THE CORRELATION BETWEEN STUDENTS' INTEREST IN READING NARRATIVE TEXT AND THEIR READING ACHIEVEMENT AT THE FIRST YEAR OF SENIOR HIGH SCHOOL 13 MEMPURA DISTRICT OF SIAK REGENCY

By

MAYUMI FITRI

NIM.10714000739

FACULTY OF EDUCATION TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1433 H/2012 M

THE CORRELATION BETWEEN STUDENTS' INTEREST IN READING NARRATIVE TEXT AND THEIR READING ACHIEVEMENT AT THE FIRST YEAR OF SENIOR HIGH SCHOOL 13 MEMPURA DISTRICT OF SIAK REGENCY

Thesis

Submitted to Fulfill One of the Requirements

for Undergraduate Degree in English Education

(S.Pd.)

By

MAYUMI FITRI

NIM.10714000739

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1433 H/2012 M

ABSTRACT

Mayumi Fitri (2011): "The Correlation between Students' Interest in Reading Narrative Text and Reading Achievement at the First Year of Senior High School 13 Mempura District of Siak Regency".

     Based on the syllabus of English at the first year of SMAN 13 Siak, one of the genres learned by the students is the narrative text. After doing preliminary study at SMAN 13 Siak, some of students of the first year still have low interest in reading narrative text. The writer interpret that they have less achievement in reading a text because they lack interest in reading a text. Muhibbin Syah stated that the interest can influence the students' achievement. When the student has interest with something, they will give more attention and they will understand it. Of course, it will influence their reading achievement. Thus, the writer was interested to conduct the research entitled the correlation between students' interest in reading the narrative text and reading achievement at the first year of Senior High School 13 Mempura District of Siak Regency.

     The subject of research was the first year students of Senior High School 13 Mempura District of Siak Regency. In this research, the writer took 35 students as sample from 136 students of total population by using proportional random sampling technique. In collecting data, the writer used questionnaires and tests. In analyzing the data, the writer used Serial Correlation. The results of this research shows that r_{ser} is higher than r table 5% and 1% (0.349>0.473<0449). It means that there is a significant correlation between students' interest in narrative text reading achievement of students reading at the first year of Senior High School 13 Mempura District of Siak Regecy.

ABSTRAK

Mayumi Fitri (2011): "Hubungan Antara Minat Siswa Membaca Teks Narasi dan Prestasi Membaca pada Siswa Kelas Satu Sekolah Menengah Atas 13 Kecamatan Mempura Kabupaten Siak."

Berdasarkan silabus pelajaran Bahasa Inggris kelas I SMAN 13 Siak, salah satu genre yang dipelajari oleh siswa adalah teks narasi. Setelah melakukan pra riset di SMAN 13 Siak, beberapa siswa kelas satu masih memiliki prestasi yang kurang dalam membaca teks narasi. Penulis menginterprestasikan bahwa mereka memiliki prestasi yang kurang dalam membaca teks karena mereka kurang memiliki daya tarik atau minat dalam membaca sebuah teks. Muhibbin Syah mengatakan bahwa minat bisa mempengaruhi prestasi siswa. Ketika siswa memiliki minat terhadap sesuatu, mereka akan memberi perhatian lebih dan mereka akan memahaminya. Oleh karna itu, penulis tertarik untuk melakukan penelitian dengan judul hubungan antara minat siswa dalam membaca teks narasi dan prestasi membaca siswa-siswa kelas satu SMAN 13 Siak.

Subjek dari penelitian ini adalah siswa-siswa kelas 1 SMAN 13 Siak. Pada penelitian ini, penulis mengambil 35 siswa menjadi sampel dari jumlah total populasi 136 siswa dengan menggunakan proporsional random sampling. Dalam mengumpulkan data, penulis manggunakan angket dan tes dan analisa data menggunakan Korelasi Serial. Hasil dari penelitian ini menunjukkan bahwa rser lebih tinggi dari r table 5% dan 1% (0.349>0.473<0.449). Artinya ada korelasi yang significant antara minat siswa membaca teks narasi dengan prestasi membaca pada siswa kelas satu SMAN 13 Siak.

ملخص

مايومى فطرى(٢٠١١): إرتبيط بين الرغبة تلاميذ قرأة النص نارسي و النتيجة القرأة عند تلاميذ الفصل العاشرة المدرسة العالية الحكومية ١٣ ناحية ممفور منطقة سياق.

بناء على المنهج الدرس اللغة الإنجيليزية الفصل العاشرة المدرسة العالية الحكومية سياق، احدى منها جنري يعلم عند تلاميذ هو النص نارسي. بعد تعمل قبل التجريبية بالمدرسة العالية الحكومية   سياق ، بعض تلاميذ الفصل العاشرة هم ناقصفي القرأة النص نارسي. قد نخلص الباحثة ان تلاميذ ناقص النتيجة في القرأة النص لأنهم ماعندهم الرغبة في القرأة النص. قال جون ايدسويق ان بدون الرغبة تلاميذ لا يستطيعون تتعلمون بالجد. حينما تلاميذ لهم الرغبة بالجد، هم يسهولون ليفهموا المادة الذين يتعلمون. الرقبة لها مؤثر كبير عند تتعلمون تلاميذ. ولذلك ان يؤثروا النتيجة قرئتهم. ولذلك اردات الباحثة لتعمل البحث بالموضوع إرتبيط بين الرغبة تلاميذ قرأة النص نارسي و النتيجة القرأة عند تلاميذ الفصل العاشرة المدرسة العالية الحكومية   ناحية ممفور منطقة سياق.

أفراد من هذا البحث هو تلاميذالفصل العاشرة المدرسة العالية الحكومية   ناحية ممفور منطقة سياق. في هذا البحثمن ، أخذت الباحثة العينة   تلاميذ من المجتمع بإستعمال فرفرسيونل رندوم سمفليع. طريقة لجمع البيانات بإستعمال الإستبيان و الإختبار و تحليل البيانات بإستعمال كوريلاسي سيريل. حصول من هذا البحث تدل على ان ser   اقصر من الجدوال %   و % (.   . > .   <)هذا بمعنى غير موجود إرتبيط بين الرغبة تلاميذ قرأة النص نارسي و النتيجة القرأة عند تلاميذ الفصل العاشرة المدرسة العالية الحكومية ناحية ممفور منطقة سياق.

LIST OF CONTENT

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages used by the people in the world especially to develop education. Indonesia is a developing country. Thus, every student should study English starting from Elementary School, Junior High School, Senior High School, and University level to increase the standard of education in Indonesia.

The success of the learning English is absolutely inseparable with the mastery of In English. In English, there are four skills that must be studied and mastered by all students. They are Listening, Speaking, Reading, and Writing[1]. From the statement above, we know that reading is one important skills in English.

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. The ability to read ordinary texts in an additional language is a crucial skill that students should master[2]. Many readers can get pleasure in reading since they are able to comprehend and obtain information

---

[1]Douglas H. Brown. 1994. *Teaching by Principles An Interactive Approach to Pedagody.* Englewood Cliffs, New Jersey: Prentice Hall, inc, Page 217.

[2]Elliot L. Judd. 2001 . *Teaching Additional Language.* Switzerland: International Academy of Education (IAE), page 17. [Electronic Version]. Library.nu.com (Retrieved on March 2th, 2011)

from the content of the reading as they read. In other definition, reading is an interactive process that goes on between the reader and the text[3].

It cannot be separated that an interest is also has a prominent role in growing student's achievement, especially in reading. Interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is closely related to feelings mainly pleasure[4]. Therefore, interest occurs because of pleasure toward something.

Basically, an interest cannot be separated from our life. It is important because interest is a basic to our life's work. We need it if we want to success in very field. Interest is an attitude that students bring to their learning process. It means that interest influences learning. The students have to be interested in every subject as well as reading narrative text. When reading, children and adults understand and remember information better from topics of high interest than from topics of low interest[5]. Without interest, the students cannot study well. When the students have a good interest, they will be easy to understand the material what they have learned. Interest has a strong influence on learning[6]. Of course, it will influence their reading achievement.

---

[3]Kalayo Hasibuan. 2007. *Teaching English as a Foreign Language (TEFL).* Pekanbaru: Alaf Riau, Page 114.

