

**THE EFFECT OF *ENGLISH TALKING BOOKS* TOWARDS STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT AT SMAN 4 BUKITTINGGI**

Thesis

Submitted as Partial Fulfillment of the Requirements to

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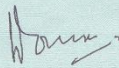
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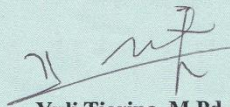
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ABSTRAK

Yusempha, Septri. 2015. "The Effect of *English Talking Books* Towards Students' Reading Comprehension of Narrative Text at SMAN 4 Bukittinggi". *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat pengaruh penggunaan *English Talking Books* sebagai materi ajar berbasis IT dalam pengajaran kemampuan membaca teks naratif. Jenis penelitian ini adalah penelitian eksperimen dengan desain yang disebut *pretest-posttest control group design*. Populasi penelitian adalah siswa kelas XI MIA SMAN 4 Bukittinggi tahun ajaran 2014/2015 yang terdiri dari empat kelas. Sampel penelitian adalah kelas XI MIA 2 dan XI MIA 4, yang dipilih dengan menggunakan teknik *cluster sampling*. Kelas eksperimen dan kontrol ditentukan dengan melempar koin, dan hasilnya kelas XI MIA 2 adalah kelas eksperimen dan XI MIA 4 adalah kelas kontrol. Instrumen yang digunakan adalah *Reading Comprehension Test* yang terdiri dari 15 soal dalam bentuk pilihan ganda dan 5 soal dalam bentuk uraian. Data penelitian adalah nilai siswa saat *pre-test* dan *post-test*. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan analisis statistic dengan menggunakan rumus *independent t-test*, ditemukan bahwa nilai t-hitung adalah 8,62 yang mana lebih besar dari t-tabel (1,679) dengan tingkat signifikansi 0,05. Hasil dari penelitian ini menunjukkan bahwa *English Talking Books* memberikan dampak yang lebih baik pada kemampuan membaca teks naratif.

Kata kunci: *English Talking Books*, Pemahaman Membaca, Teks Naratif

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Any suggestion and constructive opinion will be accepted for the improvement of this thesis. The last, it is hoped that this thesis will be useful for the readers, especially for the English teachers.

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Reading is an activity where the readers get the idea from the text that they read. People read books, magazines, newspapers and so on to get information. Especially for students, reading is the key of success since they need to read to gather all information to support their study. Then, reading becomes the need in getting information because it also has contribution in successful learning where the students understand, analyze and apply the information through reading. Therefore, reading ability becomes something important and essential for students.

Reading comprehension is very important. Sofiyatun in Jalilehvand (2012:329) says that reading comprehension is the key of success in mastering any subjects. Obviously, the students must be able to read for comprehension purpose. The success of getting information from those readings is gotten by reading itself. However, reading for comprehension purposes is not easy.

There are three kinds of texts learnt by the students in senior high school. They are transactional-interpersonal text, functional text and monolog text. The monolog texts include narrative, recount, spoof, report, descriptive, hortatory exposition, analytical exposition, discussion, explanation, news item, and review text. In

Character Education Curriculum 2013, the senior high school students learn about several kinds of the monolog text, one of them is narrative text.

Narrative text is a text that deals with story or a series of connected events. The aim of this text is to amuse or entertain the readers. It consists of orientation (introduction), complication (problem), and resolution (closing). In reading narrative text, the students have to understand all parts of the text in order to understand the plots.

Based on the preliminary study and interviewing an English teacher of SMAN 4 Bukittinggi, it was found that only 20% to 30% of eleventh grade students were able to answer the comprehension questions and achieve the standard mark (*KKM*). Then, after interviewed some students, it was found that the students have some problems in reading narrative text. *First*, the students lacked interest in reading. Obviously, it was related to students' motivation in reading. When the students did not have interest in reading, they would have difficulties in getting information from the text since they actually did not want to read at all. *Second*, vocabulary was the common problem that the students face. When they did not know the meaning of certain words, they could not understand what the story about and it made them fail in reading comprehension test. *Third*, the students did not have background knowledge. It caused the difficulties in reading since they did not have experience dealing with the topic.

Yildirim et.al in Harvey (2011:4) state that to make the students can comprehend the text, students must know the meanings about 90%-95% of words. The importance of vocabulary is also mentioned by Konza (2011:4) who states that the main component to

get the idea from reading is vocabulary. When the students know the meaning of the words, they can read it and get sense from the text. It shows that vocabulary is the important thing that must be noticed by the learners in order to make them understand the text. If the learners have limited vocabulary, they will have difficulties in gathering the meanings from the text. Even the students have learned English for several years, there is no guarantee that over the years they enrich the vocabulary.

Lack interest in reading itself can be one of the obstacles in comprehension. Lack interest is related to students' motivation. There are many reasons that affect students' motivation. It can be the way of the teacher in teaching, the presentation of the text, the length of the text, and so on. It cannot be ignored how important motivation in learning process. It is possibly the power that can bring the students to achievement since the motivation potentially carries willingness in reading.

