

CHAPTER I

INTRODUCTION

A. Background

As we know that in learning English language there are literature materials such as, novel, roleplay, poem, poetry, and short story. Those of five aspect there is one matterial ussually learn by the students in all level of education through Formal-education and Non-formal education. Formal education is properly associated with schools. A more precise definition is supplized by Coombs (1973: 11), “The hierarchically structured, chronologically graded educational system running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training” and non-formal education means “Any intentional and systematic educational enterprise which usually outside of traditional schooling and in the content is adapted to the unique needs of the students or unique situations in order to maximize learning and minimize other elements which often occupy formal school teachers. Such as taking roll, enforcing discipline, writing reports, supervising study hall” (Kleis. 1973: 6).

And this matterials are very familiar with students in learning process both of formal and non-formal Education, it is about reading especially narrative short story. Narrative is a group of sentence which tells about the actions, what is the act, how the action happened and where its taken place Hudak (2008: 4). Reading skill including narrative text is one of important lesson in English both of students’

formal-education and students non-formal education. And both of them actually have studied about narrative in their learning activity, so it can be concluded that they have know the narrative.

When the students try to understand narrative text, they have to understand and know the aspect of narrative text including the generic structures, the kinds of narrative, or the features of language in the context and so on, because it will have a good contribution to help the students understand it well.

Nevertheless, not all of English students in formal-education and non-formal education can understand narrative text well, (Jati: 2009) stated that the commonly problem for them in understanding Narrtive text is caused by: First, *Lack of vocabulary* this is the obstacles in the process of percieving the text. Second, *Students have a difficulties in understanding the meaning of each words or sentence.* Third, *Students often find the difficulties to get information,message, and objectives which was delivered by writers,* Fourth, *Students have a low motivation in reading English text.* Commonly they will read an English text when they are in the classroom activities only and while they were asked by the teacher. Fifth, *There is no English environment which support them to read English text.*

In other, there is a high expectation in Indonesia curriculum especially of English subject, which states that a graduated students from senior high school should achieve an informational level, because they are prepared to enter university (BSNP in Nugraha, 2010: 2). In its levels, They are expected to be able to access knowledge using English language. Therefore, a measurment of student's ability in reading towards narrative short story tested by Close-elide test is to monitor the

students' abilities, students' achievement, and students' proficiency dealing with English text. That measurement is commonly called by a *Test*.

Without a test, teacher can not know how successful a language teaching had been held, testing is important to find out where students have difficulties in language course, to explore how far the progress of the students understanding, to give a general idea about students' proficiency in the target language, Mc Namara in Razi (2005: 1).

However, there are some problems that the English language teachers have in testing the students' English language achievement. Such as how to determine and choose the appropriate testing techniques based on what skills and what aspects should be measured. Commonly the teachers are confused to choose which one of the testing technique is more effective to applied in their class, and usually the teacher only use a single technique which will be monotonous for the students. So it will give the students an opportunity to cheat their friend, or to guess easily, or even just a gamble because they believe that learning English is difficult.

Based on the description above, the teacher should know what kinds of testing techniques that will be appropriately applied in learning English, actually by considering the validity, reliability, and practicality of the test.

This study tries to investigate the result of using the same testing technique which is applied in a particular language skill, that is Reading comprehension both of formal and non-formal study. The reasearcher are going to make a research, it is about the comparison between students in Non-Formal Education and student in Formal-Education especially in the students' ability in understanding narrative

short story. And it will be analyzed by poured in a paper on the title, *“The Comparison Of Narrative Short Story Understanding Between second grade students of Non-formal Education and Formal Education (A Comparative Study of Student in English Course And Students of MTs.Ar-Rosyidiyah Bandung)”*

B. The Research Questions

There are three questions that are conducted in this research. The questions are followed:

1. How is students' ability in Reading towards narrative short story in Non-formal education especially in Atmanata English course Bandung?
2. How is students' ability in Reading towards Narrative short story in Formal education especially in MTs. Ar-rosyidiyah Bandung?
3. How significant is the difference of students' ability in understanding Narrative short story between students in Atmanata English course and students in Mts. Ar-rosyidiyah Bandung?