[4]Meltiawati Jar. 2009. "The Correlation between Students' Interest in the Topic of Composition and Their Writing Ability of the Second Year of Natural Science Students of MAN 2 Model Pekanbaru". A Thesis UIN SUSKA RIAU, page 18.

[5]M. Kay Alderman. 2004. *Motivation for Achievement.* New Jersey: Lawrence Erlbaum Associates, Publishers, page 242. [Electronic Version]. Library.nu.com (Retrieved on March 2th, 2011)

[6]Jhon Eidswick. 2009. *The Influence of Interest on Reading.* (www.eric.ed.goy), page 1.

The interest can influence the students' achievement. When the students have interest with something, they will give more attention and they will understand it[7].

Basically, there are two types of interest in teaching at classroom. There are personal interest and situational interest. Both personal and situational interest and actualized personal interest are generally related positively to measures of memory, attention, comprehension, deeper cognitive engagement, thinking, and achievement[8].

From the definition above, we know that interest is one of the things that is very important in human life. Everything that people do always is related to the interest.

Achievement is the attainment of the objectives of a specific learning experience[9]. The specific learning experience is the process of learning reading subject and reading achievement is the result that the students get after the process of learning reading is done.

In senior high school, reading is one of four language skills that has priority to be learned by students. It is because from reading students can get information, knowledge, and other linguistics skills even enjoyment. Besides, the students can also improve their ability in understanding the reading narrative text effectively and efficiently.

---

[7]Muhibbin Syah.1995. *Psikologi Pendidikan Remaja*. Bandung: Posda karya, Page 137.
[8]Dale H. Schunk, Paul R. Pintrich, and Judith L. Meece. 2008. *Motivation in Education*. New Jersey: Pearson Education, Inc. page 216.
[9]Frederik J. Mcdonald. 1965. *Educational Activity*. California: Publishing Company, Inc, Page 665.

SMA N 13 Siak is one of the schools located at Setia Street Benteng Hilir, Mempura District of Siak Regency. As an Educational institution, SMA N 13 Siak has many subjects. English is one of the subjects at SMA N 13 Siak in which this subject is taught from the first year to the third year. Moreover, English is one of important subjects that should be mastered by the students. This school uses the KTSP curriculum as a guide in learning English. In English curriculum for class X (first year) in this school, the students should have skill to do reading. Standard competency of reading is that the students should comprehend meaning written text of short functional and simple essay in form of recount, narrative, and procedure in daily context and to access science; (1) Respond the meanings in short functional written texts (for example announcement, advertisement, invitation, etc) formal and informal accurately, fluently and accepted in daily contexts and to access the Science. (2) Respond the meanings and the steps of rhetorical written text (essay) accurately, fluently and accepted in daily contexts and to access the Science, in form of: recount, narrative and procedure. One week has three meeting. In one meeting has 2 hours duration, 45 minutes x 1 hour[10].

Based on preliminary study at SMA N 13 Siak, the writers found that some of students still get difficulties and problem about subject English, especially in interest in reading narrative text and reading achievement. The

---

[10]English Curriculum for Senior High School Class X Semester 1 / KTSP. 2008, Page.2. In http://najmimaulana.files.wordpress.com/2008/10/curriculum-x_-smester1_2008.pdf

writer mentions some of the problems that can be seen from the symptoms as follows:

1. Some of the students are not pay attention in reading narrative text material.

2. Some of the students are not interested in the content of the narrative text.

3. Some of students read narrative text only for doing assignment.

4. Some of students do not read narrative text for pleasure.

5. Some of students do not have more vocabularies to understand a narrative text.

Based on the problems above, and I think that it is important; the writer is interested in conduct a research entitled "**The Correlation Between Students' Interest in Reading Narrative Text and their Reading Achievement at the First Year of Senior High School 13 Mempura District of Siak Regency".**

B. Definition of the Terms

The title of this research is The Correlation between Students' Interest in Reading Narrative Text and their Reading Achievement at the First Year of Senior High School 13 Mempura District of Siak Regency. For preventing misunderstanding and misinterpretation, some key terms in this research are defined as follows:

1. Correlation

   Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently[11].

2. Interest

   Interest is high desire and big wish toward something[12]. Here, interest is some efforts of the students' in reading narrative text.

3. Reading

   Reading is an action of a person who reads text[13].

4. Narrative text

   Narrative text is the text that is tells a true story or fiction, gives an account of one or more experiences.

5. Achievement

   Achievement is a powerful motivation to accomplish something at one undertakes and avoids far line[14].

C. Problems

1. Identification of the Problem

Based on the background of the problem explained above and supported by symptoms, so it is clear that the students have problems

---

[11]John W. Creswell. 2008. *Educational Research*. New Jersey: Pearson Education, Inc, page 356.
[12]Muhibbin Syah.1995. *Psikologi Pendidikan Remaja*. Bandung: Posda karya, Page 136.
[13]Hornby. 1984. *Oxford Advance Learning Dictionary of Current English*. Cambridge University, page 143.
[14]Hornby, *Ibid*, page. 8

about English especially in Reading Lesson. To be more clearly, the following problems of this research can be identified as follows:

1. Why not some of the students are pay attention in reading narrative text?

2. Why are not some of the students interested in the content of the narrative text?

3. Why do some of the students read narrative text only for doing assignments?

4. Why do not some of the students read narrative text for pleasure?

5. Why do not some of the students have more vocabularies to understand a narrative text?

2. Limitation of the Problem

To avoid misunderstanding toward the problem in this research, it is necessary for the writer to limit the problem that will be discussed on the study. Therefore, the writer focuses the problem on the percentage of the students' interest in reading narrative text and students' reading achievement, and the correlation between students' interest in reading narrative text and their reading achievement at the first year of Senior High School 13 Mempura district of Siak regency.

3. Formulation of the Problem

Based on limitation of the problem depicted above, thus, the problems of this research will be formulated in the following research questions:

1. How is the students' interest in reading narrative text?

2. How is the students' reading achievement?

3. Is there any significant correlation between students' interest in reading narrative text and their reading achievement?

D. Reason for Choosing the Title

1. The writer wants to find out the correlation between students' interest in reading narrative text and their reading achievement.

2. The writer is interested in this problem

3. As for as the writer is concerned, this research has never been investigated at State Islamic University of SUSKA Riau.

E. Objective and Significance of the Research

1. Objective of the Research

   a. To find out the students' interest in reading narrative text at the first year of SMA N 13 Mempura district of Siak regency.

   b. To find out the students' reading achievement at the first year of SMA N 13 Mempura district of Siak regency.

c. To find out the correlation between students' interest in reading narrative text and their reading achievement at the first year of senior high school 13 Mempura district of Siak regency.

2. Significance of the Research

a. To enlarge and expand the writer's knowledge.

b. To give some inputs for the teachers, especially English teacher of Senior High School 13 Mempura district of Siak regency.

c. To complete the writer's task in fulfilling her partial requirement for undergraduate degree at the English Education Department of Tarbiyah Faculty and Teacher's Training of State Islamic University (UIN) SUSKA RIAU.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Interest

English is one of difficult subject for students since they do not have enough vocabulary, and their knowledge is very limit. Because of these factors, they are not interested in paying attention in English subject especially when they are reading narrative text. In this case, the teacher must try to find the way how to make students enjoy reading narrative text.

Interest is persisting tendency to pay attention to enjoying or content[1]. Interest is statement of desire to learn or to know about somebody/something, curiosity, concern feel have show and express[2].

Interest is an important factor that should be taken into consideration when choosing materials for reading instruction.[3]

Interest is defined as an interactive relation between the individual learner and his or her environment or aspects there of including objects, events, and ideas[4].

Interest is one of internal influence factor in reading process. Someone who has interest in reading narrative text, he/she will good understand in reading.

---

[1]Hilgard Ernest. 1983. *Introduction to Psychology*. Harcourt Brace Jovanovich, Inc, page. 72.
[2]Hornby, *Loc cit*, page. 65.
[3]Loretta Frances Belloni. 1978. *The Effect of Interest of Reading Comprehension of Low Achieving Students*. Journal of Reading. Page 106.
[4]Jonathon E. Larson. 2009. *Educational Psychology: Cognition and Learning, Individual Differences and Motivation*. New York: Nova Science Publishers, Inc. page 82. [Electronic Version]. Library.nu.com (Retrieved on May 1th, 2011)

Interest consists of valences attached to a topic or activity. It may be either enduring or short lived, and either general (involving any similar areas) or specific. Interest is not a personality trait like other motives of behavior (e.g., achievement motive)[5].

