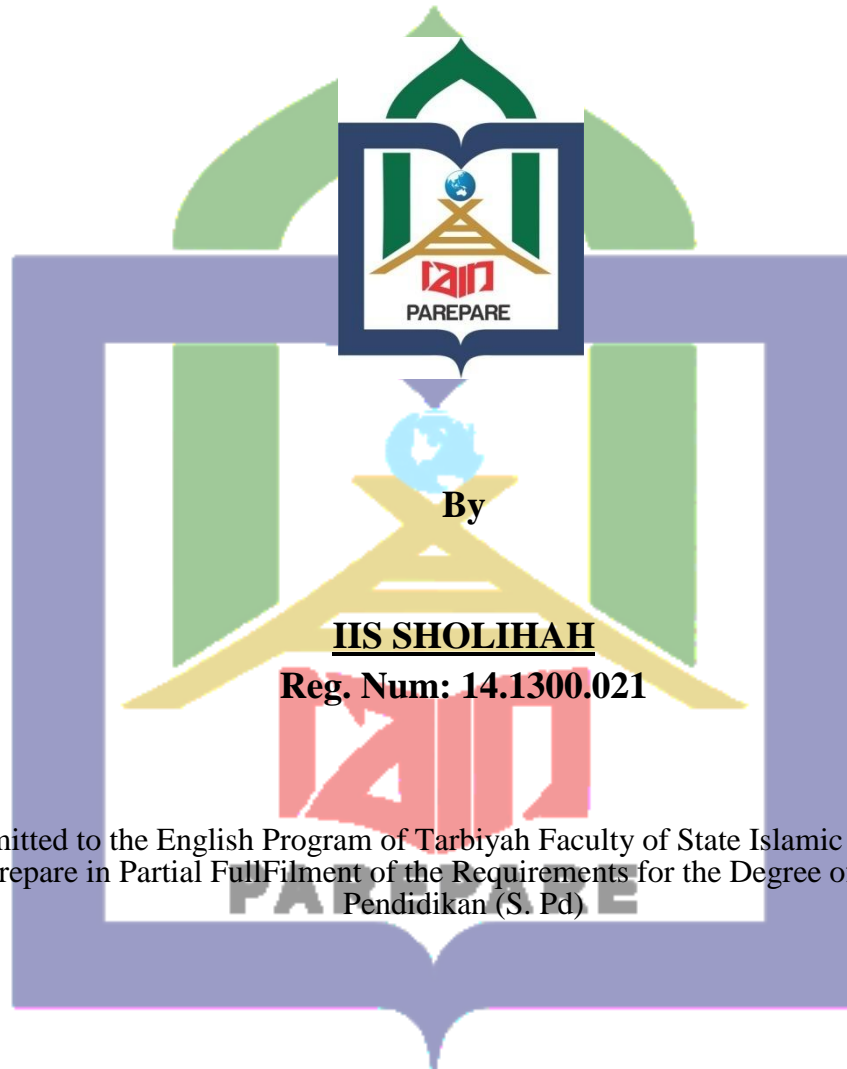


SKRIPSI
THE ABILITY OF STUDENTS TO IDENTIFYING EXPRESSION
IN READING OF NARRATIVE TEXT AT SMPN 2 TELLU
LIMPOE SIDRAP



2019

**THE ABILITY OF STUDENTS TO IDENTIFYING EXPRESSION
IN READING OF NARRATIVE TEXT AT SMPN 2 TELLU
LIMPOE SIDRAP**



By

IIS SHOLIHAH

Reg. Num: 14.1300.021

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fullfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Sarjana Pendidikan (S.Pd)**

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**to
PAREPARE**

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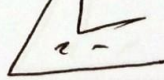
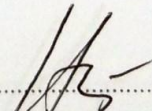
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By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab
No./Sti.08/PP.00.9/2748/2017

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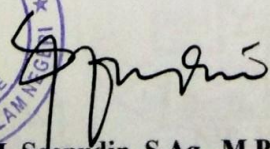
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SKRIPSI

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LIMPOE SIDRAP

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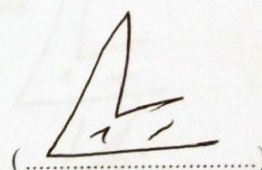
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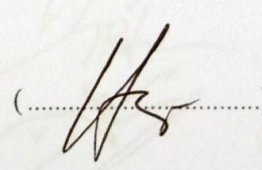
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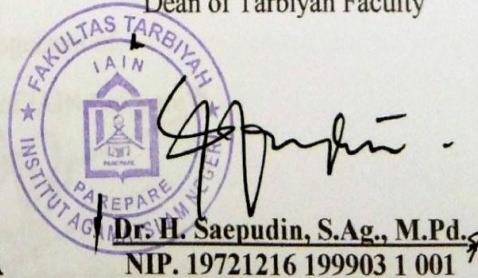


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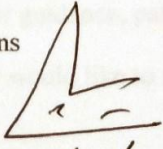
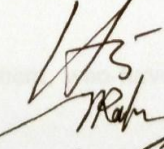

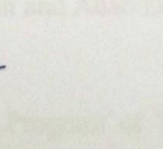
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, the Lord of the Worlds who gives the writer strength and capability to finish the last assignment in her study. Peace be upon the Prophet Muhammad shallallahu'alaihi wasallam, who brought us from the darkness into enlightenment.

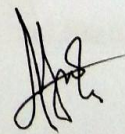
First of all, the writer wants to say her greatest gratitude to her parents Sukarman and Maryam, who always support her to finish this *skripsi* and for everything that they had given to her. Then, the writer would like to say thanks to her consultants Dra. Hj. Nanning, M.Pd and Dr. Abdul Haris Sunubi, M.Pd. for their guidance, patience, and time in helping her to complete this *skripsi*. Also, the writer would like to say thanks to:

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May Allah always bless them. The writer realizes that this *skripsi* is far from being perfect. Therefore, the suggestions will be accepted to make this *skripsi* better. She hopes that this *skripsi* can be a useful writing.