C. The Purposes of Research

Based on the question formulated above, the aims of the research are:

1. To find students' ability in reading towards narrative short story in Non-formal education especially in Atmanata English course;
2. To find students' ability in Reading towards narrative short story in Formal education especially in MTs. Ar-rosyidiyah Bandung.

3. To find the significant difference of students' ability in Reading towards narrative short story between students in Atmanata English course and students in Mts. Ar-rosyidiyah Bandung.

D. The Significances of Research

Based on the previous background, generally the significance of the research is to give information about the significant differences of students' ability in understanding narrative story between students in Non-formal education and students in Formal education.

The result of the study is expected to be used theoretically and practically: *Theoretically*, the result of this study is expected to make an understanding and the new knowledge for researchers in understanding problems in the field especially in the contents of this analysis. And, As a reference to other researchers who want to study about formal and non-formal education in educational environmet. *Practically*, the result of this research is expected to grow an awareness of the importance of education itself, and the importance of education outside of school especially of non-formal education, and to know which technique of teaching Narrative is more effective.

E. Rationale

Learning language involves four skills. They are reading, listening, speaking and last, writing skills. Those of four skills are devided into two classification: Productive skills and receptive skills. Speaking and writing can be

shown from how they produce the language in oral and written text as called as productive skills. Meanwhile, reading and listening skills can be shown by how they respond to oral or written text, so it called as Receptive skills. In other, there are also another skills that needed to be developed, they are phonology, vocabulary, and grammatical structure. They are support a mastery of a language. If he/she wants to be mastery in speaking or listening he/she should have a good phonology. A good vocabulary knowledge also will support to mastery in reading, listening, speaking, or writing. Moreover, grammatical structure can help to determine context or to convey a context of the text.

This research will deal to one of four aspects above, that is reading skill. Particularly it deals with testing techniques for reading skills. Brown (2004: 190) classified some testing techniques. There are; reading aloud, written responses, multiple choices, picture-cued items, matching test, editing, gap filling test, cloze test, c-test, close-elide-test, short answer test, ordering test, and summarizing test. In line with Brown, Heaton (1991: 105) also classified some testing technique they are: Word matching, picture and sentence matching, true/false, multiple-choice items, completion test, rearrangement items, cloze procedure, and open-ended and miscellaneous items for reading test.

There are also some aspects that are needed to be considered in choosing testing techniques. Besides validity, reliability, and practicality of tests. They are the effect of the tests on the classroom activities, the effect on the students, and the result of the test.

This research does not deal with all kinds of testing technique for reading, rather focused on close-elide test to test the students' understanding in reading narrative. It based on some reason: (1) its testing techniques are practical. Moreover based on the school based curriculum in Indonesia that the English-teaching-learning process is emphasized on reading comprehension to access knowledge (2) its testing technique give an opportunity more for the students to cheating, guessing, and gambling rather than use their ability. (3) the testing technique are considered appropriate to test students' reading comprehension because its suitable with what are exist on students.

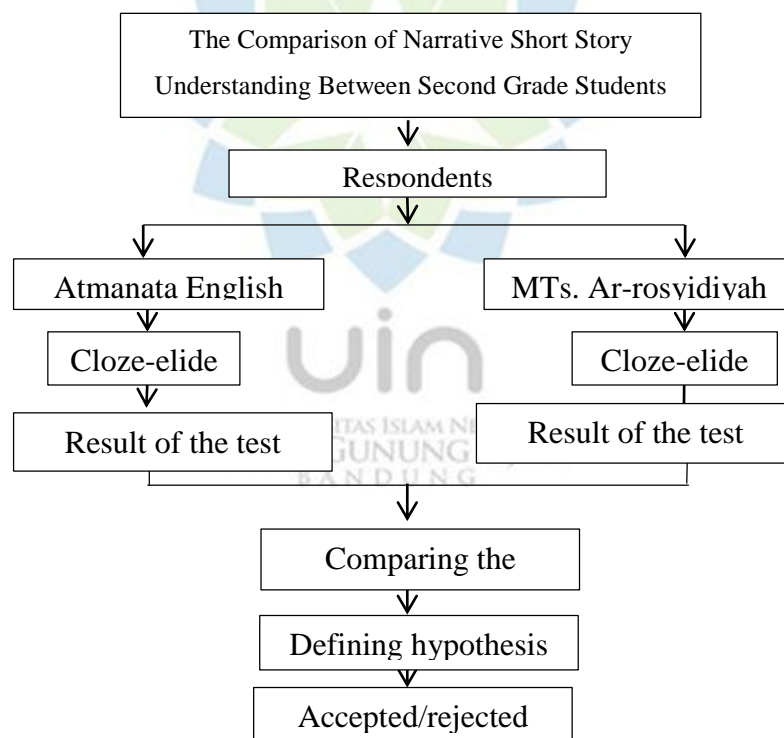
This research tries to investigate the result of that testing technique and to make a comparison between formal-education and non-formal education for measuring the students' ability in understanding narrative short story of year-8 students of MTs. Ar-Rosyidiyah Bandung and Atmanata English course Bandung.