Based on the definition of interest above, it is obvious that interest is always interlocked with needs and desire of someone. Especially for the students, interest has big influence in reading narrative text. When the materials of reading are not suitable with the students' need, they will not read narrative text well because there is no power of attraction for them.

Actually, attention and interest is very different, because attention only temporary and might not be followed by the comfortable object, then interest is always followed by felling, enjoyment, comfort, pleasure, and from this someone who gets satisfaction.

Learning needs an incentive for spirited participation and the teacher must provide for variety and interest without dominating class activities[6]. For those the teachers, they should try to find interesting materials that their particular students may be interesting to read. Besides, the materials which the students read will be useful for them also can help them understand better.

In learning classroom, they are two types of interest[7]:

---

[5]Ulrich Schiefele. 1991. *Interest, Learning, and Motivation, Educational Psychologist*. London: Roudledge, page 301.
[6]Savignon J. Sandra. 1985. *Theory and Classroom Practice*. New York: Nova Science Publishers, Inc. page 173.
[7]Alderman, M. Kay. *Loc cit*. Page 241.

1. Personal interest is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. As such, it develops slowly over time, is relatively stable, and has a powerful effect on student learning and performance. For example, the student who has a deep interest in space exploration is more likely to acquire and use complex reading comprehension strategies, such as elaboration, while reading about that topic than students who lack interest. In contrast, situational interest results from some instructional activity or text material used in the classroom that triggers an interest. This interest might be stimulated by interesting text, a science experiment, a computer simulation, or a learning activity that is relevant to students' lives. It may or may not have long-term effects on learning. Although the two types are triggered by a different source, each influences the other. Situational interests may trigger the student's interest in a topic or activity leading to personal interest. If this interest is maintained over time, it may develop into a personal interest.

2. Situational interest is asserted to be more important for the classroom because teachers have more control over this than on the personal interests students bring with them. The reliance on personal interest would require individualization for each and every student, which is too time-consuming for teacher. Furthermore, some personal interests may not contribute to goals of learning. For example, drugs may be of high interest to a student who is into the drug culture, but this neither

contributes to engagement in classroom tasks nor enhances decision making about drugs. An important aspect of situational interest for teachers is whether it is short term (catches student attention) or continues over time (holds student attention). Some features of lessons catch or trigger student's interest but may not hold interest in the long run, whereas others hold or ensure the continuation of interest over time.

From some definition above, it is obvious that interest is someone tendency to ward and object or activity, so that she/he has efforts to do that activity.

Moreover, someone can be categorized has interest in activity if:

1. Encourage to know deeply interesting something, doing activity or involving in the activity.

2. Do the activity with pleasure and will prepare much time for that activity.

3. Have high attention and curiosity toward the activity.

4. Feel lucky in doing the activity[8].

The component of Interest

Generally, interest can be divided in three part, they are:

1. Expressed Interest

---

[8]Sri Wahyuni. 2009. "The Corrrelation between the Students' Interest in Learning English and Their Achievement at the Fiirst Year Students of Islamic Centre Al-Hidayah Kampar". A Thesis UIN SUSKA RIAU, page 19.

In oxford dictionary states expressed to shows or to make feeling, option or and action[9]. Mean that someone can express his/her interest trough certain words. For example by using words like, always, often and etc.

2. Manifest Interest

Someone can manifest his/her interest trough certain activities. For example, someone who interest in reading books, she/he will buy, collect or borrow books and always has time to read it.[10]

3. Inventoried Interest

Someone can evaluate their interest by using answering some questions.

Interest does not appear by chance or without cause. Interest will arise if there are some factors influence it. Actually, reading is very difficult and complex process. There are two factors that influence the students' interest. They are internal factors and external factors.

1. Internal factors

Internal factors are the factors that came from the students that include all personal factors. In addition, these factors can also be classified in two kinds; they are physical and mental factors.

a. Physical factors; they include the condition of the students figure and their sense. The condition of physic involves the students' health and gives much influence to the students in reading activity.

---

[9] Hornby. *Loc cit*. Page 464

[10] Dewa Ketut Sukardi. 1989. *Bimbingan dan Konseling*. Jakarta: Bina Aksara, page 63.

b. Mental factors; these factors cover intelligence, attention, interest, aptitude.

2. External factors

External factors are the factors that come from out side of the students. These factors involve the factors such as environment, teacher, students' parent, social economic background.

Based on definition above, it is oblivious that interest is someone tendency toward an object or activity, so we have effort to do our activity such a reading narrative text.

2. The Nature of Reading

Reading is one of four English skills. It is the skills that need more attention from the students to have good interaction with the text in order to get the meaning from the text. Reading is an interactive process which transfers meaning from the writer to the reader.

There are two kinds of reading that students can do; intensive reading and extensive reading. Intensive reading is the reading that students do intensively and usually done under the instruction of the teacher; happen at the class, and using text books that are established by the school. Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. Such intensive reading usually involves translation and thus comprehension of the text. In addition,

extensive reading is the reading that students do outside of the class in order to get more material and experience in reading. Extensive reading materials is one of fundamental condition of a successful extensive reading programmed is that students should be reading material which they can understand.[11] Extensive reading is the roles of the teacher that are organizer, observer, feedback organizer, prompter. Students can read fictions, script of drama, magazine, papers, journal, and so on for extensive reading.

There are seven main purposes for reading:

1. To obtain information for some purpose or because they are curious about some topic.

2. To obtain instructions on how to perform some task for their work or daily life.

3. To act in a play, play a game, do a puzzle.

4. To keep in touch with friends by correspondence or to understand business letters.

5. To know when or where something will take place or what is available.

6. To know what is happening or has happening (as reported in newspaper, magazines, report).

7. For enjoyment or excitement.

The success of teaching reading for the senior high school are determined by many aspects such as the material of reading, facility,

---

[11]Jeremy Harmer. 2001. *The Practice of English Language Teaching*. 3rd Ed. England: Pearson Education Limited, page 210.

teacher, the students themselves, methodologies and strategy. In other hand, Reading is an action of a person who reads text[12]. Skilled readers can also adapt their speed to their purpose and the text. Sometimes they read an entire passage carefully and slowly seeking the main ideas, detailed information, and inferences and implications. Sometimes they quickly scan a text to find out the major points or to answer a single question. Such tasks need to be taught.

Reading is a constant process of guessing and what one brings to reading a text is often more important that what he fins in it[13]. The reader should be able to use what he has known in order to understand the element of structure whether this be complex or just simple idea.

Reading ability will be best developed in association with writing, listening and speaking activities[14]. Even in those courses that may be labeled "reading" your goals will be best achieved by capitalizing on the interrelationship of skills, especially reading-writing connection.

3. Narrative Text

There are five keys of genres: describing, explaining, instructing, arguing and narrating[15].

Narrative is as a natural method of telling a story step by step[16]. It is obviously a valuable mode to use in retelling of experiences. A narrative

---

[12] Hornby. *Loc Cit*. page 143.

[13] Francois Grellet. 1981. *Developing Reading Skill*. London: Canbridge University, page 7.

[14]Brown, H. Douglas. *Loc Cit*, page 8.

[15]Peter and Megan. 2000. *Language and Language Teaching B*. Australia: Deakin University, page 11.

[16] Horn Vivian. 1977. *Composition Step*. USA: Newbury House Publisher Company, page 6.

means a real or imagined story. It is a way to people to share their experiences and history with one another. The students are required to be able to write about an important time in their life.

The topic in narrative can be about people, a moment, fact or fiction that usually organized according to time order. Narratives have a purpose, which may be to entertain or perhaps to teach. Narrative text has a particular organizational structure that consists of three main things as in the following quotations:

> "(1) Orientation, the purpose of which is to set the scene, introduces that characters, and say when and where the narrative is set. (2) There are a number of events, which lead to some kind of problem, sometimes referred to as a complication. (3) The problem is resolved in the final past of the story[17].

Actually, narrative is started from Orientation. It mean, the teacher introduce to the students about the actors of story, when and where the story was happened. In the middle of story, the teacher shows about complication or problem to get satisfies in story and then resolution, it is about what they do think of the story, it is a happy-ending or a sad ending story.

In reading narrative text, the teacher read the texts more than one time after that discuss together with the students about the narrative reading text. Teachers give question to the students about what the ideas that they found in the narrative text.

