THECORRELATION BETWEEN STUDENTS' HABIT IN READINGAND THEIR ABILITY IN RETELLING WRITING NARRATIVE TEXT AT THE SECOND YEAR STUDENT OF SMA N I CERENTI

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Pekanbaru, April 10, 2012
The writer

Dahriani Rasyid
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ABSTRACK

Dahriani Rasyid (2012): **"Korelasi antara Kebiasaan Siswa dalam Membaca dan Kemampuan Mereka dalam Mengulang kembali Menulis tek Narrative Pada Tigkat 2 di SMA N I Cerenti".**

Penelitian ini dilaksanakan sebab ada beberapa masalah yang bisa dilihat dari siswa dalam pelajaran bahasa inggris terutama di dalam menulis naratif text. Masalah nya: beberapa dari siswa tidak dapat menggunakan menggunakan secara kronologis dalam mengulangi menulis narrative text, beberapa siswa belum dapat mengenal, kesulitan dan pemecahan terlebih dahulu tentang belajar naratif text, dan beberapa dari siswa tidak dapat menyembangkan kalimat dalam paragraph.

Penelitian ini bertujuan untuk mengetahui apakah hubungan tidak signifikan antara siswa dalam kebiasaan membaca dan kemampuan mereka dalam mengulang menulis naratif text.

Bentuk penelitian ini menggunakan penelitian korelasi serial. Di dalam pengumpulan data, penulis menggunakan tes dan pertanyaan, tes menggunakan penghitungan data dari siswa mengulangi menulis dalam naratif text di kelas 2 SMA N I Cerenti. Di dalam analisis data penulis menggunakan tes lisan. Saat menggunakan pertanyaan untuk menentukan kebiasaan siswa dalam membaca.

Dari kesimpulan penelitian bias diselesaikan dg H_o adalah penolakan dan H_a adalah di terima adanya hubungan signifikan antara siswa dalam kebiasaan membaca dan kemampuan mereka dalam mengulagi menulis dalam naratif text di kelas 2 SMA N I Cerenti.

ABSTRACT

Dahriani Rasyid (2012) :   **"The Correlation between Students' Habit in Reading and Their Ability in Retelling Writing Narrative Text at the Second Year Students of SMA Negeri 1 Cerenti".**

This research was conducted because some problems were faced by students in learning English especially in writing of narrative text. The problems were; some of the students are not able to use the chronological order in retelling writing narrative text, some of the students have not yet been able to make the presentation, complication, and resolution even though they have studied about narrative text, and some of the students are not able to develop topic sentence to be a paragraph past action.

The research was conducted with purpose to know whether or not there significant correlation between students' habit in reading and their ability in retelling writing narrative text.

The design used in this research was serial correlational research. In collecting data, the writer used test and questioners, the test was used in order to collect the data of students retelling writing in narrative text at the second year students of SMA Negeri 1 Cerenti. In analyzing the data, the writer used oral test. While, the questionnaire was used to determine the students' habit in reading.

From the research findings, it can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant correlation between students' habit in reading and their ability in retelling writing narrative text at the second year students of SMA Negeri 1 Cerenti.

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ملخص

دهرياني رشيد (2012) : العلاقة بين عادة الطلاب في فهم القراءة و قدرتهم على إعادة كتابة النصوص القصية لطلاب الصف الثاني بالمدرسة لعالية الحكومية 1 جيرينتي.

انعقد هذا البحث لوجود عدة المشكلات عن قدرة الطلاب في درس اللغة الإنجليزية خصوصا في كتابة النصوص القصية و منها: بعض الطلاب لا يقدرون إعادة كتابة النصوص القصية، بعض الطلاب لا يعرفون المشكلات عن النصوص القصية و بعضهم لا يدقرون على تطوير الكلمات الفقرة.

تهدف الدراسة لمعرفة العلاقة الهامة بين عادة الطلاب في القراءة و قدرتهم على إعادة كتابة النصوص القصية.

كان هذا البحث على نوع العلاقة المسلسلة. في جمع البيانات استخدمت الباحثة الاختبار و الأسئلة، يستخدم الاختبار حساب البيانات من الطلاب عن إعادة كتابة النصوص القصية لطلاب الصف الثاني بالمدرسة لعالية الحكومية 1 جيرينتي. في تحليل البيانات استخدمت الباحثة الاختبار الشفهي و يستخدم السؤال لمعرفة إعادة الطلاب على القراءة.

استنبطت الباحثة فإن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة و أن هناك العلاقة الهامة بين عادة الطلاب في فهم القراءة و قدرتهم على إعادة كتابة النصوص القصية لطلاب الصف الثاني بالمدرسة لعالية الحكومية 1 جيرينتي.

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CHAPTER I
INTRODUCTION

A. Background

Writing is a crucial activity needed by students in learning language (English) and it is one of the productive language skills. As one of the productive skills, it is needed by the students to express their ideas. Dealing with this, Hughey states that through writing, the students express their feelings-their hopes, dreams, and joys as well as fears, angers, and frustrations.[1] Writing, as the productive language skill, requires students to produce written text. Writing can-not be produced without the mastery of grammar, verb tenses, vocabulary, and etc. Without mastering some aspects above, the writing produced by the writer will be difficult to be understood by the readers. In accordance with the idea above, Lane states that a writer must be able to control verb tenses in order that the reader understands when actions and events take place.[2]

As one of the language skills, writing has an important role for the people, especially for literated society. Therefore, writing should be taugth to the students as literated society. In addition to the importance of writing skill, Harmer indicates that there are some reasons for teaching writing to the

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[1] Jane B. Hughey., et. al. *Teaching ESL Composition: Principles and Techniques.* London: Newbury House Publisher, 1983. p. 6.
[2] Janet Lane, and Ellen Lange. *Writing Clearly: An Editing Guide.* London: Heinle & Heinle Publishers, 1993. p. 2.

students of English as foreign language including reinforcement, language development, learning style, and writing as a skill in its own right.[3]

In teaching and learning English process, writing skill is categorized into the last language skill that needs to be mastered by all of the students. In order to accomplish students' need toward writing, School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) provides writing as one of the skills that must be taught and learned in Senior High School. Based on School Based Curriculum (KTSP), the purpose of teaching English are as follows:[4]

1. Developing the communicative competence in oral and written form to achieve informational literacy level.

2. Having awareness about the sense and the significance of English in order to increase national competence in global society.

3. Developing understanding of students about the relationship between language and culture.

In accordance with the purpose above, English is a tool to communicate in oral and written form, so all the communicative competences should be developed very carefully and effectively. The communicative ability means that the students are able to understand and produce oral and written text in four skills: speaking, listening, reading, and writing. Therefore, in teaching and learning English process, it should be suitable with the means of communicative language teaching. In communicative language teaching,

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[3] Jeremy Harmer. *How to Teach English.* England: Addison Wesley Longman, 1998. p. 79.

[4] Badan Standar Nasional Pendidikan. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah (Standar Kompetensi dan Kompetensi Dasar SMA/MA).* Jakarta: Unpublished, 2006. p. 126.

the meaning of language is measured by the competence of students in communicating the idea or opinion to be accepted by the other people.[5] So that, the implementation of communicative language teaching in school based curriculum is important to make the students more active in using English as the tool to communicate. Furthermore, the communicative language teaching is very important to develop the integrated skill of communication.

The purpose of retelling is to help students' in increasing students' ability in understanding of writing narrative text. Retelling also supports good reading, because students' must use it to repeat reading text which supports students' fluency.

Furthermore, School Based Curriculum specifically explains the standard competence for writing skill that expressing the various meaning (interpersonal, ideational, textual) in various text interactional and monologue especially in the , form of descriptive, narrative, spoof/ recount, procedure, report, news item, anecdote, analytical exposition, hortatory exposition, discussion, commentary, and review. The interpersonal means that the language is used to encode the meaning of attitude, interaction, and relationship. Ideational means that the language is used to encode the experience about the world logically. Textual means that the language is used to arranged the meaning of experience and interpersonal in oral and written form cohenrently.