Parepare, January 26th 2019



Iis Sholihah

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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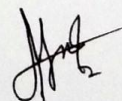
Study Program : English

Title of skripsi : The ability of Students to Identifying Expression
in Reading of Narrative Text at Smpn 2 Tellu
Limpoe

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 26th 2019

The Researcher



IIS SHOLIHAH
Reg. Number.14.1300.021

ABSTRACT

IIS SHOLIHAH, 2018 *The ability of Students to Identifying Expression in Reading of Narrative Text at SMPN 2 Tellu Limpoe (Under the supervisor of Hj. Nanning, and Abdul Haris Sunubi)*.

The objective of the research is to find the expression ability of narrative texts at eighth grade students of SMPN 2 Tellu Limpoe Sidrap. This research was included in a very simple study. There was no administration or control of treatment as found in the experiment study. The students just identified sentences in text narrative and gave the expression.

The research applied the survey method to answer the problem of this skripsi. The research was conducted at SMPN 2 Tellu Limpoe, the population was all of students SMPN 2 Tellu Limpoe, the sample of this research was class VIII.2 consist 16 students by using purposive sampling. The research used the text and the students identify sentences in text narrative and give the expression. The data were classified in five categories: excellent, good, fair, poor, and very poor.

The result of the research and data analysis technique, the researcher puts forward the following conclusion that the students' ability expression in narrative text (in this case, class VIII. 2 as sample of the research) was good. It could be proved from the result of the mean score of the students that showed 57,19. Classification and rate percentage of the students' ability expression in narrative text that 1 (6.25%) out of 16 students excellent, 2 (12.5%) out of 16 students good. The none students' score classified fair, and 13 (81.25%) out of 16 students classified in poor. And none students' score classified very poor.

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CHAPTER I

INTRODUCTION

1.1 Background

English is one of the important foreign languages. It has been discussed before that foreign language has many functions, so does English. It has a function as a bridge for all aspects of human life, such as trade, communication, education, science, technology, society, and culture.

English has four basic language skills. They are listening, speaking, writing and reading. Speaking and writing involve language production, thus they are regarded as productive skills. On the other hand listening and reading involve receiving message, thus they are regarded as receptive skills

In learning language, there are four skills such as listening, speaking, reading and writing. Speaking and writing refers to productive skills while reading and listening referes to receptive skills. These four skills be invoved by teacher in process of teaching and learning in a classroom.

In this case we would focus on reading. Reading is understanding language through writing symbols for speech sound. In the same meaning that reading is speak alod written or printed words. From reading the learners can gain information about people, thing, or events.

Reading is process where someone looks at and understand the written. By reading we get information and knowledge. Reading is something which must be done by all students who are studying language. Reading is considered as one of important skill which has to be learnt because it can influent the order language skills. Principles of teaching reading are to reach the target of language. No matter what techniques, method, or strategy are used

In general, learning to read is considered easy for the students. But not in English lessons. Especially junior high school students who are considered as novice learners in understanding English. Learning to read is considered not too easy because other writings are also how to read it. Moreover, junior high school students mostly do not know the benefits of learning english and most of them choose not to care too much english.

Reading is one of language skills which is very important to be learn by students. Thought this activity, students can improve their own language and experience. They would get information and ideas which they need to know. Moreover, they would be able to know what they do not know before.

Reading activities need to be familiarized from an early age. Make reading activities a necessity and be fun for students. Reading can be done anywhere anytime as long as there is desire, passion and motivation.

If this is realized, the expected reading can be separated like a slogan who says “Reading is a food for life“. Surely this requires continuous habits and persistence in order to read ability especially reading comprehension that can be achieved.

Reading is one of the very easy skills gained by the learner. Because reading a reading text requires only a text reading that is always provided by the teacher. But students do not understand that actually in reading we need a certain strategy to memika listeners who are listening to our reading.

Fatel said that reading is an active process which consists of recognition and comprehension skill.¹ Reading is laborious process during which they analyze individual phrase and structures, look up new words in the dictionary, repeatedly read sentences and even memorize extended passage of text. In order words reading is mastery basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. On (QS. Al-Alaq : 1-5) said :

أَفْرَأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

¹ M. F. Fatel and Praveen M. Jain, *English Language Teaching Methods, Tools and Technique*, (Sunrice: Jaipur, 2008), P. 33

That means : “Proclaim! (or read) in the name of thy Lord and Cherisher,
Who created, Created man, out of a (mere) clot of congealed
blood. Proclaim! and thy Lord is most Bountiful, He Who
taught (the use of) the pen, Taught man that which he knew
not.”² It means that, the God indirectly a command humans to
read. Because with reading to increase knowledge.

However, it is obvious that prior knowledge of grammar and vocabulary
might help students to comprehend and learn the text through connecting what they
have known about grammar and vocabulary with the text, that they can understand
what the text mean easily.

Considering the fact English is an important foreign language in Indonesia
and to develop it, students must be interested of the materials because if they do not
like it, so it would interfere they in learning and finally, they do not pay attention and
would bored with it.

One of the dominant texts taught in SMP is Narrative. Thus, the students are
required to be able to master this text verbally and in writing. In writing, students are
required to be able to write their own narrative text based on the generic structure and
language features of the text. In this regard, a descriptive qualitative study is used to
analyze narrative texts that have been written by students.

² Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London), P.227

In reading a text let alone the text of the story the reader should pay attention to the meaning of the reading. Because when reading every sentence must have intonation and facial expression that is different from other words the reader must have the right expression to tell the story line in the reading.

Therefore, before learning the text of the story of students must have learned the expression of how mimic face and intonation while in or read certain sentences.

But most of the students did not apply the lesson as they read the text of the story. They prefer to read with intonation and mimic a flat face without expression. This is sure to make the listener of the reading confused and not very understand the reader reads the readings.

There are also other things that students often do is read in a hurry the text of the existing story without regard to the read of reading words that read in reading. This results in a misunderstanding of meaning heard by the listener. In addition, this also causes the lack of expression issued by the reader due to want to immediately finish reading the reading.