---

[17] Pauline Gibbons. 2002. *Teaching Second Language Learners in the Mainstream Classroom.* USA: Heinemana, page 55.

The Role of Narrative Text

Several common grammatical patterns of a narrative text are specific, often individual participants with defined identities[18]. Major participants are human, or sometimes animals with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speaker's or writer's time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial of phrases to indicate place and time; use of adjectives to describe nouns.

From the statements above, the writer can conclude that the rules of narrative text are focusing on individual participants, use of nouns and pronouns to identify people, animals and things involved; focusing on a temporal of sequence of pictures; use of action verbs (material processes) to refer to events; use of past tense to locate events in relation to writer's or speaker's time; use adverbs or adverbial of phrases to indicate place and time; and the use of material or action clause.

4. **Reading Achievement**

Achievement is a powerful motive to accomplish on a test of knowledge or skill. Therefore, achievement is the result of student's effort in learning or doing something successfully that is really depends upon their interest that can improve their learning activities.

---

[18] Derewianka, Beverly. 1990. *Exploring How Texts Work*. Australia: Primary English Teaching Assosiation, page 32. In Retno Ayu Murwani Puspitasari. *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts A Case Study of Teaching Englishnat Eleventh Grade Studnts of SMA Negri 10 Semarang in the Academic Year of 2006/2007*. 2007. Semarang: State University of Semarang. Page 44.

Achievement is a powerful motivation to accomplish something at one undertakes and avoids far line. Ability refers something that can do, not refers to what she/he has done so, in order to measure the student's achievement in reading, a teacher should give the students a test in order to know the score of the students in answering the question of reading.

B. The Relevant Research

There are some previous researches concerning with the students' interest in reading. One of them was conducted by Karmila (2006). In her research, she focused on studying the correlation between students' motivation in Reading and their reading achievement at the second year students of Madrasah Aliyah Nurul Falah Air Molek. She concluded that there is significant correlation between students' motivation in reading and there reading achievement. It can be seen from the students' motivation rate score 66, 14 and falls to level good. Based on the data analysis, the level significance 5% and 1% that r_{ch} is bigger than r_{tab} it was calculated on 0.232<0.498>0.302. Meaning that (Ha) is accepted.

Other previous research was conducted by Sri Wahyuni (2009) entitled the correlation between students' interest in learning English and their achievement at the first year students of Islamic Centre Al Hidayah Kampar. She concluded that there is no significance correlation between students' interest in learning English and their achievement. It can be seen from the students' interest of SMAS II Peranggas are having low interest in

reading. It is on the rate score 37 which fall to poor level. It is rejected in both the level of significance r 5% and 1%. It was calculated on 0.325<0.246>0.418.

Based on two previous researches above, the writer wants to explain that the research done by the writer is not the same as the two previous researches above because in this study the writer focuses on the students' interest in reading narrative text and the students' reading achievement.

C. Operational Concept

Operational concept of this research is based on two variables. There is variable X is students' interest in reading narrative text, and then variable Y is students' reading achievement at the first year of Senior High School 13 Mempura district of Siak regency. Variable X is independent variable and variable Y is dependent variable.

Variable X (Students' interest in reading narrative text) can be seen on the following indicators:

1. The students are eager to read the narrative text.

2. The students always read the narrative text whenever they get involve with reading activities.

3. The students feel enjoy in reading narrative text.

4. The students like to go to the library in order to review any kind of narrative text.

5. The students access internet to seek relevant resources for the narrative text.

6. Students always spend their time in class during teaching learning reading narrative text.

7. The students give serious attention in learning reading narrative text material.

8. The students give response in learning reading narrative text.

9. The students do their task enjoyable.

Variable Y (Students' reading achievement) can be seen on the following indicators:

1. The students are able to find out the main idea in reading text.

2. The students are able to find out the specific information in text such as characters, time and place of the story in reading text.

3. The students are able to recall and recognize the events happened in text.

4. The students are able to find the cause and effect of the events happened in text.

D. Assumption and Hypothesis

a. The Assumption

Before formulating the hypotheses as the temporary answer to the problem, the writer would like to present the assumption. The assumption is that the student's interest in reading narrative text will influence the students' reading achievement.

b. The Hypothesis

Ho: There is no a significance correlation between students' interest in reading narrative text and their reading achievement.

Ha: There is a significance correlation between students' interest in reading narrative text and their reading achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is correlation. Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or to set of data to vary consistently. In this research, there are two variables. Variable X a. Variable X is students' interest in reading narrative text, and variable Y is students' reading achievement.

The Structure can be drawn as follows:

```
┌─────────────────────────────────────────────────────────────┐
│  The Correlation between Students' Interest in Reading        │
│  Narrative Text and Their Reading Achievement                 │
└─────────────────────────────────────────────────────────────┘
                          │
                  ┌───────────────┐
                  │ Randomization │
                  └───────────────┘
                          │
         ┌────────────────┴────────────────┐
┌──────────────────────┐        ┌──────────────────────┐
│  Students' Interest   │        │      Reading          │
│ In Reading Narrative  │        │    Achievement        │
│      Text X           │        │         Y             │
└──────────────────────┘        └──────────────────────┘
┌──────────────────────┐        ┌──────────────────────┐
│    Questionnaire      │        │        Test           │
│    (Likert Scale)     │        │  (Multiple Choice)    │
└──────────────────────┘        └──────────────────────┘
              └──────┬──────────────────────┘
              ┌──────────────────┐
              │ Inferential       │
              │ Statistic         │
              └──────────────────┘
              ┌──────────────────┐
              │ Serial Correlation│
              └──────────────────┘
              ┌──────────────────┐
              │ Hypothesis Testing│
              └──────────────────┘
              ┌──────────────────┐
              │     Result        │
              └──────────────────┘
```
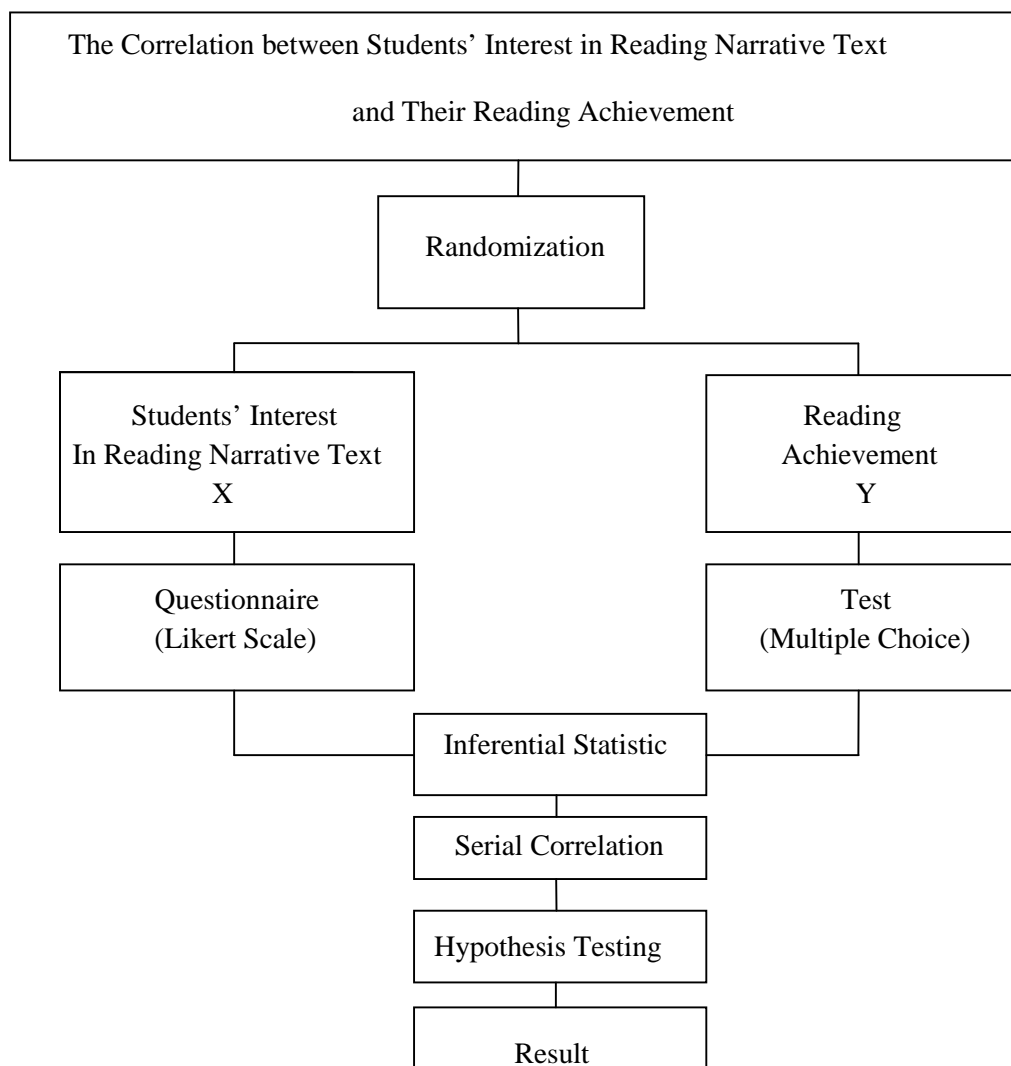
The design of the research can be drawn as follows:

