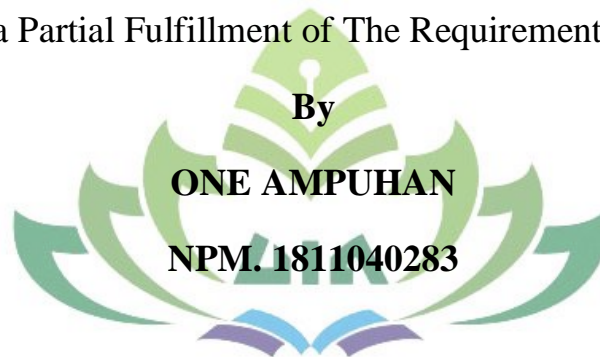


**THE CORRELATION BETWEEN STUDENTS' STORYTELLING
ABILITY AND STUDENTS' WRITING ABILITY IN NARRATIVE
TEXT AT SECOND SEMESTER OF THE EIGHTH GRADE
OF SMPN 1 TERBANGGI BESAR IN THE ACADEMIC
YEAR OF 2021/2022**



(A Thesis)

Submitted as a Partial Fulfillment of The Requirements for S1-Degree



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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' STORYTELLING ABILITY AND STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 1 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2021/2022

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In this study, the researcher investigated the correlation between students' storytelling ability and students' writing ability in narrative text at second semester of the eighth grade of SMPN 1 Terbanggi Besar in the academic year of 2021/2022. The result of this research is there is any significant correlation between students' storytelling ability and students' writing ability in narrative text. Their storytelling ability showed various features of writing ability in narrative text, indicating that their storytelling ability in speaking greatly affected their written language ability. That is, students should be encouraged to draw on the strengths of their storytelling when they engage in writing composition.

The research methodology used in this study is correlational research. The population of this study was all eighth-grade students at SMPN 1 Terbanggi Besar. There were only 31 students taken as the sample of this study. The sample was determined by using the cluster random sampling technique. Furthermore, in collecting the data researcher has used a test to decode the storytelling ability and a writing test for ability in narrative text. For analyzing the data, the researcher used SPSS 25.

The findings of this study show there is a significant correlation between students' storytelling ability and students' writing ability in narrative text at second semester at the eighth grade of SMPN 1 Terbanggi Besar in the Academic year of 2021/2022. Based on the results of the data analysis, it was obtained H_a was accepted with generated Sig (P_{value}) = 0.000 < α = 0.05. This means there was a significant correlation between students' storytelling ability and students' writing ability in narrative text at second semester at the eighth grade of SMPN 1 Terbanggi Besar in the Academic year of 2021/2022.

Keywords : storytelling ability, writing ability, narrative text, and correlation



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I hereby that thesis entitled: “The Correlation Between Students’ Storytelling Ability And Students’ Writing Ability In Narrative Text At Second Semester Of The Eighth Grade Of Smpn 1 Terbanggi Besar In The Academic Year Of 2021/2022” is completely my work. I am fully aware that I have quoted some statements and ideas from various sources, and also those are appropriately acknowledged in the text.

Bandar Lampung, May 2022



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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتِ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا¹

Say 'O Prophet,': “ If the ocean were Ink (wherewith to write out) The words of my Lord, Sooner would the ocean be Exhausted than would the words Of my Lord, even if we Added another ocean Like it, for its aid.”¹

(Al-Kahf 109)



¹Recite Quran Surah Al-Kahf in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/al-kahf>

DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Sugeng Budi Waluyo and Titik Maryanti, always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis.
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4. My Beloved younger sister, Amallia Ananda, my little niece, Najwa Anidya Yulian, and also my little nephews, Anandito Alvaro, Kian Enggal Wahyudi, and Kenzo Alvaro.
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6. My beloved Lecturers and Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is One Ampuhan. She was born in Poncowati, Terbanggi Besar, Lampung Tengah, On July 17th, 2000. She is the third child of the fourth child of Muslim couple Sugeng Budi Waluyo and Titik Maryanti. She has three sisters. The first sister name, Neni Lirian Budiyaniti, the second sister name Giska Dama Cahyani, and the younger sister name Amallia Ananda.