These are common things found among students. Things that are actually considered trivial but actually very influential with what we do. It is also a thing that is felt but not realized that what we are doing is a mistake that results in the activities we do.

On that basis researchers want to examine the ability of students especially in Smpn 2 Tellu Limpoe for in its ability expression while reading the text of the story. In order to help find what should be improved in learning to read the text of the story and express the sentences in the text of the story.

1.2 Problem statement

Based on backround above the reasercher formulates the problem statement as follow “How is the students ekspression ability of narrative tex at the eight grade student of Smpn 2 Tellu Limpoe Sidrap?”

1.3 Objective of the research

The objective of the research is to find of ekspression ability of narrative teks at eight grade student of Smpn 2 Tellu Limpoe Sidrap

1.4 Significance of the research

It is expected that the result of the research will provide usefull contribution for:

1.4.1 Teacher

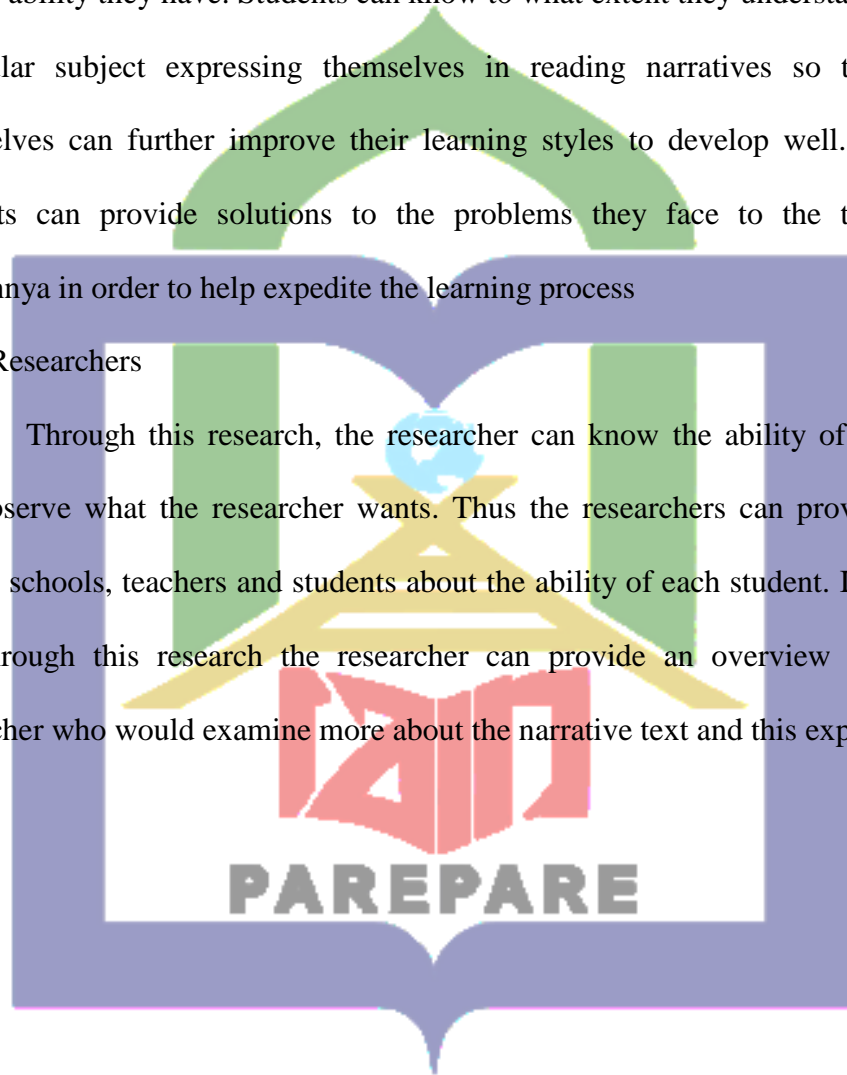
From this research the teacher can better know where the teaching should be improved to the students in order to increase more than usual. Through this research the subject teachers can see each student's ability in reading and expression other than that through this study the English subject teachers can correct and sort out which should be improved in the process of teaching and learning to be done well and can be understood by all students without having to complicate himself and his students.

1.4.2 Student

From this study the student can accurately information how his reading ability and how the expression he was able to do. Through this research students can see the ability they have. Students can know to what extent they understand about this particular subject expressing themselves in reading narratives so that students themselves can further improve their learning styles to develop well. In addition, students can provide solutions to the problems they face to the teacher's eye pelajannya in order to help expedite the learning process

1.4.3 Researchers

Through this research, the researcher can know the ability of the students and observe what the researcher wants. Thus the researchers can provide accurate data to schools, teachers and students about the ability of each student. In addition to this through this research the researcher can provide an overview for the next researcher who would examine more about the narrative text and this expression.



CHAPTER II

REVIEW OF RELATIVE LITERATURE

2.1 Previous Research Finding

There is some researchers who have conducted a research by using few techniques in teaching reading, they are :

Fitri in her research on the analysis of students' ability in identifying part of speech in narrative text. The student still have knowledge about parts of speech. It proved by mean score was 47 and it is categorized fair. The mean pronoun was 42, adjective was 57, noun was 57, conjunction was 52, adverb 42, verb was 48, interjection was 33, and preposition 38. Base the data, the highest score is adjective which proved by mean score 57. It is better than the other parts. Beside, the lowest score is interjection. It proved by mean score was 33 and it is categorized very poor.³

Nurhaeni in her research on the student translation ability on narrative text at eleventh grade students of SMA NEGERI 5 PINRANG. The student were fair in translating text. Their mean score was 70,66 which were classified as "fair" the high score of the students in translation a narrative text 90 and the low score 50. There are 4 student classified excellent. 8 student classified good. 11 student classified fair. And 7 students classified poor.⁴

³ Fitri "The analysis of students' ability in identifying part of speech in narrative text" (unpublished skripsi; English program of tarbiyah department: Parepare, 2016), p. 44

⁴ Nurhaeni "The student translation ability on narrative text at eleventh grade students of SMA NEGERI 5 PINRANG" (unpublished skripsi; English program of tarbiyah department: Parepare, 2014), p. 44

Based on the related finding about, the research conclude that there are many research about reading in English and use many method and strategy also, in the research there are many student don't know analyze narrative text. Besides, from the research above we can know how they process data and how they interact with the students they research. so that we can pick lessons so that there are no mistakes that might occur when researching.