Students' Interest In Reading Narrative Text	→	Reading Achievement
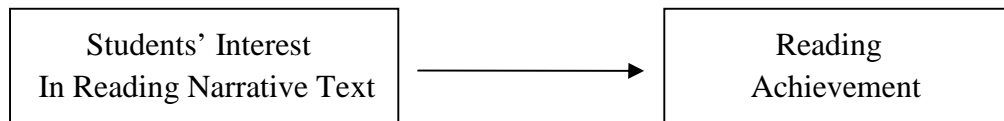
B. Location and Time of the Research

This research was conducted at the first year students of Senior High School 13 Mempura district of Siak regency located on Setia Street Benteng Hilir, Siak. This research was conducted on May 2011.

C. Subject and Object of the Research

The subject of the research was the first year students of Senior High School 13 Mempura district of Siak regency, while the object of this research was students' interest in reading narrative text and their reading achievement.

D. Population and Sample of the Research

The population of this research was all of the first year students of Senior High School 13 Mempura district of Siak regency. They were 136 students. If the population is bigger than 100, the sample is better to take about 10 - 15% or 20 – 25% or more than it of the population[1]. In this research, the writer took 25% of the population as the sample. The technique used in this research was random sampling. The specification of the population can be seen on the table below:

---

[1]Suharsimi Arikunto. 2006. *Prosedur Peneltian Suatu Pendekatan Praktik* ,. Jakarta: Rineka Cipta, page. 134.

TABLE III.1

THE NUMBER OF POPULATION AND SAMPLE OF THE STUDENTS

AT THE FIRST YEAR OF SENIOR HIGH SCHOOL 13 SIAK

No.	Class	Population		Total	Sample 25%
		Female	Male		
1	X 1	18	10	28	7
2	X 2	15	12	27	7
3	X 3	16	11	27	7
4	X 4	16	12	28	7
5	X 5	20	6	27	7
	Total	85	51	136	35

E. Technique of data Collection

In order to get some data that are support this research, the writer used technique of collecting data as follows:

1. Test

   The writer collects the data by using test to obtain the students' achievement in reading narrative text. It is a multiple choice test, which consists of 20 items. Every multiple choice items consists of four answer options (a, b, c, d). the students are asked to choose one correct answer.

2. Questionnaire

   The questionnaire contained some questions for the respondents dealing with interest in reading narrative text. There were 20 items given to the students and the options for every item by using Likert scale

(strongly agree, agree, undecided, disagree, strongly disagree). To give

score the data in this scale is using the same numbering system, such as

"strongly agree" to "strongly disagree" as a "5" to a "1".[2]

(5) Strongly agree

(4) Agree

(3) Undecided

(2) Disagree

(1) Strongly disagree

F. Technique of data Analysis

The technique of data analysis of this research was statistical

technique by serial coefficient correlation. It was used because the data was

containing ordinal and interval scale. The variables were ordinal and interval,

it was suggested to use following formula:

a. To find serial correlation coefficient, the following formula is used:

$$\Gamma_{ser} = \frac{\sum\{(o_r - o_t)(M)\}}{SD_{tot} \sum\left\{\frac{(o_r - o_t)^2}{p}\right\}}$$

r$_{ser}$ = serial correlation coefficient SDtot = total standart deviation

Or = the lower ordinate   P = individual proportion in group[3]

Ot = the higher ordinate

M = mean

[2] Creswell, John. W, *Loc Cit*, Page. 183
[3] Hartono. 2008. *Statistik Untuk Penelitian*. Pekanbaru: Pustaka Pelajar. Page 129

b. To find total deviation:

$$SD_{tot} = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

c. The way in giving interpretation toward serial correlation coefficient:

$$\Gamma_{ch} = \Gamma_{ser} \sqrt{\sum\left[\frac{\left(o_r - o_t\right)^2}{p}\right]}$$

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. **The Data Presentation**

In this chapter, the writer presents the result of the questionnaire and test instrument used in the technique of data collection, which have been collected from the first year of Senior High School 13 Mempura district of Siak regency. The title of this research is *The Correlation between Students' Interest in Reading Narrative Text and their Reading Achievement at the First Year of Senior High School 13 Mempura District of Siak Regency*. The number of the students was 35 students.

There are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y). Independent variable refers to students' interest in reading narrative text was investigated by using questionnaire, there were 20 items given to the students interest in reading narrative text, and every item was measured by using Likert scale (strongly agree, agree, undecided, disagree, strongly disagree) with range score 5-4-3-2-1 for each option. The dependent variable refers to the students' reading achievement. It was investigates by using test at same respondent. The test consisted 20 items and each items was given score 5.

1. **The Presentation of the Students' Interest in Reading Narrative Text.**

   The data of the students' interest in reading narrative text is presented in every indicator used. They can be seen in the following table:

Table IV.1
The students always present in teaching learning reading narrative text

No.	Alternative answer	Frequency	Percentage
	Strongly agree	4	11.42%
	Agree	7	20%
1.	Undecided	13	37.14%
	Disagree	6	17.14%
	Strongly disagree	5	14.28%
	Total	35	100%

   Based on the table, the writer found that there were 4 students (11.42%) strongly agree always present in teaching learning reading narrative text. 7 students (20%) were agree always present. 13 students (37.14%) were undecided always present. 6 students (17.14%) were disagree always present and 5 students (14.28%) were strongly disagree always present.

Table VI.2
The Students come on time at the class

No.	Alternative answer	Frequency	Percentage
	Strongly agree	2	5.71%
	Agree	10	28.57%
2.	Undecided	12	34.28%
	Disagree	9	25.71%
	Strongly disagree	2	5.71%
	Total	35	100%

Based on the table above, the writer found the different answers of student: 2 students (5.71%) answered strongly agree, 10 students (28.57%) answered agree, 12 students (34.28%) answer undecided, 9 students (25.71%) answered disagree and 2 students (5.71%) answered strongly disagree. It can be concluded that the students undecided come on time at the class. It can be seen that the highest was undecided 34.28%.

Table VI.3
The Students bought several books on narrative text

No.	Alternative answer	Frequency	Percentage
	Strongly agree	4	11.42%
	Agree	7	20%
3.	Undecided	11	31.42%
	Disagree	10	28.57%
	Strongly disagree	3	8.57%
	Total	35	100%

According to the table above, the writer concludes that the students undecided bought several books on narrative text. It can be seen that option undecided was 31.42%, option strongly agree was 11.42%, option agree was 20%, option disagree was 28.57%, and option strongly disagree was 8.57%.

Table VI.4
The Students like read the narrative text when reading activities

No.	Alternative answer	Frequency	Percentage
	Strongly agree	8	22.85%
	Agree	3	8.57%
4.	Undecided	7	20%
	Disagree	10	28.57%
	Strongly disagree	7	20%
	Total	35	100%

From the table above, we know that were 8 students (22.85%) who strongly agree read narrative text when reading activities, 3 students (8.57%) agree read narrative text when reading activities, 7 students (20%) undecided read narrative text when reading activities, 10 students (28.57%) disagree read narrative text when reading activities, and 7 students (20%) strongly disagree read when reading activities.

Table VI.5
The Students bought their narrative text whenever they go

No.	Alternative answer	Frequency	Percentage
	Strongly agree	6	17.14%
	Agree	8	22.85%
5.	Undecided	6	17.14%
	Disagree	9	25.71%
	Strongly disagree	6	17.14%
	Total	35	100%

Based on the table above, the writer concludes that the students disagree bought their narrative text whenever they go. It can be seen that option disagree was 25.71%.