She graduated from Elementary School at SDN 1 Poncowati, Terbanggi Besar, Lampung Tengah in 2012. Then, she continued her study at SMPN 1 Terbanggi Besar, Lampung Tengah, and graduated in 2014. Next, she entered her vocational high school in SMKN 3 Terbanggi Besar, Lampung Tengah; she took a DKV (Design Communication Visual program) and graduated in 2018. In the same year, she registered as an S1- degree student in English Education as her major.

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Firstly, I would like to express my sincerest praises to Allah Ta'ala, who has lent me His blessing and mercy to complete my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who has guided us from the darkness to the lightness. This thesis entitled "The Correlation Between Students' Storytelling Ability And Students' Writing Ability In Narrative Text At Second Semester Of The Eighth Grade Of Smpn 1 Terbanggi Besar In The Academic Year Of 2021/2022". The primary aim of writing this thesis is to fulfill a part of students' tasks in partial fulfillment of the requirement to obtain an S1- degree. Furthermore, this thesis would not have been completed without the support, aid, guidance, advice, and encouragement of people. Therefore the researcher would like to express the most profound sense of gratitude to :

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Bandar Lampung, May 2022

The Researcher,



One Ampuhan

NPM. 1811040283

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CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is an explanation/clarification of the title in detail. In this case, it is principal to add a title affirmation to the initial concept to know the representation of the title of this research. The title affirmation of this research can be explained as follows:

Storytelling ability is someone who is able to tell a story, although not in a dramatic way but this is very important in terms of confidence skills and also fluency development. With storytelling ability, students can also produce better pronunciation of words and increase their knowledge of new vocabulary through a story they read or listen to.

Writing ability is an ability that must essential because it is an excellent way to reinforce, organize, develop, and produce what students/learners have learned and also enhance them with new vocabulary in written structure.

The narrative text is a text in which several events or series related frequently give moral value to the readers and entertain the readers. By writing narrative text, students expect to organize, compose, and make appropriate sentences.

Based on explanation above, the researcher will propuses the research about **The Correlation Between Students' Storytelling Ability And Students' Writing Ability In Narrative Text At Second Semester Of The Eighth Grade.**

B. Background of the Problem

Speaking is that the method of sharing and developing meaning through the use of non-verbal symbols and verbal, in an exceedingly quiet context. According to Luoma "The students' speaking skills are reflected in the degree to which they can express their ideas in English, take into account and make use of their interlocutor's contributions to the discussion, and collaborate in the creation of interaction".² Speaking could also be an important part of second acquisition and teaching. That means we realize today's world needs that the goal of teaching speaking should improve students' communicative skills, because of this manner, students can express themselves and see the way to follow the cultural and social rules appropriate in each communicative circumstance.

Besides in another definitions about speaking, according to Brown "Speaking is a productive ability that can be properly and also empirically observed, all of the observations are invariably mixed by the effectiveness and accuracy of a test-taker's listening ability, which necessarily agreement the reliability and validity of an oral production test".³ Meanwhile, Read said speaking is that the direct way from one mind to a different and is that the way usually chooses after we want to ask an issue/problem or give evidence.⁴ Additionally, Bygate stated that by giving learners 'speaking practice' and 'oral exam' we can identify that there is a difference between these aspects, he's also added speaking as an ability, knowledge itself isn't enough: knowledge should be utilized in action.⁵ It that means it's a capability to use language in oral with fluency and to deliver information than the listener comprehends the data that delivered by the speaker and responds to it.

²Sari Luoma, *Assessing Speaking* (New York: New York Cambridge University, 2004). 27.

³H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Longman express, 2004). 140.

⁴John Read, *Assessing Vocabulary* (England: Cambridge University Press, 2000). 2.

⁵Martin Bygate, *Speaking* (Bristol: Oxford University Press, 1987). 3.