2.2 Some pertinent ideas

2.2.1 Definiton of reading

What is reading? Reading is a about understanding written text. It is a complex activity that involves both perception and thought. Reading consist of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and conected text. The reader typically make us of background written knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand text.

According to Kristin, reading is an interactive process that take place between the text and the readers processing strategies and background knowledge.⁵ It means that reading is a process for can a information in a text to read and then by reading also students can understand the writer means. According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.⁶ It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean` it can make the reader easier to get main ideas from the text and their reading activity would be success.

Reading is process where someone looks at and understand the written. By reading we get information and knowledge. Reading is something which must be done by all students who are studying language. Reading is considered as one of important skill which has to be learnt because it can influent the order language skills. Principles of teaching reading are to reach the target of language. No matter what techniques, method, or strategy are used.

Besides, students should use their prior knowledge in reading process, it is prior knowledge is an important aspect to suknowledge is an important aspect to succesfull reading, reading skill can be significantly enhanced if prior knowledge can be

⁵ Kristin Lems, *Teaching Reading To English Language Learners*, (New York : London, 2010), P. 33

⁶ Jeremy Harmer, *How to Teach English*, (London: Person Education Limited. 1998), P. 70

activated. Students prior knowledge of grammar and vocabulary have great effect on reading skill.

To have a good reading skill involving a complex process. To comprehend readers need to decode text and make interpretation. They generate meaning as response to the text by using previous knowledge and a range of textual and situational clues that are often socially and culturally shared. While construction meaning, they use various processes, skills, and strategies to foster, monitor, and maintain understanding. These process and strategies are expected to vary along with the situation and the purpose as they interact with a variety of text.⁷

2.2.1.1 Extensive reading

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.⁸

After discussing the intensive reading now this term would focus the extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that, the time for reading as usual and can be done wherever the students are beside the classroom. Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

⁷OECD, *Meaning Student Knowledge and Skill* (Paris: OECD, A Framework for Assessment, 1999), P.21.

⁸H.Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San Francisco state University: Pearson Education, 2004), p.189

2.2.1.2 Intensive reading

The notion intensive reading, Harmer defined that “reading detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.

Based on the explanation above, the writer conclude that intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand. It means that the time for reading is usually in classroom.

2.2.1.3 The Purpose of Reading

There are four-primer skills in language learning. They are speaking, listening, writing, and reading. One of the skill is reading which reading its self has so many purposes. Everyone has their own reason when they read something. Experts differentiate the purpose of reading according to their own theory.⁹

The purpose of reading as follow :

1. Reading to search for simple information and learn from text

The first purpose of reading are reading to search information and learn from text. In reading to search simple information, we typically scan the text for a specific piece of information or a spesific word. And reading to learn, we typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text.

⁹ Grab and Stoller, “Purpose of Reading”. *Learning English*,(2002), P.13

2. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and than using basic reading comprehension skills on those segments of the text until a general idea is formed..

3. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the readers goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

4. Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Nunan stated that, “We read because we wanted to get something from the writing; facts, ideas, enjoyment even feelings of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed.”¹⁰ Based on the definition from Nunan, the writer assumes Even though our reading is just for spending time, it is still a purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information.

Any definition of comprehension should really be related to a consideration of the purpose set for the reader, or by reader for meaning. If the reader’s purpose is to find a particular piece of information or solve a problem through reading, then adequate comprehension is achieved when the purpose is accomplished. Comprehension is a multifaceted process affected by a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence approximately five component skills.

Reading comprehension as composed of a multiple number of skills and abilities those are interrelated and interdependent. Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language, reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability. Another opinion stated that

¹⁰ Nunan David, *Second Language Teaching and Learning*. (New York: Heinly Publisher, 1999), p.3

reading comprehension is very important because it may be tested by a passage which is to be translated into good English, or by question based on the content of a passage. In this case, the passage is not translated, the questions being asked in the foreign language and the student answering in English.

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics.¹¹

¹¹ Tompkins, G.E. (2011). *Literacy in the early grades: A successful start for prek-4 readers* (3rd edition), Boston, Pearson. p 37

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure, i.e. first-order logic, and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart.

Comprehension levels are observed through neuroimaging techniques like functional magnetic resonance imaging (fMRI). fMRI's are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing.

In general neuroimaging studies have found out that reading comprises of three overlapping neural systems, they are networks active in visual, orthography-phonology (Angular gyrus), and semantic functions (Anterior temporal lobe with Broca's and Wernicke's area). However, these neural networks are not discrete, meaning these areas have several other functions as well. The Broca's area involved

in executive functions helps the a reader to vary depth of reading comprehension and textual engagement in accordance with reading goals.¹²

Proficient readers experience reading as a seamless process – almost as if the text is “talking” to them. However, teachers who work with struggling readers find it helpful to deconstruct the reading process into its component part. The components of reading can be divided into two groups print skills and meaning skill contribute to reading comprehension.¹³

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Nunan stated that, “We read because we wanted to get something from the writing; facts, ideas, enjoyment even feelings of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed.¹⁴ Based on the definition from Nunan, the writer assumes Even though our reading is just for spending time, it is still a purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information.

¹² David A. Sousa (8 August 2011). *How the Brain Learns*. SAGE Publications. p. 193

¹³ <http://www.slideshare.net/GeraldGarcia2/kinds-of-reading>, Access on 3March 2017

¹⁴ Nunan David, *Second Language Teaching and Learning*. (New York: Heinly Publisher, 1999), p.3

2.2.2 Narrative text

Before discussing the meaning of Narrative Text, it's good if we know in advance what is meant by Narrative. Narrative or in Indonesian is called 'narrative' is a word that means 'a series of events' or 'series of events'. While the text or 'text' has a meaning of writing. So, Narrative Text is a text or story of a series of connected events, presented in a sequence of written / spoken words, and / or in a sequence of (moving) pictures.