Table VI.6
The Students read narrative text at in of their classroom

No.	Alternative answer	Frequency	Percentage
	Strongly agree	6	17.14%
	Agree	6	17.14%
6.	Undecided	9	25.71%
	Disagree	8	22.85%
	Strongly disagree	6	17.14%
	Total	35	100%

According to the table above, the writer concludes that the students undecided read narrative text at in of their classroom. It can be seen that option undecided was 9 students (25.71%), option strongly agree was

17.14%, option agree was 17.14%, option disagree was 22.85%, and option strongly disagree was 17.14%.

Table VI.7
The Students like to read narrative text

No.	Alternative answer	Frequency	Percentage
7.	Strongly agree	7	20%
	Agree	7	20%
	Undecided	12	34.28%
	Disagree	7	20%
	Strongly disagree	2	5.71%
	Total	35	100%

Based on the table, the writer concludes that there were 7 students (20%) strongly agree like to read the narrative text, 7 students (20%) agree like to read the narrative text, 12 students (34.28%) undecided like to read the narrative text, 7 students (20%) disagree like to read the narrative text, and 2 students (5.71%) strongly disagree like to read the narrative text.

Table VI.8
The Students visited their school library to find out the genre text

No.	Alternative answer	Frequency	Percentage
8.	Strongly agree	5	14.28%
	Agree	5	14.28%
	Undecided	8	22.85%
	Disagree	11	31.42%
	Strongly disagree	6	17.14%
	Total	35	100%

The table above obviously states that there were 11 students (31.42%) who answered disagree. So, the students disagree visited their school library to find out the genre text.

Table VI.9
The Students find the kinds of texts at library but did not complete the narrative text

No.	Alternative answer	Frequency	Percentage
	Strongly agree	3	8.57%
	Agree	10	28.57%
9.	Undecided	7	20%
	Disagree	9	25.71%
	Strongly disagree	5	14.28%
	Total	35	100%

The table above shows us about the students find the kinds of texts at library but did not complete the narrative text. There were 3 students (8.57%) who strongly agree, 10 students (28.57%) agree, 7 students (20%) undecided, 9 students (25.71%) disagree, and 5 students (14.28%) strongly disagree find the kinds of texts at library but did not complete the narrative text.

Table VI.10
The Students like to access the internet to find the subject matter

No.	Alternative answer	Frequency	Percentage
10.	Strongly agree	9	25.71%
	Agree	6	17.14%
	Undecided	6	17.14%
	Disagree	6	17.14%
	Strongly disagree	8	22.85%
	Total	35	100%

According to the table above, the writer found the data of students like to access the internet to find the subject matter. It can be seen that option strongly agree was 25.71%, option agree was 17.14%, option undecided was 17.14%, option disagree was 17.14%, and option strongly disagree was 22.85%.

Table VI.11
The Students access internet to seek relevant resources for the narrative text

No.	Alternative answer	Frequency	Percentage
11.	Strongly agree	7	20%
	Agree	7	20%
	Undecided	11	31.42%
	Disagree	9	25.71%
	Strongly disagree	1	2.85%
	Total	35	100%

The data above obviously states that there were 11 students (31.42%) who answered undecided. So, the student undecided access internet to seek relevant resources for the narrative text

Table VI.12
The Students read English book before teaching learning English

No.	Alternative answer	Frequency	Percentage
12.	Strongly agree	5	14.28%
	Agree	10	28.57%
	Undecided	8	22.85%
	Disagree	6	17.14%
	Strongly disagree	6	17.14%
	Total	35	100%

Based on the table, the writer concludes that there were 5 students (14..28%) who answered strongly agree, 10 students (28.57%) who answered agree, 8 students (22.85%) who answered undecided, 6 students (17.14%) who answered disagree, and 6 students (17.14%) who answered strongly disagree. So, the students agree read English book before teaching learning English. It can be seen that option agree was 28.57%.

Table VI.13
The Students read English book when the process of teaching material

No.	Alternative answer	Frequency	Percentage
	Strongly agree	5	14.28%
	Agree	6	17.14%
13.	Undecided	7	20%
	Disagree	11	31.42%
	Strongly disagree	6	17.14%
	Total	35	100%

According to the table above, the writer concludes that the students disagree read English book when the process of teaching material. It can be seen that option strongly agree was 5 students (14.28%), option agree was (17.14%), option undecided was 20%, options disagree was 31.42%, and option strongly disagree 17.14%.

Table VI.14
The Students write on the paper when their teacher explains the material

No.	Alternative answer	Frequency	Percentage
	Strongly agree	3	8.57%
	Agree	4	11.42%
14.	Undecided	13	37.14%
	Disagree	7	20%
	Strongly disagree	6	17.14%
	Total	35	100%

Based on the table above, the writer concludes that the students undecided write on the paper when their teacher explains the material. It can be seen that option undecided was 37.14%.

Table VI.15
The Students give response in learning reading narrative text

No.	Alternative answer	Frequency	Percentage
15.	Strongly agree	6	17.14%
	Agree	9	25.71%
	Undecided	6	17.14%
	Disagree	5	14.28%
	Strongly disagree	8	22.85%
	Total	35	100%

Based on the table, the writer concludes that there were 6 students (17.14%) who strongly agree give response in learning reading narrative text, 9 students (25.71%) agree give response in learning reading narrative text, 6 students (17.14%) undecided give response in learning reading narrative text, 5 students (14.28%) disagree and 8 students (22.85%) strongly disagree give response in learning reading narrative text.

Table VI.16
The Students asked to the teacher if they did not understand about the material

No.	Alternative answer	Frequency	Percentage
16.	Strongly agree	3	8.57%
	Agree	8	22.85%
	Undecided	12	34.28%
	Disagree	8	22.85%
	Strongly disagree	4	11.42%
	Total	35	100%

The table above obviously states that there were 12 students (34.28%) who answered undecided. So, the students undecided asked to the teacher if they did not understand about the material.

Table VI.17
The Students give serious attention at reading narrative text

No.	Alternative answer	Frequency	Percentage
17.	Strongly agree	6	17.14%
	Agree	8	22.85%
	Undecided	11	31.42%
	Disagree	5	14.28%
	Strongly disagree	5	14.28%
	Total	35	100%

Based on the table above, the writer concludes that the students undecided give serious attention at reading narrative text. It can be seen that option undecided was 31.42%.

Table VI.18
The Students do the teacher assignment

No.	Alternative answer	Frequency	Percentage
	Strongly agree	4	11.42%
	Agree	11	31.42%
	Undecided	7	20%
18.	Disagree	8	22.85%
	Strongly disagree	4	11.42%
	Total	35	100%

The data above obviously state that there were 11 students (31.42%) who answered agree. So, the students do the teacher assignment.

Table VI.19
The Students answer the reading narrative text questions by their self

No.	Alternative answer	Frequency	Percentage
	Strongly agree	7	20%
	Agree	8	22.85%
	Undecided	4	11.42%
19.	Disagree	8	22.85%
	Strongly disagree	8	22.85%
	Total	35	100%

Based on the table, the writer concludes that there were 7 students (20%) who strongly agree answer the reading narrative text questions by their self , 8 students (22.85%) agree answer the reading narrative

text questions by their self, 4 students (11.42%) undecided answer the reading narrative text questions by their self, 8 students (22.85%) disagree answer the reading narrative text questions by their self, and 8 students (22.85%) strongly disagree answer the reading narrative text questions by their self.

Table VI.20

The Students answer the reading narrative text questions with their friend

No.	Alternative answer	Frequency	Percentage
	Strongly agree	3	8.57%
	Agree	7	20%
20.	Undecided	9	25.71%
	Disagree	10	28.57%
	Strongly disagree	5	14.28%
	Total	35	100%

The table above shows us that the students disagree answer the reading narrative text questions with their friend. It can be seen that option disagree was 28.57%.

2. **The Presentation of the Students' Reading Achievement Test**

In the multiple choice tests, the students should choose the correct answer. The writer gave 20 items and the values of each item were 5. The test consisted of reading narrative text. The students had to read the text carefully, than chose the correct answer based on the text.