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[5] Patel, Jain, and Praveen. *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publisher and Distributor, 2008. p. 97

State Senior High School (SMAN) Cerenti is one of the schools in Cerenti using School Based Curriculum as the guidance in teaching and learning process. According to the syllabus of English lesson for the second year students of SMA N 1 Cerenti, the basic competence of writing English refers to the capability of students to express the meaning of monologue texts or essays that use various written language accurately, fluency, and contextually in the form of texts such as report, narrative, and analytical exposition.[6]

In reality, the students do not understand about narrative text and the characteristic. Students also get mistake in writing narrative text if teacher gives some themes, students also cannot retell about them.

In fact, students are still confused and cannot understand about narrative text that can be seen from phenomena below:

1. Some of the students are not able to use the chronological order in retelling writing narrative text.

2. Some of the students have not yet been able to make the presentation, complication, and resolution even though they have studied about narrative text.

3. Some of the students are not able to develop topic sentence to be a paragraph past action.

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[6] Syafaruddin. *Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) 2010/1011*. Unpublished.

Reading habit is a useful activity in which students' can increase their cognitive growth. Reading habit also helps students to widen their reading srange. By reading people will attain the ideas that they want and will be able to use them in accordance with their needs. According to Wassman,"….Two main ingredients are needed: the willingness to change those reading habit that interfere with or limit your reading ability, and the willingness to practice, practice, and practice.[7]

Based on the background and phenomena above, the writer is interested in carrying out the research entitles, **THE CORRELATION BETWEEN STUDENTS' HABIT IN READING AND THEIR ABILITY IN RETELLING WRITING NARRATIVE TEXT AT THE SECOND YEAR STUDENT OF SMA N 1 CERENTI.**

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[7]Wassman, Rose and Lee Ann Rimsky, *Effective Reading in a Changing World* (Boston: An International Thompson Company,2000)p.02

B. The Definition of the Terms

To avoid misunderstanding, it would be better for the researcher to define a number of terms used in this research:

1. **Correlation**

Correlation means a connection between two thing in which one thing changes as the other does. In this research, correlation refers to a connection between students, habit in reading and ability in writing narrative text.

2. **Ability**

Ability is potential to do something physical or mental. In this research, ability means an ability to express idea, from simple material the students has read or heard in the written from beginning from the simple one, to the advance based on habit in reading.

3. **Narrative**

Narration is story writing. In narrative you write about events in the order that they happen. In other words, you use time order to organize your sentences. The narrative mode implies a sequence of time, basically chronological, as one o'clock is followed by two o'clock. The sequence can be altered rearranging significant unit of time (i.e., incidents, events, happenings) so that they fit more closely to the other units. In this research, writing narrative text refers to the students' experience.

4. **Habit**

Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby.

5. **Writing**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to readers.

C. The Problem

1. Identification of the Problem

a. How is the second year students' ability in retelling narrative text?

b. How is the students' habit in writing narrative texts?

c. Why do the students still get difficulties in reading and retelling writing narrative texts?

d. What make the students poor or weak in retelling writing narrative texts?

e. Is there any correlation between students' habit in reading and their ability in retelling writing narrative text at the second year student of SMA N 1 Cerenti?

f. What are the factors that influence the students' ability in retelling narrative text at the second year student of SMA N1 Cerenti?

2. **The Limitation of the Problem**

In this research, it is necessary to limit the problem. The problem is focused on a correlation between students' habit in reading and their ability in retelling writing narrative text at the second year student of SMA N 1 Cerenti.

3. **The Formulation of the Problem**

Based on the background, the writer formulates the problem as follow:

a. Is there any correlation between students' habit in reading and their ability in retelling writing narrative text at the second year student of SMA N 1 Cerenti?

b. What are the factors that influence the students' ability in retelling narrative text at the second year student of SMA N 1 Cerenti?

D. **The Objectives and Needs of the Research**

1. **The Objectives of the Research**

a. To identify a correlation between students' habit in reading ability and in retelling writing narrative text at the second year student of SMA N 1 Cerenti

b. To find out the factors that influence the correlation between students' habit in reading ability and in retelling writing narrative text at the second year student at SMA N 1 Cerenti.

2. The Needs of the Research

a. To provide some information about narrative text.

b. Giving information about the correlation between student's habits in reading ability retelling writing narrative text at the second year student of SMA N 1 Cerenti.

c. To fulfill one of the requirements to finish the study at English Education Department of the Faculty of Education and Teacher Training of UIN SUSKA RIAU.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Review of Related Theory

1. Reading Habit

Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby. Wassman, state that:[1]"You do not have to be a genius or have an exceptionally high intelligence quotient (IQ) to read well. Rather, you need an understanding of the reading process and an understanding of how to go about reading different types of printed information. In this way, you can practice techniques that will help you succeed in becoming an effective reader. Two main ingredients are needed: the willingness to change those reading habit that interfere with or limit your reading ability, and the willingness to practice, practice, and practice.

In this matter, the second reading (reading for pleasure) is certainly much more likely to be an interest for the students and very useful to gain reading habit than the first reading (reading for studying or getting knowledge).

As a common knowledge, every activity that is done by someone has certain purpose. Reading also has it aims. Reading is one of the most common ways to get the information an knowledge. One of the purposes of reading is that to obtain the information, which is presented in writing form.

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[1] Wassaman,Rose and Lee Ann Rimsky, Effective Reading in a Changing World(Boston: An International Thompson Company,2000).p.02.

By reading habit, p eople will get the ideas they want and use them in accordance with the need.

Fhen, philip (The new Anatolia) describes that:[2]

"……Once the fuel runs out the driving skill reading habit on the other hand, involves providing a continuous supply of easily processed fuel so that the new driver can go places, get to enjoy driving and eventually realize the limitless possibility it opens up".

Reading for relaxation cleary has to be encouraged, for this is at the root of reading habit. It is easy for students to begin reading habit vy reading something that entertains them such as texts book, a novel, a short story, and a popular science book.

Based on an explanation above, we can say that reading habit is very important to generate the reading skill because it is useful as the media for the process of reading. How can the students have the good ability in understanding reading texts if they do not have reading habit or reading experience? By reading habit and reading all material from many branches and disciplines, the students have a place to practice their reading skills and they get new knowledge and information about text.

According to Iwuk. P,[3] in reading we often do reading activities in certain ways, way that we do without knowing it. Over time, how that is done will become a habit. Because most people prefer to make comfortable reading.

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[2] Philip, Angela, The Reading Habit-A Missing Link between Literacy and Libraries,www.Pnbuai.com,(Period 05 January 2011),p.13
[3] Iwuk P. op.Cit., p. 13

This makes us have habits in reading including:

a. Reading aloud

b. Moving he lips or mumbling

c. Moving his head from left to right

d. Using a finger or other object to point word by word

Actually it is not wrong with our reading habit. However, it is better aligned with the needs of reading; we should increase the quality of reading let us start building good habit in reading. Some good habit in reading; namely:

a. Concentration in reading

b. Reading with active digests and appreciate

c. Happy to read

d. Good posture(sitting up right, now while sleeping)

e. Adjust the eye distance and books approximately 25-30cm

f. Eyes see a book with an angle between 30-45 degrees

g. Bringing stationary while reading to make signs, notes, or summaries

h. Rest whenever I read 1-2 hours

i. Maintaining eye health

In addition, odler, C.R. State that there are three purposes of reading habit.[4] They are as follows:

a. Getting general information of the text

b. Getting specific information of the text

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[4] Adler, C.R.ced. Put Reading First: *The Research Building Blocks for Teaching Children to Read Habit*. National Institute for Literacy

c. Reading for pleasure or interest

To get rid of a bad habit, you should replace it with a good one. You must practice and work at it in order to change. The following are some of the bad habits, which tend to cause people to read slowly. Ask yourself whether you are guilty of any the following:[5]

a. Moving your lips when you read

Moving your lips slows you to a fast talking rate, about 150 words per minute put your fingers on your lips to stop the motion.

b. Vocalizing

Vocalizing means that you are pronouncing words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking.

c. Reading everything at the some speed

When reading set your rate according to your purpose for reading and the difficulty level of the material. Practice adjusting you rate to suit your material. The more difficult the material, the slower the rate.

d. Regressing

Regressing means reading a word, phrase, or sentence out of habit and not because of need. However, habitual, un necessary regressing really slows you down

e. Reading one word at a time

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[5] Cowley,Samatha, Improve-Reading-Habit., www.asian-afl-journal.com/june07zlphp(Retrieded on march 25,2011),p11

Do you think one word at a time, or in phrases? Slow readers tend to see only one word at a time. Good readers will see several words at a time and their eyes will stop only three or four time as they more across a page. Reading in idea-phrases speeds your reading and improves your understanding of what you have read. Mark the phrases in the sentences of a passage, then practice seeing more than one word at a time.