Narrative text is a text about story that can be in the form of folklore, animal story, legend or short story, novel, etc. there are some kinds of conflict, social problems in narrative text amusement in narrative text. So readers would be amused or when reading them. Narrative has dealing with social problematic events or that has to find solution besides amusement.¹⁵

Based on it, the narrative text is a text or a story of a series of interconnected events, presented sequentially from beginning to end of story either orally or in writing, and / or with moving images which are also presented sequentially (chronologically).

¹⁵ Silviana, *An Analysis of student's Difficulties in translation Narrative text* (A Case Study at Elevant of SMK Hass Ashulyamin cinjur in The Academy)Year 2008/2 p.2009)

2.2.2.1 Purpose of the Narrative Text

The purpose of the Narrative Text is to amuse or entertain the readers. That is, the purpose of the narrative text (Narrative Text) is to entertain the readers. By displaying interesting conflicts in the middle of a narrative text, readers would be entertained and would be aligned so that they would read the story to completion.

2.2.2.2 Generic Structure of Narrative Text

Narrative text (Narrative Text) has its own linguistic structure. This is what distinguishes narrative text from other text types in English. Here is the language structure (Generic Structure) of the Narrative Text:

1. Orientation

It is about the opening paragraph where the characters of the story are introduced. Orientation is the first part of the Narrative Text located at the beginning of the story. It is about the opening paragraph where the characters of the story are introduced or in the first paragraph. The function of the Orientation is to introduce to the reader or listener the character of the narrative story, the time, and the setting of the story. The Orientation section is usually written short and can answer Who's question? (who?), What? (what?), Where? (where?), and / or When? (When?). By answering 2 questions from the question, suppose Who? (who?) and Where? (where?), the Orientation part of a story can already be formed.

2. Complication

Where the problems in the story developed. Complication is the next part of the Narrative Text. This section is a part awaited by readers and listeners because in this part of the problem in the story arise so as to make narrative story (Narrative Text) is more interesting to read and not boring. In making Narrative Text, writers may give one or more problems in this section so as to make the text more interesting. Typically, the problems that arise in this section involve the main characters of the text. When the problems in the story developed

3. Resolution

Where the problems in the story is solved. Resolution is the next part after Complication. In the Resolution section, the problems in the Complication section are resolved with various solutions. Solutions to solve or end the problem are not always good and happy, sometimes there is a bad and sad solution. In addition, there is also a solution to solve problems that do not end the problem completely until the end of the story is hanging so that makes the reader more curious. It aims to preserve readers' interest in the story.

The problem be solved. In Narrative text, any problems that arise there must be a solution, can be closed with a happy ending little or no tragic ending, sad ending.¹⁶

4. Re-orientation

¹⁶ Arie wiyajanti, S.Pd, LKS Bahasa Inggris (solo; Ptra Kertonaton) p. 9

lesson from the story. Re-orientation is the last part of the Narrative text and is usually at the end of the story or in the last paragraph. Re-orientation is a choice which means that the author who wants to make Narrative Text may use Re-orientation or not. This section usually contains helpful messages for readers related to the story. These messages can be moral messages, or the teachings of the author.

2.2.2.3 Feature of Narrative Text Language (Language Feature of Narrative Text)

Narrative Text has the language feature (Language Feature) as follows:

1. Using Past Tense

Narrative text must be written using Past Tense, Past tense is a statement that indicates activities and or events that have occurred or occurred in the past. The purpose of the lamp can be interpreted yesterday, a week ago, a month ago, a year ago, a few years ago, a long time ago, etc ... or even a few hours ago.

As I said above that the past tense has several types, there are four (4) types:

1. Simple past tense, 2. Past continuous tense, 3. Past perfect tense, and the last is 4. Past perfect continuous tense. Each type of past tense has different explanations and formulas.

2. Using Conjunction (conjunction)

A conjunction is a word which joins words or groups of words. There are two principal types of conjunctions, coordinate and subordinate. A coordinate conjunction join words or groups of words of equal value. There most common coordinate

conjunction are and, but, or nor, for etc. ¹⁷Conjunction is needed to make the story more understandable because it connects words, sentences, or paragraphs so they are more chronologically.

3. There is a direct sentence (Direct Sentence)

Narrative Text uses both direct and indirect sentences (direct and indirect sentences). Direct sentence used in this type of text aims to assist readers in imagining as they read the text. Direct Speech (Direct Sentence) is a sentence spoken directly by the speaker.

Indirect Speech (Sentence Indirect) is a spoken sentence to report the speaker's speech to others. So, Indirect Speech (Reported Speech) is used when we want to report someone's words to others indirectly.

4. Focus on a single character or actor

Narrative Text tells of a character or actor who became the first actor in the story and a series of events experienced by the perpetrator or the main character. Therefore, the main character in the Narrative Text uses pronouns such as "I, he, she, or we".

2.2.2.4 Types of Narrative Texts

Narrative or narrative text is a sequence of events, usually in chronological order. Related to the type of text. Narrative text is also a text that retells previous

¹⁷ Artono wardiman, penuntun pelajaran bahasa inggris, (bandung : geneca exact, 1987) p.110-111

stories or experiences. The purpose of narrative text or narrative text is to entertain readers or listeners with stories.

Narrative text is basically a story and in this case, there are many types of stories in narrative or narrative text, such as comedy, mystery, romance, and horror. A poem can also be narrative text or narrative text if telling a story is not just describing something.

According to L. Spencer, in a Step-by-Step Guide to Writing Narratives. Rosen, 2005, In writing narrative or narrative text, the writer has the opportunity to make or mark it in the world by relating stories that only he knows. Whether it comes from personal experience or is one that the author has imagined, the point of narrative or narrative text is to bring someone's subject to life. By using sensory details, five W and H (who, what, where, when, why, and how), and basic story structure, the subject can be made as attractive as possible.