Formal education is properly associated with schools. A more precise definition is supplied by Coombs (1973:11), "The hierarchically structured, chronologically graded educational system running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training"

Non-formal education has been defined (Kleis. 1973:6) as "Any intentional and systematic educational enterprise which usually outside of traditional schooling and in the content is adapted to the unique needs of the students or unique situations in order to maximize learning and minimize other elements which often occupy formal

school teachers. Such as taking roll, enforcing discipline, writing reports, supervising study hall, etc.). Nonformal education is more learner centered than formal education. Learners can leave anytime they are not motivated. Non-formal education tends to emphasize a refectory curriculum rather than the prescribed, sequential curriculum found in schools.

This research used two kinds of variables. The first variable is Close-Elide test as the “X Variable” because it influences to other variable and the second is students’ in understanding narrative text as the “Y Variable” because this is influenced by other. The variable studied can be seen the following figure:



F. Hypothesis

Figure 1 The Design of Research

Arikunto states that hypothesis is a temporary theory of the research problem that is needed to be tested (Arikunto, 2010: 110). In this research, the hypothesis can be stated as followed below:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant differences of students' ability in understanding narrative short story between second grade students of Formal and Non-Formal Education
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is significant differences of students' ability in understanding narrative short story between second grade students of Formal and Non-Formal Education.

G. Methodology of Research

1. Research approach

Research is systematic process of inquiry consisting of three elements or component: (1) Question, problem, or hypothesis, (2) Data, (3) Analysis and interpretation of data (Nunan, 1992: 2). In line with this, Nunan (1992: 2) said the quantitative research is obstructive, objective, generalisable, outcome oriented, and assumes the existence of fact which are somehow external to and independent of the observer or researcher. In addition the method that the researcher used in this paper is quantitative method by an experimental. In this study the research has two variables: the first, the use of Cloze-Elide testing as variabel "X" and the second, is to improve students' ability in understanding narrative as variabel "Y"

2. Research method

In this research, the researcher use experimental study, and the design which used is an experimental research design. (Creswell : 2009) stated that experimental

research seek to determine if a specific treatment can influence an outcome in a study. Then Creswell explained that providing a specific treatment to one group and without holding it from another group and then how both of the group outcome.

Table 1

An experimental design

| Group | Pre-test | Treatment | Post-test |
|---------------------------|----------------------|------------------|----------------------|
| Experimental class | O₁ | X | O₂ |
| Experimental class | O₁ | X | O₂ |

In which :

O₁ : Pre-test

O₂ : Post-test

X : Treatment

H. Data analysis

Descriptive analysis is aimed at providing the answer to the research questions about the result of the students' ability in reading towards narrative short story tested by using Cloze-Elide test both of formal and non-formal education. The statistics also used in the research means to know; the average score attained by the subjects of the research and standard deviation (SD); the average variability of all the scores around the mean.

On the other hand, the data will be describe statistical description, and described into some categorization to know the students' position and know each level. Nurgiantoro has ideal mean to divide data into some category. That is 60%

of maximum score is the mean (X), and 25% of the mean is the Standard Deviation (SD). After that, the mean (X) and the SD was used in the following formula.