One of the most important suggestions for promation of leaning is reading habit among students. Habits are more or less routine ways of acting. They are considered as second nature. Our happiness depends on developing good habits. Habits also motivate our behavior. However at the initial stage we have to learn them. Habit of reading are and economic way adjusting to requirements of daily reading. According to George. L, there are five reading habits for students.[6]

a. The students should concentration in reading.

b. The students should start reading easy books first and difficult lateron.

c. The students star regular practice every day for short period.

d. The students may mark out way new words and try to have a mental picture about them.

e. The students gradually improve his vocabulary

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[6] George. L,Reading Skill Development:Focus on Habit in Reading:http://www.reading comprehention-worksheets.,(Reserved on August, 01.2011),p.34

Based on explanation above, we can say the best way to read faster is to practice reading just a little faster than is comfortable. Changing reading habits is not easy, after all you have been reading that way for many years. It takes several weeks of conscious effort in order to change bad reading habits.

2. **Retelling**

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others.[7] Retelling develops students' story grammar because they must identify crucial points and the support information. It aslo reinforces sequencing since it demands remembering information, events, and process. It encourages interacting with the text from a variety of perspectives: their own, their audiences, and the authors.

Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment- since the students recitation confirms his/her reading of it and reveals the extent of his/her comprehension.

Research indicated that retelling increases both the quantity and quality of what is comprehended. Teachers can use retelling as a way to build silent reading fluency and to measure comprehension. Having a student retell allows a teacher to assess a students understanding. Retelling allows teachers to gain insight into what a student views as important and

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[7]*http://www.state.tn.us/education/ci/cistandards2001/ia/cicontentreading.pdf*

also how the student organizes information. A checklist of what is to be covered is helpful as the student retell the text. This strategy can determine whether the student knows the main idea, can make inferences, identify concepts, make generalizations, and connect to the text.

Step by step retelling:

a. When introducing retelling, clearly explain to students the steps of how to retell and why it is important. Model it for them. While modeling, comment on how one determines what to include in retelling, why it is performed a certain way, or why a particular strategy (e.g., graphic organizer) is used in supporting the retelling.

b. Emphasize the sequence and structure of the text as the logical means for retelling.

c. Students read through the text several times to identify and internazile the most important points of the text. Use a graphic organizer or some other appropriate organizer to prepare the retelling using their own words and style. Whether using storytelling techniques or a formal description, students should look for places to provide emphasis and use such devices as transition words. (4 Square Writing may be helpful) Encourage them, if appropriate, to prepare visual aids.

d. Begin with shortest, easier texts and, as student proficiency increase, move to longer and more complicated texts.

e. Assess retelling based on audience understanding and appreciation. Allow up discussion of content and delivery

3. **The Writing Ability**

Writing is an activity to produce understandable written text. Writing is difficult for most of the students. The writer in her/his writing is not only gathering her/his ideas into written text but also considering some aspects related to process of writing it self. Dealing with this, Westwood citied in Sturm and Koppenhaver tells that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and trans-cription.[8]

Furthermore, Hughey states that writing is complex, difficult, frustrating, and even exhausting. But writing can also be challenging, rewarding, and exciting for both teacher and learner.[9] Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers.

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interract with the message.[10] This ability is not an easy matter and can not be gained for a short time. Writing ability is a process, and takes long and continuous process. It not only puts

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[8] Peter Westwood. *What Teachers Need to Know about Writing and Reading Difficulties*. Australia: ACER Press, 2008. p.56.

[9] Jane B. Hughey., et. al. *Teaching ESL Composition: Principles and Techniques*. London: Newbury House Publisher, 1983. p. 6.

[10] SIL International.”*What are Writing Skills?”*. Version 4. *www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.* 1999. p.1

the words in a correct grammar but also make the words understandable and meaningful for the readers.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. In addition, Canale and Swain's in Hyland state that writers need, at least:

a. *Grammatical competence* – a knowledge of grammar, vocabulary, and the language system.
b. *Discourse competence* – a knowledge of genre and the rhetorical patterns that create them.
c. *Sociolinguistic competence* – the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
d. *Strategic competence* – the ability to use a variety of communicative strategies.[11]

In conclusion, writing, as the productive skill, requires students to produce a written text. It is not as easy as we imagine. In writing, students not only generate and organize the ideas but also translate the ideas into readable text. Besides that by writing, the writer also can foster the other competences such as grammatical and sociolinguistic competence. Through writing, the writer can learn various grammars in different text because every text has different language features or grammar.

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[11]Ken Hyland. *Second Language Writing*. New York: Cambridge University Press, 2004. p. 32.

4. **Narrative Text**

Horn also states that narration tells what happened. He says that in narration the sentences are usually organized according to time order. When someone is writing a narrative text, he or she should consider with the plot or the structure of the event. He or she should tell from the beginning until the end of the event.[12]

The purpose of the narrative text is to tell the readers what happened in the past through a sequence of events.[13]

Language features:

a. Past tense, such as: We went to the Zoo; She was happy, etc.

b. Action verbs, such as go, look, eat, etc.

c. Nouns and pronouns as the person, animal or things, such as David, the monkey, we, etc.

d. Conjunctions and time-chronological connectives to arrange the events or activities, such as and, but, then, after, that, etc.

e. Adverbs and adverbs phrase to show place time and how something happen, such as yesterday, at my house, slowly, etc.

f. Adjectives to explain nouns, such as beautiful, funny, etc.

According to JokoPriyanaet. al, narrative is stories consisting of several parts. They are the beginning, the problem occurred, how the problem was solved, and the ending of the story.[14]

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[12] Vivian Horn, *Composition Steps.* (Massachusetts: Newbury House, 1977), p. 6.
[13] ElangYudantoro. *RangkumanBahasaInggris SMA.* (Jakarta: Gagasmedia. 2010). p. 14.
[14] JokoPriyanaet. al. Interlanguage: English for Senior High School Students XI. (Jakarta: PusatPerbukuanDepartemenPendidikanNasional. 2008). p. 94.

The parts of story:

a. The beginning of the story has the function of introducing the characters of the story, where and when the stories occurred. (orientation)

b. How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face. (Complication)

c. How the problem is solved or ended. (Resolution)

d. The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer. (Re-orientation).

According to Sudarwati, a narrative is a story containing the setting, the characters, problem(s), and solutions. The middle of a narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and build excitements as the story progresses.[15]

The plot contains:

a. Introducing the characters of the story, the time and place the story happened (who or what, when, and where). (orientation)

b. An initiating event, the event that starts the main character off on a series of events to solve the problem. (Complication)

c. A series of events in which the main character attempts to solve the problem is solved. (Resolution).

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[15]Sudarwati and Audia Grace, *Look Ahead and English Course for Senior High School Students Year XI.* (Jakarta: Erlangga, 2006), p. 154.

In writing narrative text, the events are useful organized in chronological order. The chronological orders usually use the time order words or phrases like "one day", "last January", "next", "finally", etc. According to Syafi'i, narrative has certain elements in common, they are; unfold over time, display emotion, and centre on event more than ideas.[16] Unfold over time means the stories or events happened in a certain order and chronological order must be communicated to the reader. Events are listed in sequence of how they happened and specific scenes are set in time and in place and recreated for the reader. Display emotion refers to how the writers are able to connect some short of emotions felt by the subject on events to the readers. How writers make the readers able to feel the characters feeling on events. Centre on events means the writers should make the events to be detailed; they also have applied a broader meaning to the events.

Based on the theories, we can conclude that narrative have some characteristics, they are:

a. The narrative text tells the sequence of an event

b. The narrative text uses the chronological order

c. The narrative texts are usually based on the personal experience

d. The narrative text is written in the past action.

Example of narrative text:

<div align="center">Nasreddin's Coat</div>
One day Nasreddin had been invited to the dinner party. He went to the party wearing his old clothes.