The following are general forms or kinds of narrative text

1. Legend

What is a legend? A legend is a narrative of human actions that are perceived both by the narrator and the listener to take place in human history. Usually, legends are short, traditional and historical stories carried out in conversation mode. Some define legend as folklore. Legends also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature, and is

set in a time long ago, before written history. Legend of the people and the actions or deeds. People are living in a more recent and is mentioned in history. Stories submitted for the purpose and is based on the facts, but they do not really exist

2. Fable

A Fable is a short allegorical story that makes a moral point, traditionally by means of animal characters who speak and act like humans. Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

3. Fairy tales

While fairy tales usually have folkloric characters such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually followed by magic or spells. Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength. Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres. Sometimes animal characters. For example of fable The Story of Mermaid Snow and White And The Seven Dwarfs.

4. Science fiction

Science fiction, according to Basil Davenport. 1955, fictional science fiction is based on several images of the development of science, or in extrapolating trends in society. Science fiction is a narrative prose of situations that cannot arise in the world we know. Some examples of science fiction are *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein and *A Space Odyssey* by Arthur C. Clarke

2.2.2.5 Example Narrative Text

A Fox and a Bird

one day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry.

"you are a beautiful bird ,"the fox said , "but can you sing ? " of course i can sing," thought the bird, " this is very stupid fox. " he opened his mouth to sing and dropped the food. the fox caught the food and said , " yes you can sing, and you are very beautiful, but you are not very smart. " and the fox ran away with the food.

2.2.3 Expression

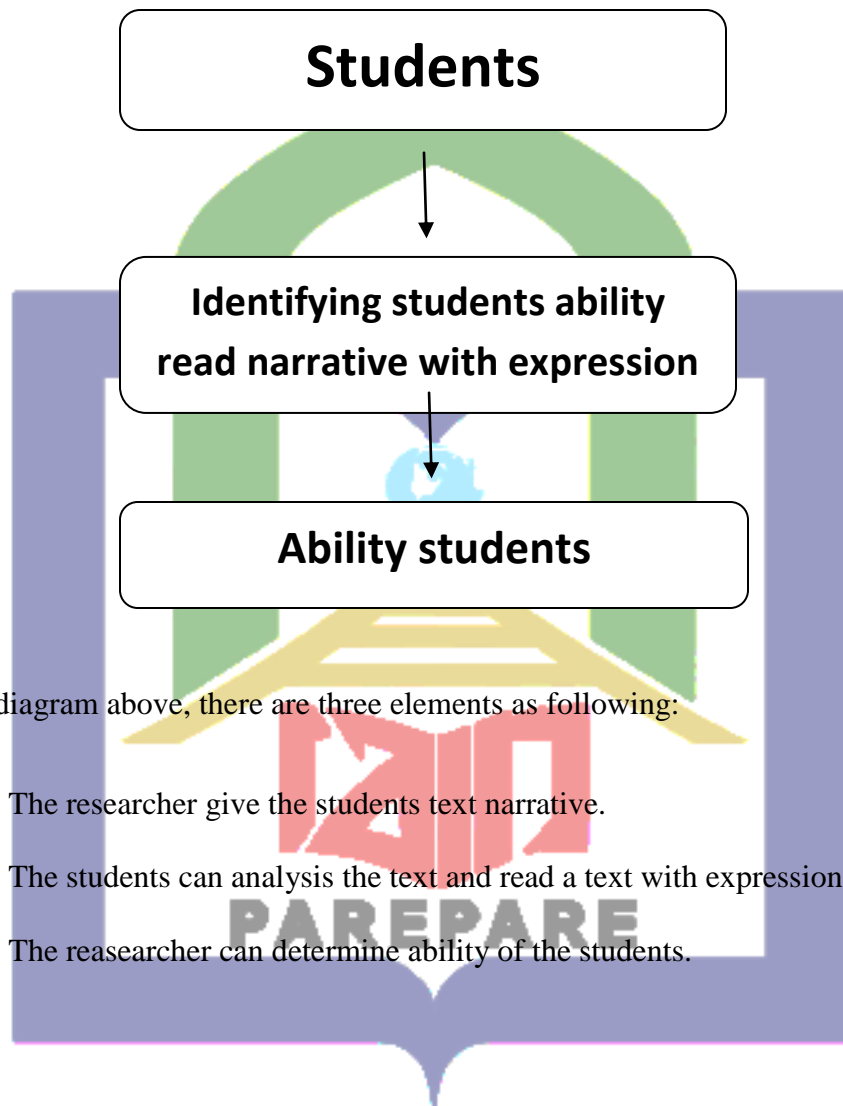
*According to Oxford expression is things that people say, write or do to show their feelings, opinions or ideas. Expression is the process of making known one's thoughts or feelings.*¹⁸ There are various kinds of expression or expression in English. English expression is spoken in a certain condition. For example, when asking for opinions, then the expression or expression used is asking for opinion or ask for opinions. Or when would invite friends to go together, then the expression used is inviting someone.

In English alone there are many expressions that we can learn. This expression is used in dialogue, storytelling, and speech. Besides being able to invite the attractiveness of the listener, it can also increase the listener's understanding of what the speaker said. The art of speaking has its own appeal when people use it. Just like that, when someone asks us "where is your house ...?" There must be pressure and the mimic of the voice must be with a questioning expression so that people know that someone was asking. When he revealed it in a flat voice without expressions other people would not understand what he was saying.

¹⁸ Oxford Learner's Pocket Dictionary, p. 156

2.3 Conceptual Framework

The conceptual framework of the research is presented in the diagram below :



In the diagram above, there are three elements as following:

1. The researcher give the students text narrative.
2. The students can analysis the text and read a text with expression.
3. The reasearcher can determine ability of the students.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Design of the researcher

This research design used survey method. There was no administration or control of treatment as found in experiment study. The students just identified sentences in text narrative and gave the expression.