Storytelling has always been a cherished tradition in all societies. Storytelling can be decided adopting stories that generate public identity, can get in the direction of creating an emotional connection. It that means storytelling can be an enjoyable activity for both listeners and the narrator and also must be engaged in at all grade levels. Storytelling fosters creative thinking. Storytelling allows students to internalize important forms of the story such as beginnings and endings, settings, characters, or plot lines. It provides practice in expressing ideas in thought units, using descriptive language and colorful, choosing effective action words, and also developing ideas in sequence. Storytelling ability may provide the speech and language pathologist with information about a child's language ability beyond that which can be derived from standardised tests, especially in the instances of cultural and linguistic diversity⁶. According to Harmer the teacher can encourage students to retell stories which they have read in their books or found in newspaper or on the internet such retelling is a valuable way of provoking the activation of previously learnt or acquired language.⁷ It that means with storytelling students can increase their speaking in other languages and also the students can found stories from other books, newspapers, etc for retelling with their creativity and ideas.

According to Knapp and Watkins, genres from this angle are not seen such a lot as products or text types, but as a core set of generic processes (describing, explaining, instructing, arguing, and narrating).⁸ Performing these processes is predicated not most on learning the stages of a range of various text types but on the power to use the relevant structural and grammatical knowledge to supply appropriate texts. One of the text is a narrative text. Also, Narrative text is provided with a series of logical and chronological related activities brought on or experienced by using factors. Besides, Pardiyono said narrative is a story about past activities or events which order to problematic and to give a lesson to readers.⁹ It that means narrative text may be a form of text that tells a series of events that are chronologically interconnected and frequently give moral value to the readers and entertain the readers. Meanwhile, in writing there are several problems faced by students. According to Richard the difficulties not only in generating and organizing the concept, but also translating these ideas into readable text.¹⁰ Besides that, to form these ideas into readable text someone must choose appropriate vocabulary and also, the appropriate sentence structure so that the reader can understand the meaning of a text that has been made.

Based on interview by the students, the researcher found some factors of students' problem in learning English.¹¹ There are various factors to the reason for the failure in teaching storytelling and writing in narrative text. For example, the students are lazy to memorize stories or practice them, and their said learning writing is boring because the teacher only gives the theory or task.

The researcher interviewed the teacher. The researcher asked Ms. Ana Sepnita as English teacher, in SMPN 1 Terbanggi Besar, she has difficulty in teaching storytelling and writing because every student has different abilities.¹² They are shy to show their expressions, creativity and sometimes forget their text. Students faced difficulties in composing words and make a sentence from their paragraphs readable and effective. The researcher also asked about the

⁶Joan S. Klecan-Aker and Teresa H. Caraway, "A study of the relationship of storytelling ability and reading comprehension in fourth and sixth grade African-American children", *European Journal of Disorders of Communication*, no. 32 (1997): 109-125, <https://www.tandfonline.com/doi/abs/10.3109/13682829709021464>.

⁷Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2007). 130.

⁸Peter Knapp and Megan Watkins, *Genre, Text, Grammar: technologies for teaching and assessing writing* (Australia: University of New South Wales, 2005). 26.

⁹Pardiyono, (In Lubis), "Writing Narrative Text", *English Education: English Journal for Teaching and Learning*, no. 2 (2014): 68, jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115.

¹⁰Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Analogy of Current Practice*, (England: Cambridge University Press, 2002). 303.

¹¹*The Result of interview the students at eight grade of SMPN 1 Terbanggi Besar in academic year of 2021/2022*, (Appendix 03). Pages 44.