---

[16] M. Syafi'i S. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting.* (Pekanbaru: LembagaBelajarSyaf Intensive, 2007), p. 58.

When he arrived in the party, nobody looked at him and nobody gave him a seat. He got no food in the party so he went home and change his clothes.

Next he put on his best clothes. He wore his newest coat and went to the party again. The host at once got up and came to meet him. The host offered him the best table and gave him a good seat and served him the best food.

Nasreddin sat and put off his coat. He put his coat and said; "Eat the food, Coat!" the hosts and guests were very surprised and asked Nasreddin; "What are you doing ?"Nasreddin replied calmly; "When I came here with my old clothes, nobody looked at me. Then I went home and put on my best clothes. I came back in my newest coat and you all gave me this best food and drink. So, you gave food to my coat instead of me". Getting Nasreddin's answer, they just shook the head.[17]

5. The Correlation between habit in reading and writing ability

According iwuk.P, in reading we often do reading activities in certain ways, way that we do without knowing it. Over time, how that is done will become a habit. Because most people prefer to make comfortable reading.

A written form is more admitted than spoken one, because the written form can be preserved. The same thing has been stated by Halliday that writing has an important role in human life. Written language is capable to extend and delivery whatever that cannot be expressed by spoken language.

If we do habitual reading and retell writing narrative text, it means relationship between habit in reading and writing narrative.

---

[17]ElangYudantoro. *Op. Cit.*, p. 16.

B. The Relevant Research

The relevant research that is taken by writer in this research is a research conducted by Wahyuni Indah entitled "The correlation between students' ability in retelling narrative text toward students' attitude at the second year students of SMAN 1 Rengat". To collect the data of the research, she used test and interview. Test was used to obtain the students' ability in retelling narrative text in writing narrative text, and interview was used to find out students attitude in retelling narrative text. Based on her research the students' ability in retelling narrative text was classified into weak category (65, 23%). It could be concluded that some of second year students were unable to retell narrative text.

C. The Operational Concept

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in an abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two variables in this research:

They are: Variable X students' habit in reading

Variable Y students' retelling writing narrative text

Variable X is independent variable

a. The students should concentration in reading

b. The students should star reading easy book first and difficult lateron

c. The students star regular practice everyday for short period

d. The students may mark out way new words and try to have a mental picture about them

e. The students gradually improve his vocabulary

Variable Y is dependent variable

a. The students are able to use chronological order in narrative text

b. Students are able to retell general information in narrative text

c. The students are able to explain the main idea by using simple past tense

d. The students are able to use action verb in narrative text

D. The Assumption and Hypothesis

1. The Assumption

In accordance with the problem, the writer assumed that teaching English narrative text, students in ability retelling writing narrative text.

2. The Hypothesis

Based on assumption above, the hypothesis of this study can be forwarded as follow:

Ho: There is no significant correlation between students' habit and their ability in retelling writing narrative text.

Ha: There is a positive significant correlation between students' habit and their ability in retelling writing narrative text.

CHAPTER III
THE METHODOLOGY OF THE RESEARCH

A. The Research Design

This research is a two variables are investigated in this study.. This is a kind of method that serial the condition through the collection of the data. It is significant to analyze the correlation between students' habit in reading and their ability in retelling writing narrative text at the second year students of SMA N 1 Cerenti.

B. The Location of the Research

The research was conducted at the second year students at SMA N 1 Cerenti, and begun from November until Desember in academic year 2010.

C. The Subject and Object of the Research

The subject of the study was the second year students of SMA N 1 Cerenti, and object was the research correlation between students' habit in reading and their ability in retelling writing a narrative text.

D. The Population and Sample

The population of this study was the second year students of SMA N 1 Cerenti. Population consisted of five classes. The total numbers of the students were 152 students. According to Suharsimi Arikunto (2002: 112) if the subject is more than 100 we can take 10-15% or 20-30% or more than it. So the writer took 30% of the population, the total of respondents was 50

students as a sample. The technique used in this research was proportional random sampling.

E. **The Technique of Collecting Data**

There are two techniques in collecting the data :

1. Questionnaire

The questionnaire was given to the students for collecting the data of students' habit. The writer gave 20 items of questionnaire to the students.

2. Test

In collecting the data, the writer used a written test in retelling narrative text. The student wrote a narrative paragraph based on the topic given provide by the writers' test. The time spent to do the test was 30 minutes and the number of words was 100 – 150 words.

In scoring the student's writing, the writer asked two raters to score it. They were: Rater 1 is a lecturer of UIN SUSKA RIAU, Yasir Amri, M.Pd, Rater 2 is Kurnia Budiyanti, M.Pd,

The most important things in doing writing test are the writing components and generic structure of the test. To analyze, the level of the students' writing ability, the writer uses the following formula:

Students' Score   =   G + V + C + F + P

G   : Students' ability in Grammar

V   : Students' ability in Vocabulary

C   : Students' ability in Comprehension

F   : Students' ability in Fluency

P   : Students' ability in Pronunciations

F. The Technique of Data Analysis

The description of quantitative technique was used at this research. This technique used to analyze students' ability in retelling writing narrative paragraph of second year student of SMAN 1 Cirenti. Therefore to analyze the data the following formula is used:

1. To find out the real score of the students' ability in writing, the writer presents the data by using the following formula:

Individual score = ___Score____ x 100%

Total score

The scores will be classification as follow:

Table 3.1

THE CLASSIFICATION OF STUDENTS' SCORES IN WRITING

NARRATIVE PARAGRAPHS

THE SCORE	CATEGORY
80 – 100	Excellent
60 – 79	Good
40 – 59	Enough
20 – 39	Poor
0 – 19	Very Poor

In this research, the writer used serial correlation. Hartono (2004) says that the serial correlation is used if the variables which will be correlated are ordinal and interval.

The formula:

$$\Gamma_{ser} = \frac{\sum\{(0_r - 0_t)(M)\}}{SD_{Tot} \sum \left\{\frac{(0_r - 0_t)^2}{P}\right\}}$$

Γ_{ser} = Coefficient correlation serial

0_r = Lower ordinate

0_t = Higher ordinate

M = Mean

SD_{Tot} = Standard deviation

P = Individual proportion

The steps to facilitate the calculation of the coefficient correlation product moment are:

1. Determining the high ordinate.

2. Make a calculating table. Which consist of nine coulombs.

   Classification of variable Y (students' efforts)

   Total sample

   Proportion

   Ordinate (O)

   $(O_r - O_t)$

   $(O_r - O_t)^2$

$$\frac{(O_r - O)^2}{P}$$

$(O_r - O_t).\ M$

3. Determining standard deviation

$$SD_{Tot} = \sqrt{\frac{\sum f x^2}{N}} - \left\{\frac{f x}{N}\right\}^2$$

4. Substituting to the serial correlation formula

CHAPTER IV
DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Description of the Research

The research consists of two variables. In this chapter, the writer presents the data in order to find out the correlation study between students' habit in reading and their ability in retelling writing narrative text at the second year students of SMAN 1 Cerenti. There are two formulations of the problem that should be analyzed in this chapter as well as to find the answer of this study. The formulation of problems is as follows:

a) Is there any correlation between students' habit in reading and their ability in retelling writing narrative text at the second year student of SMA N 1 Cerenti?

b) What are the factors that influence the students' ability to retell writing narrative text?

