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**THE INFLUENCE OF THE STUDENTS ABILITY IN READING
NARRATIVE TEXT ON THEIR COMPETENCE IN TELLING
ENGLISH STORY AT THE SEVEN GRADE STUDENTS OF
SMP NEGERI 1 KRANGKENG – INDRAMAYU**

THESIS

Submitted to the English Education

Department of *IAIN Syekh Nurjati Cirebon* in Partial Fulfillment of
The Requirements for the Islamic Graduate Degree (S.Pd.I)



By

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ABSTRACT

Isriyyah : The Influence of the Students Ability in Reading Narrative Text on Their Competence in Telling English Story at the Seven Grade Students of SMP Negeri 1 Krangkeng - Indramayu

Many people in the world learn language, because language as means for communication takes an important role in our daily activities. So to know enough science concept and language we must read more. But, students usually difficult to read especially reading narrative text. There are because of the students are less in telling English story. So, the teachers have to find out the appropriate method for teaching narrative text in the form of story text. That is why the writer takes a research about the influence of students ability in reading narrative text on their competence in telling English story.

One of the important things in the process of teaching and learning English is reading narrative text. Narrative text is a text which is created to entertain, to gain and hold a reader's interest. The purpose of narrative text is to entertain with a true experience or an imaginary one, to tell a story, or to provide an esthetic literary experience and using familiar language and marked by conflict and resolution. By mastering narrative text, students will be able to understand telling English story. Story telling is an oral activity, and stories have the shape they do because they are designed to be listened to, and in many situations, participated in.

The methodologies of this research are the objective, the place and time, the variables, population and sample, the technique, and the method of the research. The method of the research is quantitative research. Then the techniques of collecting data are observation, interview, and test. And the technique of analysis data is using the formula of product moment correlation by Pearson.

SMPN 1 Krangkeng is junior high school which has been giving general and religious instruction and education well-balanced. It has complete enough facilities. The instructional processes were done in the classroom. In this research the writer knew that the students give a good response to the application of story telling, it can be considered as 'positive response'. The average of students' ability in reading narrative text achievement after taught by using story telling is 'good', they get a 'high or strong score'. It shows that there is 'significant influence' between the students' response to the application of narrative text and telling English story achievement.

The result of product moment correlation between the students ability in reading narrative text on their competence in telling English story achievement is 0.73. It means that the null hypothesis is rejected and the research hypothesis received. It is prove by mark of testing hypothesis that the result of r_{xy} is higher than r_{table} -product-moment where r_{xy} is 0.73 and r_{table} with 5% significant is 0.325 or $r_{observed} > r_{table}$ (0.73>0.325).



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PREFACE

In the name of Allah SWT, the most gracious, the most merciful. Praises and thanks to Allah who has taught (the writing) by the primary. May invocation and safety always be given to the prophet Muhammad, peace be upon him, his family and follower's up to end of the world.

The title of my thesis is "The Influence Of The Students Ability In Reading Narrative Text On Their Competence In Telling English Story At The Seven Grade Students Of *SMP Negeri 1 Krangkeng – Indramayu*" is submitted to fulfill one of the requirement for achieving the graduate degree at the English Education Faculty of Tarbiyah of The Institute For Islamic Studies (IAIN) Syekh Nurjati Cirebon.

In composing this thesis, there are so many people who have participated, helped and advised directly or indirectly. So on this opportunity the writer would like to express my sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Muchtar, M.A., the President of Syekh Nurjati State Institute For Islamic Studies.
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5. All the Lecturers and staffs of English Department of IAIN Syekh Nurjati Cirebon.
6. Rakhmat Priyantono, S.Pd, as the Headmaster of SMPN 1 Krangkeng, and the English Teacher, Staffs and Students of SMPN 1 Krangkeng.
7. My parents, my brother, my sisters who always supported me in finishing this thesis.
8. All of my friends especially the student of English program E, thanks for all support and spirit for me.
9. Everyone that can not be mentioned one by one who has helped the writer to finish the writing this thesis thanks for them

The writer realized that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the context. Therefore, I should welcome the comment and suggestions from reader.

Finally, the writer hopes this thesis will be some valuables to the readers especially for the writer herself and for English faculty of IAIN Syekh Nurjati as reference on general.

Cirebon, February 2012

The writer,



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Reading defined as an individual's total inter-relationship with symbolic information. Think of the learner as interactive with the environment, taking information, integrating it, using it. The learning is transforming the input, ordering and recording, creating coherence.

Reading is communication process requiring a series of skills. As such, reading is thinking process rather than an exercise in eye movements. Many problem in reading and learning are due to old habits.

Narrative is a text which is created to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions eg soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved Donald Hall (240-242).

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. M. Sudarwati Eudia Grace (2005:137) says that:

“The purpose of narrative text is to entertain, to tell a story, or to provide an esthetic Literary experience. Narrative text is based on life experience and is person oriented using dialogue and familiar Language”. The genres that fit the narrative text structure are found in Figure 1 there are : Folktales (wonder tales, fables, legend, myth, and realistic tales) Mysteries, Science Fiction, Realistic Fiction Fantasy, Historical Fiction.



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A narrative text is to entertain, to gain and hold a readers interest and can also be written to teach or inform. The purpose of narrative text is to entertain, to tell a story or to provide an esthetic literary experience based on life experience.

A narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the character's problem (s). The middle of narrative is organized around a plot. The plot includes a series of episodes that are written by the auther to hold aur attention and build excitement as the story progresses. M. Sudarwati Eudia Grace (2005:137) says that:

“a narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the character's problem (s). The middle of a narrative as organized around a plot. The plot includes a series of episodes that are written by the author to hold aur attention and build excitement as the story progresses”.