The data present the result of the test conducted toward the student's Reading Achievement. The data can be seen bellows:

45	40	50	40	40	40	50	50	50	45
55	45	40	40	30	50	35	40	45	75
35	40	45	45	50	40	50	40	60	30
35	55	35	55	50					

B. The Data Analysis

In the beginning chapter, the writer has presented data presentations and the last the writer analyzes them in order to know the correlation between Students' Interest in Reading Narrative Text (variable X) and Students' Reading Achievement (variable Y).

1. Find out the students' interest in reading narrative text

These scores of 20 items of questionnaire can be seen as follows:

78	76	79	40	56	60	60	53	60	61
76	62	48	77	45	80	61	61	62	67
68	65	56	76	60	60	77	53	79	45
41	62	46	40	49					

There are three categories of variable X (Students' Interest in reading Narrative Text) they are:

Good   : 76 - 100

Enough   : 60 - 75

Bad   : 0 – 59

(Arikunto, 2002: 313)

To clarify all answers in the questionnaire, the writer recapitulates all of data. Therefore, it can be seen on the table of recapitulation for questionnaire on the first students of Senior High School 13 Mempura district of Siak regency.

TABLE IV.21
THE STUDENTS RECAPITULATION OF THE STUDENTS' INTEREST
IN READING NARRATIVE TEXT

Table	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
T.1	4	11.42%	7	20%	13	37.14%	6	17.14%	5	14.28%
T.2	2	5.71%	10	28.57%	12	34.28%	9	25.71%	2	5.71%
T.3	4	11.42%	7	20%	11	31.42%	10	28.57%	3	8.57%
T.4	8	22.85%	3	8.57%	7	20%	10	28.57%	7	20%
T.5	6	17.14%	8	22.85%	6	17.14%	9	25.71%	6	17.14%
T.6	6	17.14%	6	17.14%	9	25.71%	8	22.85%	6	17.14%
T.7	7	20%	7	20%	12	34.28%	7	20%	2	5.71%
T.8	5	14.28%	5	14.58%	8	22.85%	11	31.42%	6	17.14%
T.9	3	8.57%	10	28.57%	7	20%	10	28.57%	5	14.28%
T.10	9	25.71%	6	17.14%	6	17.14%	6	17.14%	8	22.85%
T.11	7	20%	7	20%	11	31.42%	9	25.71%	1	2.85%
T.12	5	14.28%	10	28.57%	8	22.85%	6	17.14%	6	17.14%
T.13	5	14.28%	6	17.14%	7	20%	11	31.42%	6	17.14%
T.14	4	11.42%	4	11.42%	13	37.14%	7	20%	6	17.14%
T.15	6	17.14%	9	25.71%	6	17.14%	5	14.28%	8	22.85%
T.16	3	8.57%	8	22.85%	12	34.28%	8	22.85%	4	11.42%

T.17	6	11.42%	8	22.85%	11	31.42%	5	14.28%	5	14.28%
T.18	4	11.42%	11	31.42%	7	20%	8	22.85%	4	11.42%
T.19	7	20%	8	22.85%	4	11.42%	8	22.85%	8	22.85%
T.20	3	8.57%	7	20%	9	25.71%	10	28.57%	5	14.28%
Total	104		147		179		163		103	

To analyze the data above, the writer uses technique analysis qualitative description by giving interpretation of frequency and percentage from the answer that writer got from the questionnaire.

Strongly agree $= 104 \times 5 = 520$

Agree $= 147 \times 4 = 588$

Undecided $= 179 \times 3 = 537$

Disagree $= 163 \times 2 = 322$

Strongly disagree $= 103 \times 1 = 103$

The recapitulation is:

The value of (N) $104 + 147 + 179 + 163 + 103 = 696$

The value of (F) $520 + 588 + 537 + 322 + 103 = 2070$

It can be calculated by using the formula as follows:

$$P = \frac{F}{N} \times 100 : 5$$

$$P = \frac{2026}{694} \times 100 : 5$$

$$P = 59.48\%$$

So, the percentage of the students' interest in reading narrative text is 59.48%. It can be concluded that the students' interest in reading narrative

text at the first year of Senior High School 13 Mempura district of Siak regency is Bad.

2. Find out How the Students' Reading Achievement

The result of the Students Reading Achievement test can be seen as follows:

45	40	50	40	40	40	50	50	50	45
55	45	40	40	30	50	35	40	45	75
35	40	45	45	50	40	50	40	60	30
35	55	35	55	50					

There are also three categories of variable Y (Students' Reading Achievement) they are:

Good : if the score between 76 - 100

Enough : if the score between 60 - 75

Bad : if the score between 0 – 59

The writer categorizes the result of the test as follows:

a. The category of the students' achievement in reading narrative text as Good is None.

b. The category of the students' achievement in reading narrative text as Enough is as follows:

    60   75

c. The category of the students' achievement in reading narrative text as Bad is as follows:

30	30	35	35	35	35	40	40	40	40
40	40	40	40	40	40	45	45	45	45
45	45	50	50	50	50	50	50	50	50
55	55	55							

And then, the total of the three categories is:

$1 + 2 + 3 = N$

$0 + 135 + 1435 = 1570$

$0 + (135X2) + (1435X1)$

$0 + 270 + 1435 = 1705$

Where in:

N : 1570

F : 1705

As a result, the average percentage of the category calculation above is:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{1705}{5115} \text{ x } 100\%$$

$$= 33.33 \%$$

The average percentage after calculating is 33.33%. As it was mentioned before, the data collected to measure the students' reading achievement were classified into three ranges. The percentage obtained for students' reading achievement at the first year of senior high school 13 Mempura District of Siak Regency is 33.33%, which is classified into Bad.

3. Find out the correlation between students' interest in reading narrative text and their reading achievement

To find the correlation between them, they will be analyzed by using coefficient serial correlation, the formula as follows:

$$\Gamma_{ser} = \frac{\sum \{(o_r - o_t)(M)\}}{SD_{tot} \sum \left\{ \frac{(o_r - o_t)^2}{p} \right\}}$$

The writer will present the result of interest in reading narrative text that is based on the students' reading achievement.

a. The categories of using students' interest in reading narrative text test that their reading achievement good. They are:

45   40   50   55   40   50   75   45   50   60

b. The categories of using students reading narrative text test that their reading achievement enough. They are:

| 40 | 50 | 50 | 45 | 45 | 30 | 35 | 40 | 45 | 35 |

| 40 | 50 | 40 | 55 |

c. The categories of using students' interest in reading narrative text test that their reading achievement bad. They are:

| 40 | 40 | 50 | 40 | 45 | 40 | 30 | 35 | 35 | 55 |

50

Table VI.22
The Categories of Students' Interest in Reading Narrative Text Test
Based on the Students' Reading Achievement at the first year
of Senior High School 13 Mempura District of Siak Regency

The score of students' Interest in Reading Narrative Text		
The students' Reading Achievement		
Good	Enough	Bad
45	40	40
40	50	40
50	50	50
55	45	40
40	45	45
50	30	40
75	35	30
45	40	35
50	45	35
60	35	55
	40	50
	50	

	40 55	
Xh = 510	Xe = 600	Xl = 460
Nh = 10	Ne = 14	Nl = 11
Ph = 0.28	Pe = 0.4	Pl = 0.31
Mh = 51	Me = 42.85	Ml = 41.81

Notes:

X (h,e,l) are the total score in each category.

N (h,e,l) are the total number of students in each category.

: 10 + 13 + 12 = 35

P (h,e,l) are the total of proportion of students in each category.