This chapter presents that:

After the data have been collected, the next step is to present the data that have been obtained through a written test. The data presentations of the test result are shown in the following table.

a. Test

Table 4.1. Students' Score in retelling writing narrative text according to rater 1

NO	Students	Aspect of Writing					Total Score	Real Score	Level of ability
		V	G	C	F	P			
1	Student 1	4	3	3	2	3	15	60	Good
2	Student 2	3	3	3	2	3	14	56	Enough
3	Student 3	3	3	3	3	2	14	56	Enough
4	Student 4	3	3	2	2	2	12	48	Enough
5	Student 5	4	4	4	4	3	19	76	Good
6	Student 6	4	4	4	3	3	18	72	Good
7	Student 7	4	4	3	3	3	17	68	Good
8	Student 8	4	3	3	2	3	15	60	Good
9	Student 9	4	3	3	3	3	16	64	Good
10	Student 10	4	3	4	4	3	18	72	Good
11	Student 11	4	3	4	3	3	17	68	Good
12	Student 12	3	3	2	2	2	12	48	Enough
13	Student 13	3	3	3	3	2	14	56	Enough
14	Student 14	4	4	4	4	4	20	80	Very Good
15	Student 15	4	3	3	3	2	15	60	Good
16	Student 16	3	3	3	2	2	13	52	Enough
17	Student 17	3	3	3	3	2	14	56	Enough
18	Student 18	4	4	4	4	3	19	76	Good
19	Student 19	4	3	3	3	3	16	64	Good
20	Student 20	4	3	4	3	3	17	68	Good
21	Student 21	4	3	4	4	3	18	72	Good
22	Student 22	4	4	4	4	4	20	80	Very Good
23	Student 23	3	3	3	2	2	13	52	Enough
24	Student 24	4	4	4	4	3	19	76	Good
25	Student 25	4	4	4	3	3	18	72	Good
26	Student 26	4	4	4	3	3	18	72	Good
27	Student 27	3	3	3	2	2	13	52	Enough
28	Student 28	3	3	3	2	2	13	52	Enough
29	Student 29	4	3	4	3	3	17	68	Good
30	Student 30	4	4	3	3	3	17	68	Good
31	Student 31	4	3	3	3	3	16	64	Good
32	Student 32	4	3	3	3	3	16	64	Good
33	Student 33	3	3	3	2	2	13	52	Enough
34	Student 34	4	4	4	3	4	19	76	Good
35	Student 35	3	3	3	3	2	14	56	Enough
36	Student 36	4	4	4	4	4	20	80	Very Good
37	Student 37	4	4	4	3	4	19	76	Good
38	Student 38	3	3	3	3	2	14	56	Enough
39	Student 39	3	3	3	3	2	14	56	Enough
40	Student 40	4	3	4	4	3	18	72	Good
41	Student 41	4	3	3	3	3	16	64	Good

42	Student 42	3	3	3	3	3	15	60	Good
43	Student 43	4	4	3	3	3	17	68	Good
44	Student 44	3	3	3	3	2	14	56	Enough
45	Student 45	4	4	4	3	3	18	72	Good
46	Student 46	4	3	3	3	3	16	64	Good
47	Student 47	4	4	4	3	3	18	72	Good
48	Student 48	4	4	4	3	2	17	68	Good
49	Student 49	4	3	3	3	3	16	64	Good
50	Student 50	3	3	2	2	2	12	48	Enough
	Total							**64.24**	Enough

This table presents that 3 students are in Very Good level, 31 students are in good level, 16 Students are in enough level, none of the student is in poor level, and none obtains failed.

Table 4.2. Students' Score in retelling writing narrative according to rater 2

NO	Students	Aspect of Writing					Total Score	Real Score	Level of ability
		V	G	C	F	P			
1	Student 1	3	3	3	3	3	15	60	Good
2	Student 2	3	2	3	3	2	13	52	Enough
3	Student 3	2	2	2	2	2	10	40	Enough
4	Student 4	3	3	3	2	2	13	52	Enough
5	Student 5	3	3	3	2	3	14	56	Enough
6	Student 6	3	2	3	2	2	12	48	Enough
7	Student 7	3	3	3	2	2	13	52	Enough
8	Student 8	3	2	3	2	2	12	48	Enough
9	Student 9	3	2	3	2	2	12	48	Enough
10	Student 10	3	2	3	3	2	13	52	Enough
11	Student 11	3	3	4	4	3	17	68	Enough
12	Student 12	2	2	3	2	2	11	44	Enough
13	Student 13	4	4	4	4	3	19	76	Good
14	Student 14	4	4	4	4	4	20	80	Very Good
15	Student 15	3	2	3	2	2	12	48	Enough
16	Student 16	3	2	2	2	2	11	44	Enough
17	Student 17	2	2	2	2	2	10	40	Enough
18	Student 18	4	3	4	4	3	18	72	Enough
19	Student 19	3	3	3	2	2	13	52	Enough
20	Student 20	3	3	3	3	3	15	60	Good
21	Student 21	3	3	3	3	3	15	60	Good
22	Student 22	4	4	4	4	4	20	80	Very Good
23	Student 23	2	2	2	2	2	10	40	Enough

24	Student 24	3	2	3	3	2	13	52	Enough
25	Student 25	2	2	3	3	2	12	48	Enough
26	Student 26	3	3	3	3	3	15	60	Good
27	Student 27	2	2	2	2	2	10	40	Enough
28	Student 28	2	2	2	2	2	10	40	Enough
29	Student 29	3	2	3	3	2	13	52	Enough
30	Student 30	3	3	4	4	3	17	68	Good
31	Student 31	2	2	2	2	2	10	40	Enough
32	Student 32	3	2	3	3	2	13	52	Enough
33	Student 33	3	2	2	2	2	11	44	Enough
34	Student 34	4	4	4	4	3	19	76	Good
35	Student 35	3	2	3	2	2	12	48	Enough
36	Student 36	4	4	4	4	3	19	76	Good
37	Student 37	4	3	4	4	3	18	72	Good
38	Student 38	3	3	3	4	3	16	64	Good
39	Student 39	3	3	3	3	3	15	60	Good
40	Student 40	4	4	4	4	4	20	80	Very Good
41	Student 41	3	3	3	3	3	15	60	Good
42	Student 42	4	3	3	4	3	17	68	Good
43	Student 43	4	3	4	4	3	18	72	Good
44	Student 44	3	3	3	3	3	15	60	Good
45	Student 45	3	3	3	3	3	15	60	Good
46	Student 46	4	3	4	4	3	18	72	Good
47	Student 47	3	3	3	3	3	15	60	Good
48	Student 48	4	3	4	4	3	18	72	Good
49	Student 49	3	3	3	3	3	15	60	Good
50	Student 50	3	3	3	3	3	15	60	Good
	Total							**57.76**	**Enough**

This table presents that 3 students are in Very Good level, 21 students are in good level, 26 students are in enough level, none of the student is in poor level, and none gets failed.

After obtaining the real scores of the students from each rater, the writer computes them to get the students' average scores for each aspect of writing. The result can be seen in the following table:

Table 4.3. The Students' average scores for each aspect of
writing narrative paragraph according to two raters

The Aspect of Writing	Rater 1			Rater 2			The Average Score of all rater	Real Score	Level of Ability
	∑fx	N	X	∑fx	N	X			
Grammar	183	50	3.66	154	50	3.08	3.37	67.4	Good
Vocabulary	167	50	3.34	136	50	2.72	3.03	60.6	Good
Comprehension	167	50	3.34	155	50	3.1	3.22	64.4	Good
Fluency	148	50	2.96	147	50	2.94	2.95	59	Enough
Pronounciation	138	50	2.76	130	50	2.6	2.68	53.6	Enough
Average score of all aspects							15.25	61	Good

Table 4.3 shows the students' average score for grammar is 67.4. The students' average score for vocabulary aspect is 60.6. The students' average score for comprehension aspect is 64.4. The students' average score for fluency aspect is 59, and the students' average score for pronounciation aspect is 53.6. The average score for all aspects of writing is 61 that is categorized into **Good Level**.

After analyzing the students' average score for each of writing, the writer computes the percentage of the students' ability. The scores can be seen in the following table.