3.2 Location and duration

The location of the of the research takes a place at SMPN 2 Tellu Limpoe. The researcher would use the qualitative research that have several times to collect and analyze data. Therefore, the research would use round one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

Population is a whole of the object research can be human, animals, plants, air, symptoms, the value, events, attitude, life, and etc. The populations the group of interest to the researcher, the group to which she or he would like the result of the

study to generalizable. The defined population has at least one characteristic that distinguishes it from other groups.¹⁹

So that this object would be source of research data. The target population in a needs analysis refers to the people about whom information would be collected.

The population of this research would be the whole in SMPN 2 Tellu limpoe.

Table 3.1 the total population of SMPN 2 Tellu limpoe

NUMBER	CLASS	TOTAL
1	VII.1	21
2	VII.2	22
3	VII.3	20
4	VIII.1	23
5	VIII.2	16
6	VIII.3	22
7	IX.1	21
8	IX.2	22
9	IX.3	22
TOTAL		185

¹⁹ Sugiono, Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D), (Bandung : Alfabeta, 2014), p. 110-111

3.3.2 Sample

According to brown and dowling the production of a random sampling involve chance or probability of selected as a subject.²⁰

In this research takes the sample from SMPN 2 Tellu Limpoe The researcher would chose VIII.1 as the sample of research. Because this class is more active than other classes.

Table 3.2 sample of SMPN 2 Tellu Limpoe

NO	Class	Number of student
1	VIII.2	16

3.4 Variable of the research

In this research would use one variable namely independent variable. The variable of research is identify ability student expression in narrative text.

3.5 Operational definition

The student identify sentence in narrative text capability to understand about expression (sad, happy, shocked, ask a question, atc). The students can identify the expression in narrative.

²⁰ Brown, A and Dowling P. Doing Research/ Reading Research; A Mode of Intrrogation for Education (Londo; The Falmer Press, 1998), p.33

3.6 Instrument of the research

Instrument of the research is test. The form of the narrative text were the researcher give to the student and after that the student read the text use the expression.

3.7 Procedure of data collecting

The location that is determined by researcher as the place of this researcher is SMPN 2 Tellu Limpoe. In doing the research, the researcher would give text narrative to student to know the student ability expression.

3.7 Technique of data analysis

In this research, the researcher analyzed the data with the following procedure

3.7.1 Scoring the students' correct answer

$$\text{Score} = \frac{\text{number of correct answer}}{\text{Number of item}} \times 100$$

3.7.2 Classifying the score into the following measurement scale:

86-100 = Excellent

71-85 = Good

56-70 = Fair

41-55 = Poor

≤ 40 = Very Poor

3.7.3 Calculating the rate percentages of the learners' score use the following formula:

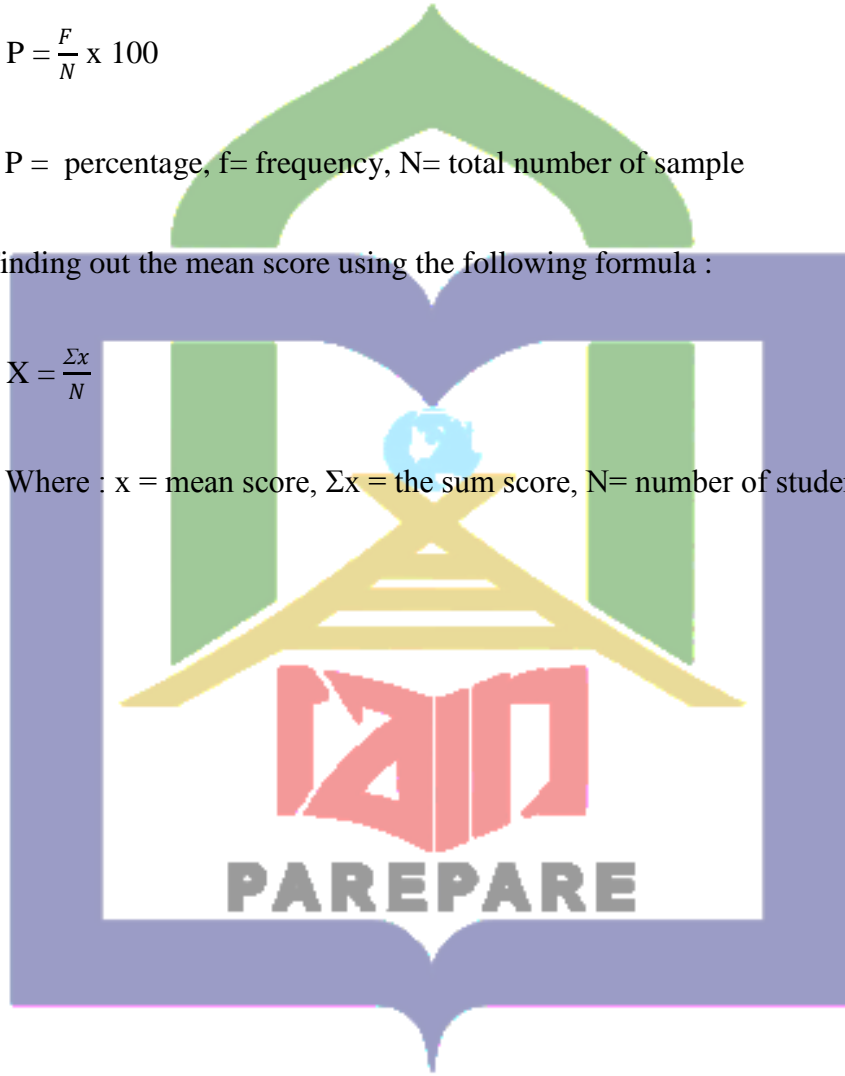
$$P = \frac{F}{N} \times 100$$

P = percentage, f= frequency, N= total number of sample

3.7.4 Finding out the mean score using the following formula :

$$X = \frac{\Sigma x}{N}$$

Where : x = mean score, Σx = the sum score, N= number of students



CHAPTER IV

FINDING AND DISSCUSSIONS

This chapter deals with decription of the research, data analysis and discussion. The result of the data was presented in description of the research and futher explanation in analysis data and discussion.

4.1 Findings

4.1.1 Description of the Research

The findings blew were obtained through the test. The result of each was the students' ability in identifying expression when the students' read narrative text.