: The total of students each group
The total of all students

M (h,e,l) are mean of each group

: The total score each group
The total of students each group

To get ordinate that separates one category from another, it can be seen on the table in the appendix. There are two columns "P" (proportion) that shows one is complement from one to others, because of it, "P" can be sought in the first column or in the second column. To fit the highest of ordinate that is symbolized with "O" from the table, it can be known that:

Ordinate b : P = 0.28   the ordinate = 0.33662

Ordinate c : P = 0.28 + 0.4 = 0.68   the ordinate = 0.35761

Ordinate a and d = 0

Table VI.23
SERIAL CORRELATION

Category	N	P	Ordinate	(Or - Ot)	$\dfrac{(Or-Or)^2}{Or-Or)^2}$	$\dfrac{(Or-Or)^2}{P}$	M	(Or - Ot)(M)
1	2	3	4	5	6	7	8	9
High	10	0.28		0.33662	0.11331	0.40468	51	+17.16762
			0.33662					
Enough	14	0.4		0.01948	0.00038	0.00095	42.85	+0.83472
			0.35671					
Low	11	0.31		- 0.35671	0.12725	0.41049	41.81	- 14.9140
	35	1.00				$\dfrac{(Or-Or)^2}{P}$ = 0.81612		3.08834

Before finding out the serial correlation, for the first step is to find out the

total standard deviation (SD tot) using the formula as follows:

$$SD_{tot} = \sqrt{\dfrac{\sum fX^2}{N} - \left(\dfrac{\sum fX}{N}\right)^2}$$

Where:

SD tot = The total standard deviation

N = Number of items

$\sum FX^2$ = The total scores

Table VI.24
The Calculating of the Standard Deviation

Score (X)	F	fX	fX^2
75	1	75	5625
70	-	-	-
65	-	-	-
60	1	65	4225
55	3	165	9075
50	8	400	20000
45	6	270	12150
40	10	400	16000
35	4	140	4900
30	2	60	1800
	N = 35	$\sum fX = 1575$	$\sum fX^2 = 73775$

The following step, we come to find out the SD tot.

$$SD_{tot} = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$= \sqrt{\frac{73775}{35} - \left(\frac{1575}{35}\right)^2}$$

$$= \sqrt{2107.8 - (45)^2}$$

$$= \sqrt{2107.8 - 2025}$$

$$= \sqrt{82.8}$$

SD tot $= 9.09$

After finding the result of the total standard deviation, we can know that:

(Or-Ot) (M) $= 3.08834$

SD tot $= 9.09$

$$\frac{(Or - Ot)^2}{P} = 0.81612$$

To find out serial correlation (r^{ser}), the writer uses the formula below:

$$\Gamma_{ser} = \frac{\sum \{(o_r - o_t)(M)\}}{SD_{tot} \sum \left\{\frac{(o_r - o_t)^2}{p}\right\}}$$

$$= \frac{3.08834}{9.09 x 0.81612}$$

$$= \frac{3.08834}{7.41853}$$

$$= 0.42$$

To determine the significance serial correlation, it will be analyzed by contamination serial as follows:

$$\Gamma_{ch} = \Gamma_{ser} \sqrt{\sum \left[\frac{\left(o_r - o_t\right)^2}{p} \right]}$$

$$= 0.42 \text{ X } \sqrt{0.81621}$$

$$= 0.42 \text{ X } 0.904$$

$$= 0.379$$

The score r_{ch} is 0.379. So, the correlation factor to r_{ch} is 0.379. In category three is 1.246. Because r_{ch} must be equivalent with " r " product moment, r_{ch} is multiplied to the correlation factors. The result 0.379 X 1.246 is 0.472234 or 0.473.

Based on the (df) on the table of product moment:

$$df = N - 2$$

$$= 35 - 2$$

$$= 33$$

Based on the table critic of " r " product moment where df = 33 is 30 0n the level as follows:

1. A significance standard at 5% = 0.349

2. A significance standard at 1% = 0.449

If it is compared between r_{ch} = 0.473 and r_{table} = 5% = 0.349, and r_{table} = 1% = 0.449 meaning that r_{ch} is higher than r table. Respectively, it can be formulated

0.349 > 0.473< 0.449. It means the alternative hypothesis (Ha) is accepted and Ho is rejected. It is indicated that there is a significance correlation between students' interest in reading narrative text and their reading achievement at the first year of Senior High School 13 Mempura District of Siak Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the data presentation and analysis is the previous chapter, the students' interest in reading narrative text was categorized "Bad" and the students' reading achievement was categorized "Bad" too. The data has been explained in chapter IV. It as concluded that there is a significance correlation between correlation between students' interest in reading narrative text and their reading achievement at the first year of Senior High School 13 Mempura district of Siak regency.

The alternative hypothesis (Ha) is accepted and null (Ho) is rejected. The result obtained in statistical data stated that value of observed was higher than r critics both 5% and 1% significant value (0.349 > 0.473< 0.449).

B. Suggestion

After conducting and getting the result of this research, the writer wants to provide some suggestions to the teacher as well as to the students. The suggestions are as follows.

1. The suggestion to the teacher

After getting the result of the students interest in reading narrative text, the teachers have conduct the interesting ways in teaching and learning narrative text process to make the students feel interesting in reading narrative text, such us the teacher should have more text about narrative text. Because if the students interesting in reading narrative text,

they will be easier to understand the text, and the teacher can get the purpose of teaching and learning process.

2. The suggestion to the students

From the research result, the students have to know about the interest in reading narrative text in their daily activities because if the students implement interest in reading narrative text, they will get satisfied or good mark in studying. Such as: the students pay much attention when the teacher explains the reading narrative material, the students ask question if they do not understand the material, the students always spend their time with reading narrative book and go to library if they have free time.

BIBLIOGRAPHY

Alderman, M. Kay. 2004. *Motivation for Achievement*. New Jersey: Lawrence Erlbaum Associates, Publishers. [Electronic Version]. Library.nu.com (Retrieved on March 2 th , 2011)

Belloni, Loretta Frances. 1978. *The Effect of Interest of Reading Comprehension of Low Achieving Students*. Journal of Reading. Page 106.

Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Pedagody*. Englewood Cliffs, New Jersey: Prentice Hall, inc.

Creswell, John. W. 2008. *Educational Research*. New Jersey: Pearson Education, Inc.

English Curriculum for Senior High School Class X Semester 1 / KTSP. 2008, http://najmimaulana.files.wordpress.com/2008/10/curriculum-x_semester1_2008.pdf.

Derewianka, Beverly. 1990. *Exploring How Texts Work*. Australia: Primary English Teaching Assosiation, page 32. In Retno Ayu Murwani Puspitasari. *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts a Case Study of Teaching Englishnat Eleventh Grade Studnts of SMA Negri 10 Semarang in the Academic Year of 2006/2007*. 2007. Semarang: State University of Semarang

Dewa Ketut Sukardi. 1989. *Bimbingan dan Konseling*. Jakarta: Bina Aksara.

Gibbons, Pauline. 2002. *Teaching Second Language Learners in the Mainstream Classroom*. USA: Heinemana.

Grellet, Francois. 1981. *Developing Reading Skill*. London: Canbridge University.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. 3rd Ed. England: Pearson Education Limited.

Hartono. 2008. *Statistik untuk Penelitian*. Pekanbaru: Pustaka Pelajar.

Hasibuan, Kalayo. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau.

Hilgard, Ernest. 1983. *Introduction to Psychology*. Harcourt Brace Jovanovich, Inc.

Hornby. 1984. *Oxford Advance Learning Dictionary of Current English*. Cambridge University.

J. Savignon. 1985. *Theory and Classroom Practice*. New York: Nova Science Publishers, Inc.

Jhon, Eidswick. 2009. *The Influence of Interest on Reading*. (www.eric.ed.goy)

Judd, Elliot L., Lihua Tan, Herberd J. Walberg. 2001 . *Teaching Additional Language*. Switzerland: International Academy of Education (IAE). [Electronic Version]. Library.nu.com (Retrieved on March 2th, 2011)

Larson, Jonathon E. 2009. *Educational Psychology: Cognition and Learning, Individual Differences and Motivation*. New York: Nova Science Publishers, Inc. [Electronic Version]. Library.nu.com (Retrieved on May 1th, 2011)

Meltiawati Jar. 2009. "The Correlation Between Students' Interest in the Topic of Composition and Their Writing Ability of The Second Year of Natural Science Students of MAN 2 Model Pekanbaru". (A Thesis)

Muhibbin Syah.1995. *Psikologi Pendidikan Remaja*. Bandung: Posda karya.

Peter and Megan. 2000. *Language and Language Teaching B*. Australia: Deakin University.

Schunk, Dale H., Paul R. Pintrich, and Judith L. Meece. 2008. *Motivation in Education*. New Jersey: Pearson Education, Inc.

Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Mcdonald, J. Frederik. 1965. *Educational Activity*. California: Publishing Company, Inc.

Vivian, Horn. 1977. *Composition Step*. USA: Newbury House Publisher Company.

Sri Wahyuni. 2009. "The Corrrelation Between the Students' Interest in Learning English and Their Achievement At the Fiirst Year Students of Islamic Centre Al-Hidayah Kampar". (A Thesis).