Table 4.4. The Students' Average Scores and Their Level
of Ability According to two Raters

NO	Students	R1	R2	Rtot	Level of Ability
1	Student 14	80	80	80	Very Good
2	Student 22	80	80	80	Very Good
3	Student 36	80	76	78	Good
4	Student 34	76	76	76	Good
5	Student 40	72	80	76	Good
6	Student 18	76	72	74	Good
7	Student 37	76	72	74	Good
8	Student 43	68	72	70	Good
9	Student 48	68	72	70	Good

10	Student 11	68	68	68	Good
11	Student 30	68	68	68	Good
12	Student 46	64	72	68	Good
13	Student 5	76	56	66	Good
14	Student 13	56	76	66	Good
15	Student 21	72	60	66	Good
16	Student 26	72	60	66	Good
17	Student 45	72	60	66	Good
18	Student 47	72	60	66	Good
19	Student 20	68	60	64	Good
20	Student 24	76	52	64	Good
21	Student 42	60	68	64	Good
22	Student 10	72	52	62	Good
23	Student 41	64	60	62	Good
24	Student 49	64	60	62	Good
25	Student 1	60	60	60	Good
26	Student 6	72	48	60	Good
27	Student 7	68	52	60	Good
28	Student 25	72	48	60	Good
29	Student 29	68	52	60	Good
30	Student 38	56	64	60	Good
31	Student 19	64	52	58	Enough
32	Student 32	64	52	58	Enough
33	Student 39	56	60	58	Enough
34	Student 44	56	60	58	Enough
35	Student 9	64	48	56	Enough
36	Student 2	56	52	54	Enough
37	Student 8	60	48	54	Enough
38	Student 15	60	48	54	Enough
39	Student 50	48	60	54	Enough
40	Student 31	64	40	52	Enough
41	Student 35	56	48	52	Enough
42	Student 4	48	52	50	Enough
43	Student 3	56	40	48	Enough
44	Student 16	52	44	48	Enough
45	Student 17	56	40	48	Enough
46	Student 33	52	44	48	Enough
47	Student 12	48	44	46	Enough
48	Student 23	52	40	46	Enough
49	Student 27	52	40	46	Enough
50	Student 28	52	40	46	Enough

Table 5 shows that 2 students are in very good level with the score 80, and 28 students are in good level with the score ranging from 60 – 79. There are 20 students are in enough level with the score ranging from 40 – 59. None of students is in poor level with the score ranging 20 - 39. None is in very poor level.

Table 4.5. The Percentage of Students' Ability in writing Narrative Paragraph according to two Raters

NO	The Range of Ability	Ability Level	Frequency	Percentage
1	80 – 100	Very Good	2	4%
2	60 – 79	Good	28	56%%
3	40 – 59	Enough	20	40%
4	20 – 39	Poor	0	0%
5	0 – 19	Very Poor	0	0%
TOTAL			50	100%

After analyzing the percentage of the students' scores in writing narrative text, the writer calculates the students' average scores based on the two raters as follows:

1. The students' Average scores according to Rater 1:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{3212}{50}$$

$$M = 64.24$$

2. The students' Average scores according to Rater 2:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{2888}{27}$$

$$M = 57.76$$

3. The students' Average scores according to all Rater:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{3050}{50}$$

$$M = 61$$

The average scores of the students are 61. It means that the students' ability in writing narrative paragraph falls into good level (60 – 79) as shown in the following table:

Table 4.6. The Students' Average Scores According to two Raters

Rater	Total Score	Average	The Score Range	Level of Ability
1	3212	64.24	60 – 79	Good
2	2888	57.76	40 – 59	Enough
Total		3050		
Average		61	60 – 79	Good

b. Questionnaire

Table 4.7

Students attend the English class everyday for English mastery.

Option	Alternative Answer	F	Percentage (%)
A	Always	38	76%
B	Usually	10	20%
C	Sometimes	1	2%
D	Seldom	1	2%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 38 (76%) of respondents always attend the English class everyday for English mastery, 10 (20%) of respondents often

attend the English class everyday for English mastery, only 1 (2%) of respondent sometimes and seldom attend the English class everyday for English mastery, and nobody (0%) chooses never. It can be concluded that most of the students attend the English class everyday for English mastery.

Table 4.8. Students prepare the English lesson before English class

Option	Alternative Answer	F	Percentage (%)
A	Always	25	50%
B	Usually	15	30%
C	Sometimes	5	10%
D	Seldom	3	6%
E	Never	2	4%
Total		**50**	**100%**

The table shows that 25 (50%) of respondents always prepare the English lesson before English class, 15 (30%) of respondents usually prepare the English lesson before English class, 5 (10%) of respondent sometimes prepare the English lesson before English class, 3 (6%) of respondent seldom prepare the English lesson before English class and 2 (4%) chooses never. It can be concluded that students always prepare the English lesson before English class.

Table 4.9. the students ask the teacher if they do not understand yet

Option	Alternative Answer	F	Percentage (%)
A	Always	15	30%
B	Usually	10	20%
C	Sometimes	25	50%
D	Seldom	0	0%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 15 (30%) of respondents always ask the teacher if they do not understand yet, 10 (20%) of respondents often ask the teacher if they do not understand yet, 25 (50%) of respondent sometimes ask the teacher if they do not understand yet, and nobody (0%) chooses seldom and never. It can be concluded that most of the students sometimes ask the teacher if they do not understand yet.

Table 4.10. the students do their homework at home

Option	Alternative Answer	F	Percentage (%)
A	Always	45	90%
B	Usually	5	10%
C	Sometimes	0	0%
D	Seldom	0	0%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 45 (90%) of respondents always do their homework at home, 5 (10%) of respondents often do their homework at

home, and nobody (0%) chooses sometimes, seldom and never. It can be concluded that most of the students always do their homework at home.

Table 4.11. the students come on time when learning English

Option	Alternative Answer	F	Percentage (%)
A	Always	38	76%
B	Usually	10	20%
C	Sometimes	1	2%
D	Seldom	1	2%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 38 (76%) of respondents always come to English class on time, 10 (20%) of respondents often come on time, only 1 (2%) of respondent sometimes and seldom comes to class on time, and nobody (0%) chooses never. It can be concluded that most of the students come to class on time.

Table 4.12. The students like to learn English with their teacher

Option	Alternative Answer	F	Percentage (%)
A	Always	30	60%
B	Usually	5	10%
C	Sometimes	5	10%
D	Seldom	5	10%
E	Never	5	10%
Total		**50**	**100%**

The table shows that 30 (60%) of respondents always like to learn English with their teacher, 5 (10%) of respondents often, usually, seldom,

and never like to learn English with their teacher. It can be concluded that most of the students like to learn English with their teacher.

Table 4.13. The students review English lesson that they have learned in school at home

Option	Alternative Answer	F	Percentage (%)
A	Always	15	30%
B	Usually	10	20%
C	Sometimes	20	40%
D	Seldom	5	10%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 15 (30%) of respondents always review English lesson that they have learned in school at home, 10 (20%) of respondents often review English lesson that they have learned in school at home, 20 (40%) of respondent sometimes review English lesson that they have learned in the school at home, 5 (10%) of respondents seldom review English lesson that they have learned in school at home, and nobody (0%) chooses never. It can be concluded that most of the students sometimes review English lesson that they have learned in school at home.

Table 4.14. the students learn English seriously

Option	Alternative Answer	F	Percentage (%)
A	Always	44	88%
B	Usually	6	12%
C	Sometimes	0	0%
D	Seldom	0	0%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 44 (88%) of respondents always learn English seriously, 6 (12%) of respondents often learn English seriously, and nobody (0%) chooses sometimes, seldom and never. It can be concluded that most of the students learn English seriously.

Table 4.15. The students like to read the English book at home

Option	Alternative Answer	F	Percentage (%)
A	Always	10	20%
B	Usually	5	10%
C	Sometimes	20	40%
D	Seldom	15	30%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 10 (20%) of respondents always like to read the English book at home, 5 (10%) of respondents often like to read the English book at home, 20 (40%) of respondent sometimes like to read the English book at home, 15 (30%) respondents seldom like to read the English book at home, and nobody (0%) chooses never. It can be

concluded that most of the students sometimes like to read the English book at home.

Table 4.16. The students pay attention when the teacher explains the lesson

Option	Alternative Answer	F	Percentage (%)
A	Always	48	96%
B	Usually	1	2%
C	Sometimes	1	2%
D	Seldom	0	0%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 48 (96%) of respondents always pay attention when the teacher explains the lesson, 1 (2%) of respondents usually and sometimes pay attention when the teacher explains the lesson, and nobody (0%) chooses seldom and never. It can be concluded that most of the students pay attention when the teacher explains the lesson.

Table 4.17. The students read English book and magazines outside the class

Option	Alternative Answer	F	Percentage (%)
A	Always	5	10%
B	Usually	0	0%
C	Sometimes	5	10%
D	Seldom	10	20%
E	Never	30	60%
Total		**50**	**100%**

The table shows that 5 (10%) of respondents always and sometimes read English book and magazines outside the class, no body choose usually,

10 (20%) of respondents seldom read English book and magazines outside the class, and 30 (60%) choose never. It can be concluded that most of the students never read English book and magazines outside the class.