Table 2. Categorization Formula

| Formula | Category |
|-----------------------------|-----------------|
| $X+1.5 (SD) - X + 3 (SD)$ | Very high |
| $X+0.5 (SD) - X + 1.5 (SD)$ | High |
| $X-0.5 (SD) - X + 0.5 (SD)$ | Average |
| $X-1.5 (SD) - X - 0.5 (SD)$ | Low |
| $X-3 (SD) - X - 1.5 (SD)$ | Very low |

1. Population and Location

Sugiyono states that population is generalization area that consists of object or subject that has special quality and characteristics which is applied by a researcher (Sugiyono 2010: 117). The location of the research is taken in two places the first in English Course and the second in MTs. Ar-Rosyidiyah Bandung. And the object of the research is eighth grade students from formal and non-formal education.

2. Sample

According to Sugiyono (2010: 118), sample is a part of number and characteristic which is owned by the population. The technique used in this study is stratum sampling. Subana (2007: 27) explains that stratum sampling is technique that is used in grouped population. The sample taken is 20% of population total.

In this study, the researcher takes sample from two groups of study:

1) English Course Students

English course is the one kinds of non-formal education, that can be choose by the students to learn English and improve their skill through this non-formal

education. Nowadays, there are several non-formal education such as English Course around us which could help the student to be more skilled in English.

2) Formal Schooling Students

The researcher take the sample also from the second grade students of formal-education.

The sample that will be used in this research approximately 50-60 students of second grade students at non-formal and formal education. Through an English Course in Bandung and MTs.Ar-rosyidiyah, Kec. Cibiru Kota Bandung.

1. Techniques of Collecting Data

a. Test

The technique that is used in this research is test. According to Arikunto, (2010: 193), test is question or treatment that is used to measure the skill, intelligence, ability or talent of the individual or group. This research uses achievement test which used to measure the ability of the respondents. The test given after the respondents get the lessons based on the test. In this research, both of respondents group has been taught Narrative short story. It means that they have known about narrative text, this test is done to know the achievement of the students' ability in understanding narrative short story both of the group so the achievement can be compared. The respondents in this research are the second grade students of formal and Non-formal education through English course as a Non-formal education, and MTs.Ar-Rosyidiyah as a Formal education.

The data were collected by giving a test. Cloze-elide test will given to students in formal and non-formal education. Each class had two meetings to finish

the test, firstly for Cloze-elide test in MTs. Ar-rosyidiyah, secondly Cloze-elide test in Atmanata English course.

2. Analysis

According to Subana (2000: 38), Determining the normality of data conducting the steps are below:

1. Determining range (R)

- $R = (H-L) + 1$

(Sugiyono, 2012:55)

2. Determining Class Interval (K)

- $K = 1 + 3, 3 \times \log n$

(Sugiyono, 2012:35)

3. Determining Length of Interval (P)

$$P = \frac{R}{K}$$

4. Making table of observation frequency distribution

| NO | Interval Class | x_i | f_i | $f_i x_i$ | x_i^2 | $f_i x_i^2$ |
|----|----------------|-------|-------|-----------|---------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. Determining mean (\bar{x})

$$\bar{x} = \frac{\sum f_i \cdot x_i}{f_i}$$

(Sugiyono 2012: 54)

6. Determining standard deviation (S)

$$S = \sqrt{\frac{\sum fi (xi - \bar{x})^2}{n-1}} \quad (\text{Sugiyono, 2012:58})$$

7. Determining korgomonov smirnov count using following table and formula

| No | x_i | $z = \frac{Xi - \bar{X}}{SD}$ | Fr | Fs | $Fr - Fs_i^2$ |
|----|-------|-------------------------------|------|------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 |

8. Defining degree of freedom (df)

$$df = K - 3 \quad (\text{Sudjana, 2005: 273})$$

9. Determining Korgomonov smirnov table on significance 5% (0.5)

10. Interpreting the Normality

The data is normal if $\chi^2_{count} < \chi^2_{table}$

The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

11. Hypothesis test using t-test

Testing the hypothesis with the using of t-test by conducting the following steps:

$$T \text{ count} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

(Sugiyono, 2012: 197)

12. Determining score of t_{table} with the significance 1%.

13. Interpreting the hypothesis with criteria:

If $t_{count} > t_{table}$ H_0 is accepted

If $t_{table} > t_{count}$ H_a is accepted.