¹²*Transcript Of The Result Teacher Interview In Preliminary Research*, (Appendix 02). Pages 42.

student's scores to the teacher. The scores were taken by the teacher in daily activities and many students who did not pass the minimum score or (KKM) are 70 for a score of storytelling ability and 65 for the score of writing in narrative text. Below the result of students score:

Table 1.1
The Students' Score of Storytelling Ability Test at the Second Semester of the Eighth Grade of SMPN 1 Terbanggi Besar in the Academic Year of 2021/2022

No.	KKM	The Number of Students	Percentage
1.	≥ 70	68	28.09 %
2.	< 70	174	71.90 %
Total		242	100%

Based on the table above, it can be seen that 174 students got a score of storytelling ability test lower than 70, and only 68 students that get score passed the KKM. Moreover, from the table above it can be seen that there were many students had still can't express their idea and creativity in storytelling. They faced difficulties in storytelling performance.

Table 1.2
The Students' Score of Writing Ability in Narrative text Test at the Second Semester of the Eighth Grade of SMPN 1 Terbanggi Besar in the Academic Year of 2021/2022

No.	KKM	The Number of Students	Percentage
1.	≥ 65	74	30.57 %
2.	< 65	168	69.42 %
Total		242	100%

Based on the table above, it can be seen that more than 65% narrative text score of students was under the passing grade for English subject in SMPN 1 Terbanggi Besar. There were only 74 students from 242 students who passed the criteria of minimum mastery (KKM). It shows that writing narrative text ability of students in SMPN 1 Terbanggi Besar academic year 2021/2022 is still low.

Based on description above, to overcome this problem that there are many students who feel unsure about their capability in storytelling and writing in narrative text. The students are often uncertain about their capability in organizing paragraphs. Moreover, when the teacher asked them to make a performance of storytelling or just retell they could do it well. Kroll and Vann states that the purpose is to discuss the relationships between speaking in storytelling and writing in narrative text as well as contradictory advice about the implication of these relationships for teaching of writing.¹³ In their study said that some expert in the language arts, stress the close connection between speaking and writing, and believe that students should be encouraged to draw on the strengths of their oral language when they engaged in writing composition. In this case the researcher chooses the eighth grade as the participants because the researcher found the problem in the eighth grade competence especially in storytelling and writing in narrative text. It is support in their syllabus too.

In teaching writing, teachers must be able to use suitable methods which will develop their

¹³Kroll and Vann, "Speaking and Writing Relationship in the Growth of Writing Abilities", *Electronic Journal of Research in Education*, no. 6 (1981) : 91-112, <https://www.jstor.org/stable/817174>

imagination so that they need enough ideas to be expressed in their paper. And also giving directions when students in writing practice, will make them enjoy writing and that they are also easy to know the language they need to write, then the teacher gives motivate to the students to try to do many exercises in speaking with improving their skill in helping them to write down well. Finally, students' writing ability becomes well.

From the explanation above, the researcher wants to focuses on students storytelling ability and their ability in writing in narrative text. So, the researcher feels interested to conduct a research under the title, "The Correlation Between students' storytelling ability and students' writing ability in narrative text at second semester of the eighth grade of SMPN 1 Terbanggi Besar in the academic year of 2021/2022".

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background above, the researcher could identify the problem as follows :

1. The students got difficulty in writing narrative text.
2. The students lack of self-confidence and memorize stories.

2. Limitation of the Problem

Based on the background and identification of those problems, the researcher limited the problem only focused on the correlation between students' storytelling ability and students' writing ability in narrative text.

D. Formulation of the Problem

Based on the background above, the problem which came up in this research is formulated as follows : Is there any correlation between student's storytelling ability and students' writing ability in narrative text?

E. Objective of the Research

As the objective of the research is to find out whether there is a correlation between student's storytelling ability and students' writing ability in narrative text at the at second semester of the eighth grade of SMPN 1 Terbanggi Besar in the academic year of 2021/2022

F. Significances of the Research

There are two significances that could be acquired from this research as follows:

1. Theoretically, the expected result of the research is intended to enrich the theory of writing and speaking to English writing narrative text and English storytelling ability and its relationship.
2. Practically, if there is a correlation between speaking especially in storytelling ability and writing ability in narrative text. The result of the study provide the data about the level correlation of students storytelling ability and students writing ability in narrative text in developing English skill. Moreover the findings can be used by teacher to measure and motivate the students to praise highly upon their capability. And for the students it is expected to encourage themselves to be more active in developing English skill especially in storytelling and writing in narrative text.