Table 4.18. The students feel bored when learning English

Option	Alternative Answer	F	Percentage (%)
A	Always	10	20%
B	Usually	10	20%
C	Sometimes	10	20%
D	Seldom	10	20%
E	Never	10	20%
Total		**50**	**100%**

The table shows that 10 (20%) of respondents always, usually, sometimes, seldom and never feel bored when learning English.

Table 4.19. The students are lazy to review the lesson at home

Option	Alternative Answer	F	Percentage (%)
A	Always	48	96%
B	Usually	0	0%
C	Sometimes	1	2%
D	Seldom	1	2%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 48 (70%) of respondents are always lazy to review the lesson at home, 1 (2%) of respondents is sometimes and seldom lazy to review the lesson at home, and nobody (0%) chooses usually and

never. It can be concluded that most of the students are lazy to review the lesson at home.

Table 4.20. The students go to library to look for English book

Option	Alternative Answer	F	Percentage (%)
A	Always	0	0%
B	Usually	0	0%
C	Sometimes	1	2%
D	Seldom	25	50%
E	Never	24	48%
Total		**50**	**100%**

The table shows that 1 (2%) of respondents sometimes go to library to look for English book, 25 (50%) of respondents seldom go to library to look for English book, 24 (48%) of respondent never go to library to look for English book, and nobody (0%) chooses always and usually. It can be concluded that most of the students sometimes and never go to library to look for English book.

Table 4.21. The students learn English to increase their knowledge

Option	Alternative Answer	F	Percentage (%)
A	Always	38	76%
B	Usually	10	20%
C	Sometimes	1	2%
D	Seldom	1	2%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 38 (76%) of respondents always learn English to increase their knowledge, 10 (20%) of respondents often learn English to increase their knowledge, only 1 (2%) of respondent sometimes and seldom learn English to increase their knowledge, and nobody (0%) chooses never. It can be concluded that most of the students learn English to increase their knowledge.

Table 4.22. The students learn English when they have free time

Option	Alternative Answer	F	Percentage (%)
A	Always	15	30%
B	Usually	10	20%
C	Sometimes	10	20%
D	Seldom	10	20%
E	Never	5	10%
Total		**50**	**100%**

The table shows that 15 (30%) of respondents always learn English when they have free time, 10 (20%) of respondents usually, sometimes, and seldom learn English when they have free time, and 5 (10%) chooses never. It can be concluded that most of the students learn English when they have free time.

Table 4.23. The students read text when they learn English at school

Option	Alternative Answer	F	Percentage (%)
A	Always	10	20%
B	Usually	10	20%
C	Sometimes	10	20%
D	Seldom	10	20%
E	Never	10	20%
Total		**50**	**100%**

The table shows that 10 (20%) of respondents always, usually, sometimes, seldom and never read text when they learn English at school.

Table 4.24. The students focus to do the excercise of reading

Option	Alternative Answer	F	Percentage (%)
A	Always	50	100%
B	Usually	0	0%
C	Sometimes	0	0%
D	Seldom	0	0%
E	Never	0	0%
Total		**50**	**100%**

The table shows that 50 (100%) of respondents always focus to do the excercise of reading, and nobody (0%) chooses usually, sometimes, seldom, and never. It can be concluded that most of the students focus to do the excercise of reading.

Table 4.25. The students are shy to ask the teacher when they still do not understand yet

Option	Alternative Answer	F	Percentage (%)
A	Always	10	20%
B	Usually	5	10%
C	Sometimes	20	40%
D	Seldom	5	10%
E	Never	10	20%
Total		**50**	**100%**

The table shows that 10 (20%) of respondents choose always and never when they are shy to ask the teacher when they still do not understand yet, 5 (10%) of respondents choose usually and seldom when they are shy to ask the teacher when they still do not understand yet, and 20 (40%) of respondents choose sometimes when they are shy to ask the teacher when they still do not understand yet. It can be concluded that most of the students choose sometimes when they are shy to ask the teacher when they still do not understand yet.

Table 4.26. The students come late when learning English

Option	Alternative Answer	F	Percentage (%)
A	Always	0	0%
B	Usually	1	2%
C	Sometimes	1	2%
D	Seldom	10	20%
E	Never	38	76%
Total		**50**	**100%**

The table shows that 1 (2%) of respondents usually and sometimes come late when learning English, 10 (20%) of respondents seldom come late when learning English, 38 (76%) of respondent never come late when learning English, and nobody (0%) chooses always. It can be concluded that most of the students never come late when learning English.

Table 4.27 The Category of Students' Habit in Reading

NO	The Range of Level	Level	Frequency	Percentage
1	80 – 100	Very High	20	40%
2	60 – 79	High	15	30%%
3	40 – 59	Middle	5	10%
4	20 – 39	Low	8	16%
5	0 – 19	Very Low	2	4%
TOTAL			50	100%

B. Data Analysis

This research contains two variables, namely variable X and variable Y. The variable X refers to Students' habit in reading and their ability; and variable Y refers to retelling writing narative paragraph. There are two formulations of the problem, which should be analyzed in this chapter as well as to find the answer of this research. The finding of the research is as follows :

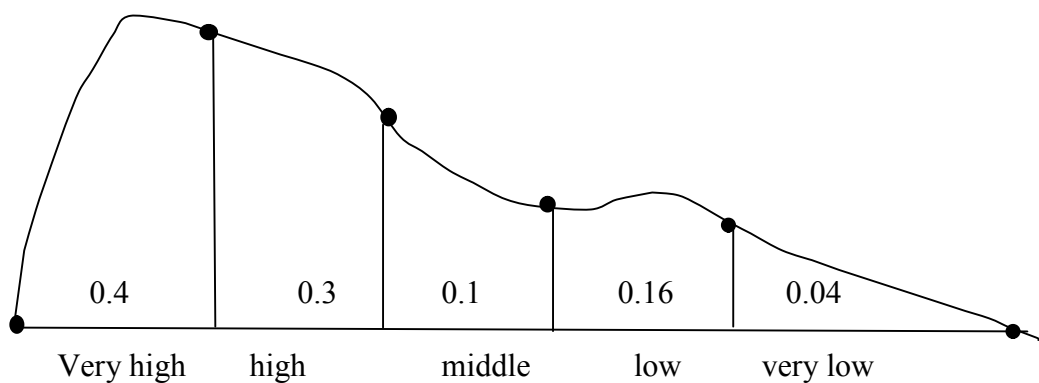1. **Data Analysis of *Serial Correlation Coefficient***

Table 4.28
The Mean Score of the Students' Ability to Retell Writing Narrative Paragraph
with the Category of Students' Habit in Reading

Number	The Mean Score of the Students' Ability in Retelling Writing Narrative Paragraph				
	The Category of Students' Habit in Reading				
	Very High	High	Middle	Low	Very Low
1	80	80	76	68	54
2	76	78	66	66	46
3	74	70	62	64	
4	74	68	56	58	
5	70	66	48	52	
6	68	66		48	
7	66	60		46	
8	66	60		46	
9	64	60			
10	64	58			
11	62	54			
12	62	54			
13	60	50			
14	60	48			
15	60	46			
16	58				
17	58				
18	54				
19	52				
20	48				
The Number of Score	1276	918	308	448	100
The Number of Students	20	15	5	8	2
Proportion	0.4	0.3	0.1	0.16	0.04
Mean	63.8	61.2	61.6	56	50

Based on the table above, it showed that the scores of the students'

ability in retelling writing narrative paragraph were placed based on the

category that the students got in questionnaire of reading habit. There were

20 students categorized into very high level by mean score of ability in retelling writing narrative paragraph 63.8 and the proportion 0.40, there were 15 students categorized into high level by mean score of ability in retelling writing narrative paragraph 61.2 and the proportion 0.3, and there were 5 students categorized into middle level by mean score of ability in retelling writing narrative paragraph 61.6 and the proportion 0.1, there were 8 students categorized into low level by mean score of ability in retelling writing narrative paragraph 56 and the proportion 0.16, there were 2 students categorized into very low level by mean score of ability in retelling writing narrative paragraph 50 and the proportion 0.04.