Based on the explanation above a narrative text is organized by using story grammar, it's containing the settingm the characters and the character's problem. The middle of a narrative organized around a plot.

The plot contain (1) **an initiating event**, the event that starts the main character off on a series of events to solve the problem, (2) **A series of events** in which the main character attempts to solve the problem. The excitement builds until climax, the high point in the story where the problem is solved.

Include in these events may be some roadblocks that the character encounters while attempting to solve the problem. These roadblocks are

setbacks for the character. During these events the excitement of the story builds as the character goes about solving the problem.

So other than the plot, some road blocks that the character encounters while attempting to solve the problem and setbacks for the character. And to analyze narrative text will be used structure these are : orientation, evaluation, complication, resolution and re-orientation.

The writer of the opinion that the students English Learning Achievement at school is very easy to their ability in reading. According to (Addy Utomo : 8) that to know ability in reading, we should read well. To read well, we need a strong vocabulary. To build a strong vocabulary, you need to read well. Those statement above is must for the student. In order to read confidently, you have to know many words. You have to know how to figure out the meanings for new words that you discover as you read. Yet the best way to expand your knowledge of word is to read often and in varied content areas.

Based on explanation above, that to read well and confidently we have to know many word, and how to figure out the meanings for new words that we discover as we read. And the best way to expand our knowledge of word is to read often and is varied content areas. So reading and vocabulary are deeply connected. As you improve your skills in one, you improve your skills in the other. The person with richest and most useful vocabularies, however, can read more complicated and varied sources of information easily.



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The first step to take in improving your vocabulary is to recognize that it is not possible for you to know the meaning of every word you see. Here are some ways to find the meaning of difficult words : (a) learn to use the content that is, clues that surrounding sentences sometime give about the meanings of new words, (b) in a word you do not know, look for part within the word, parts whose meanings you might know, (c) learn the difference between what word that mean almost the same thing but have different shades of meaning, (d) learn to use a dictionary so you can find meaning easily, (e) keep to use of word you want to add your vocabulary.

This such learning condition in *SMPN 1 Krangkeng* is known when they were invite to have a read narrative text in story telling on their competence. They look confused in read and confused even did not understand the meaning of difficult words in story telling, example ; Doc, one of he dwarfs, said ‘if you wish, you may live here with us. Nevertheless, in the process of teaching and learning English any students are lazy to read and understand the meaning of difficult words. And the teacher performed to ask some students to read off and to discuss together. The students are inability in reading it is becoming the problem in writing this thesis.

In this such a learning situation, it is necessary to find out the appropriate method of teaching to implement in the process of teaching and learning so that the students are able to read as a matter of fact. There are some method in teaching English such as Audilingual Method. Communicative language and grammatical method, and so forth, a mong this



method Audiolingual Method can be considered as the appropriate method especially to support or help the students ability in reading. It is becoming the reason for the writer to give the tittle of this thesis namely **“The Influence Of The Students Ability in Reading Narrative Text on Their Competence in Telling English Story at The Seven Grade Students of SMP Negeri 1 Krangkeng – Indramayu”**.

B. The Identification of The Problem

1. The Research Area

The research area in writing thesis is the method of teaching. Honestly reading there are some methods in English teaching that can be applied by a teacher at school in accordance with the condition of the students and the school. Therefore, a teacher must know various kind of methods of teaching. In every English teaching these will absolutely be the method that is applied by a teacher without changing the existing curriculum. In writing this thesis, the writer considers that “Audiolingual Method” is one method that is suitable for **“The Seven Grade Students of SMP Negeri 1 Krangkeng – Indramayu”**. By means of using this method, it is hoped that the students competence in reading will be better.

2. The Kinds of The Problem

Generally most of the students of the seven grade students of *SMPN 1 Krangkeng – Indramayu* if not all can be considered as having no ability in reading English story on their competence although they have been



learning English for few years before. Their inability in reading is supposed to be the problem in the process teaching and learning at school. This is because that the students have not been accustomed to read English story. This is proving that method being implemented at school does not support the students ability in reading. It means that reading must be used / do in daily life activities, to fluently and remember after reading.

3. The Mains of The Problem

The lack of students competence in Telling English Story.

C. The Limitation of The Problem

One of the problem in English is reading, because reading is very important in English. So, How to know their good reading in English, we should see their competence in reading English.

The students of course will get the difficulties and make mistakes in every learning the language skill. The worst thing is that in learning a language the students do not want to read, they may be afraid or shame. On the other hand, there is no reason for the students who learn a language not do read. That is why, in writing this thesis the writer will just limit the difficulties that found by the students especially, about their inability in reading by looking for a suitable method the interesting process in teaching and learning. In this case, the students will be active in reading although they maybe make make anu mistakes in the system of pronouncing the words or the rules of language (grammar). But one thing that should be born in mind is creating the



students to read. And one of the teaching methods of English which is considered suitable to support the students in reading is Audiolingual method.

D. The Questions of The Research

Based on the reason above, the writer had tried to give close attention to know :

1. How is the student's ability in reading narrative text ?
2. How is the student's competence in telling English story ?
3. Is there any positive and influence of the student's ability in reading narrative text on their competence in telling English story ?

E. The Aims of The Research

1. To know the student's ability in reading narrative text ?
2. To know the student's competence in telling English story ?
3. To know positive and influence of the student's ability in reading narrative text on their competence in telling English story ?

F. The Use of The Research

These are the uses of this research:

1. The research product hoped to be able to increase the developing of language learning, especially students ability in reading narrative text on their competence in telling English story.
2. To find out how is the English Teacher uses the methodology of teaching and learning English at school.
3. The research can be a reference for the next research.



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