G. Relevant Research

In this thesis, there is some relevant research which has shown as follows:

There are several previous research that relevant to this research as follows: The first research comes from Eka Yuliani entitle "*The Correlation Between Students' Ability in Writing*

Narrative Text and Their Ability in Storytelling at MAN 2 Samarinda Academic Year 2014/2015". This research discusses about the correlation between students' ability in writing narrative text and their ability in storytelling. She tried to answer 3 problems: How is the ability of writing narrative text is, how is the ability of storytelling and is there any significant correlation between students' ability in writing narrative text and their ability in storytelling of eleventh grade students of MAN Samarinda.¹⁴

The second research comes from Bintari Prihandini with entitled "*The correlation between the student's interest in reading, student's ability of storytelling and reading skill (A Correlational Study At The Second Grade Of Sman 1 Karanganyar In The Academic Year Of 2014/2015)*". This research discuss about correlation between the student's interest in reading, student's ability of storytelling and reading skill. This research are to find out whether there is a correlation between (1) student's interest in reading and reading skill; (2) student's ability of storytelling and reading skill; and (3) student's interest in reading; student's ability of storytelling and reading skill. The result of this research shows that student's interest in reading and student's ability storytelling are important factors that give contribution to reading skill. The researcher chooses this study because this research relevant to the ability of storytelling which the researcher will be doing.¹⁵

The third researcher comes from Joan and Teresa with entitled "*A study of the relationship of storytelling ability and reading comprehension in fourth and sixth grade African-American children*". Their study focus on relationship of storytelling ability and reading comprehension by getting the developing the idea. The researcher found that their research can help students' increase their confidence, creativity and also their ability in storytelling.¹⁶

The fourth research in this matter was conducted Fuad and Sai in there journal entitled "*Storytelling Variations and Student Writing Ability in Madrasah Ibtidaiyah*". The objective of this study was to know that uses fairy tale methods and increase students' literacy skills in rewriting the contents of fairy tales. The result of research data shown that storytelling is well used in learning and also students are more interested in the being of fairy tales in learning. Storytelling is expected to improve students' thinking and improve intelligence. It that means storytelling can attract students in attention learning.¹⁷

And last researcher comes from Rambe with entitled "*The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of Man Panyabungan*". The objective of this study was to know that whether there was a significant comparison of students writing narrative text after and before being taught by using the storytelling method. The result of research data shown that students writing narrative text ability after taught by using storytelling method was categorized good. The researcher chooses this study because this research is related to the ability in writing narrative text and storytelling that the researcher will be doing.

From the previous research above, the researcher could conclude that storytelling ability is thinking and affects students learning in English, helps students to speak, communicate, and improve their creativity. Meanwhile, writing ability in the narrative text is the ability to produce

¹⁴Eka Yuliani, "The Correlation Between Students' Ability in Writing Narrative Text and Their Ability in Storytelling at MAN 2 Samarinda Academic Year 2014/2015", (Disertasi, Universitas Mulawarman, 2016). 5.

¹⁵Bintari Prihandini, "The correlation between the student's interest in reading, student's ability of storytelling and reading skill (A Correlational Study At The Second Grade Of Sman 1 Karanganyar In The Academic Year Of 2014/2015)" (Disertasi, Universitas Sebelas Maret, 2016). 11.

¹⁶Joan S. Klecan-Aker and Teresa H. Caraway, "A study of the relationship of storytelling ability and reading comprehension in fourth and sixth grade African-American children", *European Journal of Disorders of Communication*, no. 32 (1997): 109-125, <https://www.tandfonline.com/doi/abs/10.3109/13682829709021464>.