After knowing the proportion of each category level, then high ordinate will be decided by making the curve that can be seen as follow:

0.4	0.3	0.1	0.16	0.04
Very high	high	middle	low	very low

Based on the curve above, it can be known that:

a. Ordinate b → p = 0.4 with the ordinate value = 0.38634

b. Ordinate c → p = 0.4 + 0.3 = 0.7 with the ordinate value = 0.34769

c. Ordinate d → p = 0.7 + 0.1 = 0.8 with the ordinate value = 0.27996

d. Ordinate e → p = 0.8 + 0.16 = 0.96 with the ordinate value = 0.08617

e. Ordinate a dan f = 0

    After getting the ordinate value, then preparing the count to get the serial "r" by making the table of count as follow:

Table 4.29
The Count of Serial Correlation Coefficient

Category	N	P	O	$(o_r\text{-}o_t)$	$(o_r\text{-}o_t)^2$	$\dfrac{(or - ot)2}{p}$	M	$(o_r\text{-}o_t).M$
Very High	20	0.4	0.38634	+0.38634	0.149259	0.37315	63.8	+24.64849
High	15	0.3	0.34769	-0.03865	0.001494	0.00498	61.2	-2.36538
Middle	5	0.1	0.27996	-0.06773	0.004587	0.04587	61.6	-4.17217
Low	8	0.16	0.08617	-0.19379	0.037555	0.23472	56	-10.85224
Very Low	2	0.04		-0.08617	0.007425	0.18563	50	-4.3085
NUMBER	50	1.00	-	-	-	$\Sigma\dfrac{(or-ot)2}{p} =$ 0.84435		$\Sigma(o_r\text{-}o_t).M =$ 2.9502

    Referring to the table above, it can be seen that $\Sigma\dfrac{(or-ot)2}{p}$ = 0.84435, $\Sigma(o_r\text{-}o_t).M$ = 2.9502, those results then will be substituted into the formula of serial correlation, but there should be the standard deviation that can be calculated in the following table:

Table 4.30
The Count of Standard Deviation

Score (X)	F	X^2	fX	$f(X^2)$
46	4	2116	184	8464
48	4	2304	192	9216
50	1	2500	50	2500
52	2	2704	104	5408
54	4	2916	216	11664
56	1	3136	56	3136
58	4	3364	232	13456
60	6	3600	360	21600
62	3	3844	186	11532
64	3	4096	192	12288
66	6	4356	396	26136
68	3	4624	204	13872
70	2	4900	140	9800
74	2	5476	148	10952
76	2	5776	152	11552
78	1	6084	78	6084
80	2	6400	160	12800
-	N= 50	-	ΣfX=3050	ΣfX^2 =190460

From the table above, N= 50, Σf=3050, and ΣfX^2 =190460. Then, those

results can be substituted in the formula of standard deviation as follow:

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

$$= \sqrt{\frac{190460}{50} - \left(\frac{3050}{50}\right)^2}$$

$$= \sqrt{3809.38 - (61)^2}$$

$$= \sqrt{3809.38 - 3721}$$

$$= \sqrt{88.38}$$

$$= 9.4$$

After finding the value of standard deviation, then it will be substituted into the serial correlation formula:

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

$$= \frac{2.9502}{9.4 \times 0.84435}$$

$$= \frac{2.9502}{7.93689}$$

$$= 0.372$$

According to many experts of statistics, the result of the formula of serial correlation was so overestimated if it was compared with the value of "r" generally. So, to make serial correlation coefficient near from the value "r" of product moment could be seen in the table of correction for chotomisasi.

To make clear, there should be examination of r_{tris}. r_{tris} was the value of $r_{ser} = 0.372$. Then, the value was substituted into the formula of r chotomisasi as follow:

$$r_{ch} = r_{ser} \sqrt{\Sigma\left\{\frac{(o_r - o_t)^2}{p}\right\}}$$

$$= 0.372 \times \sqrt{0.84435}$$

$$= 0.372 \times 0.919$$

$$r_{ch} = 0.342$$

Then, the value was referred to the table of correction because of the classification roughly. By the value $r_{ch} = 0.342$, so, the factor of correction

was 1.042. To make coefficient r_{ch} equivalent with "r" product moment so r_{ch} should be calculated with the value of correction factor. It can be seen as follow:

$$r_{observed} = r_{ch} \times 1.042$$
$$= 0.342 \times 1.042$$
$$= 0.356$$

From the analysis above, it could be seen that score $r_{observed}$ was 0.356 with $df = 50 - 2 = 48$. Because $df = 48$ was not found in the r_{table}, so the researcher took $df = 50$ that is near from df 48. If $r_{observed}$ was 0.356 compares with r_{table} with $df = 50$, the "r" critic point is:

Significance 5% = 0.273

Significance 1% = 0.354

It can be seen that the $r_{observed}$ is higher than r_{table} in significance 5%, while it is lower than r_{table} in significant 1%. In other words, it can be read 0.273<0.342<0.354. It means that H_0 is rejected and H_a is accepted if the $r_{observed}$ is compared with r_{table} in significance 5%; or there is significant correlation between students' habit in reading and their ability in retelling writing narrative text.

In conclusion, students' habit in reading correlates the students' ability in retelling writing narrative text at the second year students of SMA Negeri 1 Cerenti.

2. **What are the factors that influence the students' ability to retell writing narrative text?**

    To give the response of the second formulation, the investigator analyzed the data that have been presented in the data presentation. Then, the investigator has presented the factors influence students' learning. Actually, those factors can influence students' ability in retelling writing narrative text. But, from the result of questionnaire, the investigator found that there were some main factors that influence students' ability in retelling writing narrative text as follows :

    a. Students' knowledge about narrative text.

    b. Students always come on time.

    c. Students pay attention to the teacher's explanation.

    d. Students like to learn English with their English teacher.

    e. Students learn English seriously.

    f. Students focus to do the excescise of reading.

    g. Students learn English to increase knowledge

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, finally the research about The Correlation between Students' Habit in Reading and Their Ability in Retelling Writing Narrative Text at the Second Year Students of SMA N 1 Cerenti comes to the conclusion as follows:

1. There is significant correlation between students' habit in reading and their ability in retelling writing narrative text at the second year students of SMA N I Cerenti. It can be seen that It can be seen that the $r_{,,b,,,d}$ is higher than $_{rtabl,}$ in significance 5%, while it is lower than $_{rtabl,}$ in significant 1%. In other words, it can be read 0.273<0.342<0.354. It means that H. is rejected and H_a is accepted if the $_{Tvb,,Id}$ is compared with *rtable* in significance 5%; or there is significant correlation between students' habit in reading and their ability in retelling writing narrative text.

2. Based on the result of questionnaire, the researcher found that there were some main factors that influence students' ability in retelling writing narrative text as follows :

   a) Students' knowledge about narrative text.

   b) Students always come on time.

   c) Students pay attention to the teacher's explanation.

   d) Students like to learn English with their English teacher.

   e) Students learn English seriously.

f) Students focus to do the excescise of reading.

g) Students learn English to increase knowledge.

B. **Suggestion**

The results of the study prove that the students' habit in reading correlates with their ability in retelling writing narrative text at the second year students of SMA N 1 Cerenti. Based on the result above, the writer hopes that this study will give benefit for the betterment of English teaching and learning process.

So, the writer would like to give some suggestions which hopefully these suggestions will be useful as follows:

1. Suggestions for the teacher:

a) The teacher should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so that the students learn at ease and comfortably in their class.

b) The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English especially in reading subject.

c) Besides that, the teacher should be selective and creative in choosing appropriate materials to improve the students' ability and to enhance students' motivation in learning English.

d) The teacher is recommended to model the use of two-column note taking strategy in teaching and learning English.

2. Suggestion for the students:

a) The students should be aware of the importance of reading to get some information they need. They should not judge that reading as a boring activity.

b) Students in general should encourage themselves to learn more, to ask what they do not understand and to learn as much as possible.

c) The students should try to implement two-column note taking strategy in learning English as their note taking and practice in the classroom.

d) The students pay more attention to the lesson that has been shared by the students in front of the class.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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