	1	3	75.00	Very Good
39	3	1	2	50.00	Good
40	2	0	2	50.00	Good

#### d. Difficulty index

To find out of difficulty index of testing instrument, the writer uses anates program as follows:

**The Result of Difficulty Index of Testing Instrument**

No	The Total Correct	The Level of Difficulty (%)	Interpretation
1	7	46.67	Medium
2	8	53.33	Medium
3	8	53.33	Medium
4	9	60.00	Medium
5	9	60.00	Medium
6	9	60.00	Medium
7	10	66.67	Medium
8	7	46.67	Medium
9	6	40.00	Medium
10	9	60.00	Medium
11	10	66.67	Medium
12	8	53.33	Medium
13	7	46.67	Medium
14	8	53.33	Medium
15	7	46.67	Medium
16	8	53.33	Medium
17	8	53.33	Medium
18	8	53.33	Medium
19	7	46.67	Medium
20	9	60.00	Medium
21	8	53.33	Medium
22	8	53.33	Medium
23	11	73.23	Easy
24	9	60.00	Medium
25	7	46.67	Medium
26	7	46.67	Medium
27	8	53.33	Medium
28	7	46.67	Medium
29	7	46.67	Medium
30	6	40.00	Medium
31	5	33.33	Medium
32	6	40.00	Medium
33	7	46.67	Medium
34	6	26.67	Difficult
35	8	53.33	Medium



36	7	46.67	Medium
37	4	40.00	Medium
38	6	40.00	Medium
39	7	46.67	Medium
40	5	23.33	Medium

## INTERVIEW

### **Headmaster**

Researcher : ada berapa banyak guru bahasa inggris di sekolah ini pak?

Headmaster : ada 3 guru

Researcher : Apakah sarana dan prasarana di sini cukup tersedia untuk menunjang pembelajaran pak?

Headmaster : Dari sarana prasarna di sini menurut saya sudah cukup menunjang. Seperti buku-buku pelajaran yang ada di perpustakaan, laboratorium IPA, laboratorium bahasa, lapangan olahraga, musholah, dll

Researcher : program apakah yang bapak gunakan untuk meningkatkan prestasi belajar siswa?

Headmaster : untuk meningkatkan prestasi belajar siswa, bapak sudah memberikan program Peningkatan mutu kerja Guru, seperti memberikan variasi dalam mengajar. Dengan Menambah Jam Pelajaran, pengayaan untuk siswa kelas 3 yang akan menghadapi ujian. Dan mengadakan kegiatan Ekstrakuler seperti Olahraga, Pramuka, Qasidahan, Rebana

Researcher : Menurut bapak hal apa saja yang menjadi kendala dalam meningkatkan prestasi belajar siswa?

Headmaster : ya mungkin karena kurangnya motivasi belajar terhadap siswa itu sendiri, kemudian tingkat kecerdasan siswa yang tidak sama dan tingkat kemalasan mereka untuk belajar semakin tinggi.

## **English Teacher**

Researcher : Sebelum mengajar apakah bapak guru membuat persiapan belajar?

Teacher : tentu saja, sebelum pembelajaran dimulai saya selalu menyiapkan lesson plan, menyiapkan materi, kemudian menyiapkan media apa saja yang mau digunakan untuk pembelajaran.

Researcher : Metode apa saja yang bapak gunakan dalam mengajar bahasa inggris?

Teacher : ya biasanya saya menggunakan metode Tanya jawab, ceramah, dan demonstrasi.

Researcher : Apabila bapak berhalangan hadir, apakah yang bapak guru lakukan?

Teacher : biasanya kalau saya berhalangan hadir, saya memberi tugas kepada siswa, melalui guru lain.

Researcher : Apakah siswa di kelas bapak sering menggunakan kamus untuk belajar bahasa inggris?

Teacher : sebagian besar ada yang menggunakan, tapi kebanyakan kamus yang digunakan itu dari HP dan alphaslink, jarang dari mereka yang menggunakan kamus dari buku

Researcher : Apakah bapak selalu berbicara bahasa inggris ketika proses pembelajaran?

Teacher : sebenarnya saya ingin menerapkan ke siswa agar terbiasa berbicara bahasa inggris ketika proses pembelajaran, tapi mereka masih bingung dalam pengucapannya dan tidak mengerti apa yang saya ucapkan. Jadi saya tidak selalu berbicara bahasa inggris.

## **Students**

Researcher : Sejak kapan kalian belajar bahasa Inggris?

Student : sejak saya masih SD

Researcher : Apakah kalian suka mata pelajaran bahasa Inggris?

Student : Iya

Researcher : Apakah menurut kalian mata pelajaran bahasa Inggris pelajaran yang sukar?

Researcher : Apakah guru bahasa inggris kalian selalu berbicara bahasa Inggris di kelas?

Student : kadang-kadang

Researcher : Apakah kalian senang bila guru selalu berbicara dengan bahasa Inggris di kelas?

Student : tidak, karena saya tidak mengerti apa yang dibicarakan

Researcher : Apakah anda sering menggunakan kamus B. inggris ketika belajar?

Student : iya saya sering menggunakan kamus b.inggris

Researcher : Pokok bahasan apa dalam pelajaran bahasa Inggris yang sedang anda pelajari sekarang?

Student : sekarang saya sedang belajar tentang narrative text

## PHOTOES



**The Building of MANU Putra Buntet Pesantren Cirebon**



**The Building of MANU Putra Buntet Pesantren Cirebon**



**The Learning Process in the Classroom**





**Test Activity**