¹⁷A. Jauhar Fuad and Dwi Agus Tintati Sari, "Storytelling Variations And Student Writing Ability In Madrasah Ibtidaiyah" *MODELING: Jurnal Program Studi PGMI*, no. 6 (2019): 13-30, <https://jurnal.stitnuahikmah.ac.id/index.php/modeling/article/view/347>.

or process students create their idea in consideration of arranging words. There are some similarities between previous research and present research. The first and second previous research such as factors to support writing ability in the narrative and ability in storytelling. The third and fourth previous research that their study can help students increase their confidence and creativity and also improve students thinking and improve intelligence. And the last previous study, the researcher used students' writing narrative text ability after teaching by using the storytelling method. Then, the researcher will correlate storytelling ability and writing ability in narrative text.

H. Systematics of the Research

In this thesis consists of five chapters, they are:

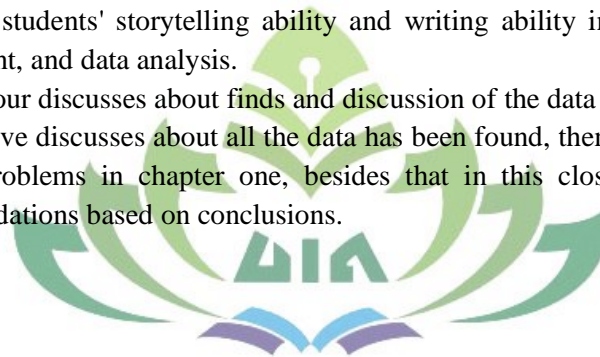
Chapter one discusses an introduction of title affirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, previous research, and systematics of research.

Chapter two explains the review of related literature which consists of three sub-chapter are the frame of theories, frame of thinking, and hypothesis. The frame of theories consists of storytelling ability, writing ability, the concept of text, and the concept of narrative text.

Chapter three discusses the research method consisting of time and place research. Research design, research variable, operational definition of a variable, population, sample, sampling technique, data collecting technique, research instrument, research procedures, scoring scale to evaluate students' storytelling ability and writing ability in narrative text, analysis of research instrument, and data analysis.

Chapter four discusses about finds and discussion of the data to produce reseach findings.

Chapter five discusses about all the data has been found, then it is decided to conclude to answer all the problems in chapter one, besides that in this closing chapter, the researcher provides recomendations based on conclusions.



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the data analysis in previous research, the researcher can provide a conclusion as follows:

There was a positive correlation between students' storytelling ability and students' writing ability in narrative text in the second semester of the eighth grade of SMPN 1 Terbanggi Besar in the academic year of 2021/2022. The result of this research is there is any significant correlation between students' storytelling ability and students' writing ability in narrative text. Their storytelling ability showed various features of writing ability in narrative text, indicating that their storytelling ability in speaking greatly affected their written language ability. That is, students should be encouraged to draw on the strengths of their storytelling when they engage in writing composition. Based on the result of the data calculation in chapter IV, the null hypothesis (H_0) was not accepted, and the alternative hypothesis (H_a) was accepted. Therefore, the researcher can assume that students' storytelling ability and writing ability in narrative text are correlated significantly. In this case, the Pearson Product Moment Formula, by using SPSS (*Statistical Package for the Social Science*), presented the result obtained that the value of significant generated Sif (P_{value}) = 0.000 < α = 0.05. It means to be revealed from the hypothesis testing.

B. Recommendation

Based on the conclusion above, the researcher gave several recommendation as follows:

1. For the Teacher

In this research, the researcher found out that the correlation between students' storytelling ability and students' writing ability in narrative text, it is highly recommend for the teacher to give attention to the students ability in writing. Them, the students can make their writing well, the sudents should be able to speak well and fluently.

2. For Students

- a. The students are suggested to build their confidence to practice their storytelling ability.
- b. The students should be more creative and be more focused on learning writing to develop their ideas.
- c. The students should confidently value their own capability. They should maintain their ability in writing especially, in apporiate tenses, the accuracy, and words selected from their writing.

3. For the Next Researchers

In this research, the researcher was focused on the correlation between students' storytelling ability and students' writing ability in narrative text. Therefore, it can be suggested that the next researcher investigate the correlation between other English components or English skills.

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