Another important thing which helps to achieve the comprehension is background knowledge. It can support comprehension by giving the students experience related to the topic. So, when the students read certain texts which are related to what they have read before, the recent information can be stored easier. On the contrary, when the students have not read certain related topics, they probably find some difficulties in understanding the text.

Since narrative texts deal with story, especially for reading comprehension, the students are asked to understand the events that describe the whole story. Actually, the teacher can help the students in reading comprehension by providing pictures which are related to the text. They can be shown on the board in front of the class or attached to the

text sheets. It can help the students understand the content better. However, it does not give the improvement in reading activity. Furthermore, with the development of the technology, the teacher can take a chance to create the meaningful learning for the students by using technology in teaching reading.

Commonly, the forms of the materials which are used by teachers are printed on papers. Further, with the support of technology, the papers are transformed to be the digital ones. The teachers can use digital materials only if the facilities are available in the classroom and they know how to use certain tools. Moreover, the curriculum 2013 demands the use of technology in learning process as stated in *Pengembangan Kurikulum 2013* (2013:8) that the future challenges will be related to the development of ICT (Information Communication Technology) and convergence both knowledge and technology.

Nowadays, integrating technology in teaching language is not new in education. One of the uses of technology in the classroom is using digital story telling. Dreon (2011:4-9) et.al explained the emergence of using digital story telling in the middle school classroom to begin the class. Hung et.al (2012:368-379) used the digital story telling to improve the students' learning motivation, problem-solving competence and learning achievement. They used digital story telling for the fifth grade of elementary school where the students were asked to create their own digital story telling based on the topics given by taking pictures and arrange them into a story.

In this research, the researcher uses digital story telling which called *English Talking Books* (ETB). It is used for teaching reading comprehension of the eleventh grade of senior high school. *English Talking Books* are certainly looks like a book and can be played by video software where the students can read the text, see the pictures and listen to the audio of the text. The content of *English Talking Books* is only about narrative text. ETB gives students the experience of learning language with technology. By using this material in teaching narrative text, the students can read the text, listen to the audio and see the pictures that describe the story at the same time. By using ETB, it is hoped that the students perform better in reading comprehension and motivate students in learning.

B. Identification of the Problem

There are some problems identified in this research. First, the students lack interest in reading. Second, the students lack of vocabulary. The last, students have difficulty in building background knowledge. There are some ways that can help the students in reading narrative text. Teacher can use pictures in activating the students' background knowledge. The pictures also can be used to introduce the vocabulary before reading and possibly motivate students in reading. Pictures are mostly used to attract the students' attention in learning process. Then, it is hoped that using *English Talking Books* as digital materials in teaching narrative text influences the student's motivation in reading.

C. Limitation of the Problem

As it is stated above, in this research, the writer focuses on the effect of using Digital materials: *English Talking Books* towards students' reading comprehension of a narrative text at the eleventh grade students of SMA N 4 Bukittinggi.

D. Formulation of the Problem

Related to the identification and the limitation above, the problem in this research is formulated as follow: “Do *English Talking Books* give the significant effects to the students’ reading comprehension in reading a narrative text at the eleventh grade students of SMA N 4 Bukittinggi?”

E. Research Questions

Based on the formulation of the problem above, there were two questions which were answered in this study:

1. Do *English Talking Books* give the significant effects towards the students’ reading comprehension in reading narrative text at the eleventh grade students of SMA N 4 Bukittinggi?
2. Do *English Talking Books* improve the students’ reading comprehension of narrative text at the eleventh grade students of SMA N 4 Bukittinggi?

F. Purpose of the Research

The purpose of this research is to find out the effects of teaching reading a narrative text by using *English Talking Books* for the eleventh grade of senior high school students. It is also to seek whether *English Talking Books* gives better effect towards students’ reading comprehension or not.

G. Significance of the Research

The finding of the study is expected to give contribution to English learning for teachers. Theoretically, the finding of the research is very useful to develop the theory in teaching reading. So, it can be the additional source for other researchers to conduct other study related to reading comprehension, Digital materials and narrative text. Practically, the finding of the research can give contribution for teachers and students in getting information in order to master English as the foreign language. Especially for teachers, it is hoped that this research can improve their competence in presenting the materials for English learning.

H. Definition of Key Term

The key terms used in this research are followed:

Reading comprehension : A process of understanding a written text where the readers convey their previous knowledge or experience on a topic and relate it to information from the text.

Digital materials : The materials given through media and technology.

English Talking Book : It is a material of narrative text which its form is a videowhich presents text, pictures and audio.

Narrative text : A kind of text which presents a story that is for entertaining and amusing readers.

Effect : Students' Skills in reading a narrative text as reflected by their scores.