Table 4.1 The students' score in identifying expression in narative

No.	Name of Students	Students' Correct Answer	Score
1	AB	9	95
2	BC	5	50
3	CD	5	50
4	DE	5	50
5	EF	5	50
6	FG	5	50
7	GH	8	85
8	HI	5	50
9	IJ	50	50

10	JK	8	80
11	KL	5	50
12	LM	5	50
13	MN	5	50
14	NO	5	55
15	OP	5	50
16	PQ	5	50
Total Score			915

Based on description on the data above, we could see that the highest students' score in identifying expressions in narrative text was 95, it was nearly perfect. While, the lowest score was 50. The other, most of the students got score 80 and 85. It indicated that the students' score in identifying expression in narrative text was good.

4.1.2 Data analysis technique

After calculating the data the researcher classified the students' score in identifying expressions in narrative text. The classification the students score would presented in the table below:

Table 4.2 The frequency rate percentage of the students' score in identifying expressions in narrative text

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	1	6.25
2	Good	71-85	2	12,5

3	Fair	56-70	-	-
4	Poor	41-55	13	81,25
5	Very poor	≤ 40	-	-
Total			16	100

Data on table 4.2 above shows the frequency and percentage of the students' score in identifying expressions in narrative text. On table above, we could see that the students' score were classified in excellent, good, fair, and poor. And none students' score very poor. It means that the students' ability in identifying expressions in narrative text was not very bad.

The data above, can be classified the students' score in identifying expressions in narrative text able to explain that most of the students' score classified in good score, which there were 1 (6.25%) out of 16 students excellent, 2 (12.5%) out of 16 students good. The none students' score classified fair, and 13 (81.25%) out of 16 students classified in poor. And none students' score classified very poor.

It means that most of the students able to identifying expressions in narrative text with poor. It was a good achievement for the student.

Menwhile, to find out mean score of the students' score in identifying expressions in narrative text, the researcher would use formula below:

$$x = \frac{\sum x}{N}$$

$$x = \frac{915}{16}$$

$$x = 57,19$$

Based result of formula above, we could see that the students' mean score in identifying expressions in narrative text was 57.19 and classified in good score. Because in answering the test there are many students have difficulty in identifying expressions in narrative text, so that it cannot be classified in excellent.

In the first meeting on, September 4th, 2018 before the researcher gave an overview of his research, researchers first provided motivation to the students he studied that English is a language that is very necessary for the future because English is an international language. This motivation is also useful so that when we enter the class and give the test they are not surprised by this. They tend to be more flexible in carrying out their duties later. After giving motivation, the researcher distributed questionnaires in the form of leaflets to students. In the questionnaire there are steps that students must take. However, so that there is no mistake in working on it the researcher explains the points in the questionnaire. And a little mention of the subject matter that the researcher will examine is the form of narrative and what is meant by expression both in dialogue and specifically in a reading.

On September 11st, 2018 until the last meeting on September 25th, 2018 researchers began to see the performances one by one from the students and find out which parts matched the text and which parts did not match the text. For the appearance of the students themselves three meetings were held because the time available was only one hour of learning and the students in the class were 16 people. While the research must display one by one students so it takes a lot of time to see the appearance of the students themselves. Expressions that come out of students very greatly depending on the sound pressure they have. However, in addition to the researchers looking at the pressure of the researchers, they also pay attention to the facial expressions issued by their students so that one student can spend up to ten minute. Of the three, they are held once a week. According to the schedule of English subjects given to researchers.

1.2 Discussion

When in the first level of junior high school, namely grade 1 junior high school, students learn about reading. Albert J. Harris and Edward R. Sipay states the definitions of reading are reading is meaningful interpretation of printed or written verbal symbols. Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill and

knowledge of the world. In this process the reader tries to recreate the meanings intended by the writer.²¹

Another explanation that reading is the main function in which communicate through a text, as a Parris and Hamilton explained that. Understanding the meaning of the printed words and text is the core function of literacy that enables people to communicate message across time and distance, express themselves beyond gestures, and create and share ideas, without comprehension, reading words is reduced to mimicking the sound of language, repeating text is nothing more than memorization and oral drill and writing letter and characters is simply copying or scribbling.²² Reading skill is redundant phrase, because without comprehension, reading has not truly happen. Besides that, skill has the same meaning with understanding. It can be explained that skill is capacity to understand the meaning in a text and also the writer's idea. It is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should more concentration in reading activity in order to get better understanding

The researcher concludes that reading is readers activity in order to get information and comprehend from printed using eye It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read.

²¹ Albert J. Haris and Edward R. Sipay. *How to Increase Reading Ability*. (Longman inc. New York and London 1975) P. 6

²² Paris and Hamilton, *Identifying Three Dimensions to Students Reading* (UK: 2009), P. 32

After study reading, the student study narrative text. Narrative text is a type of text in the form of imaginary stories, engineered real stories, or fairy tales. Narrative text tells a story that has a series of chronologically connected events. The purpose of narrative text is to entertain the reader. The structure of narrative text is as follows: orientation, complication, resolution, re-orientation. From the start of the structure to the characteristics of the narrative text itself as explained by the researcher in the previous chapter. These are general lessons learned by students.

After the second grade of junior high school they learned about expression. Expression is things that people say, write or do to show their feelings, opinions or ideas. Besides being able to invite the attractiveness of the listener, it can also increase the listener's understanding of what the speaker said. The art of speaking has its own appeal when people use it. Just like that, when someone asks us "what are you doing...?" There must be pressure and the mimic of the voice must be with a questioning expression so that people know that someone was asking. When he revealed it in a flat voice without expressions other people would not understand what he was saying.

Even though in class one the learning expression dialog was a little touched. However, they only learned clearly about expression in class two. For this reason, the researchers decided to study in class two of junior high school, known as class VIII. Besides they have a solid understanding of this knowledge they are still recent about this lesson. In English alone there are many expressions that we can learn. This expression is used in dialogue, storytelling, and speech. Besides being able to invite

the attractiveness of the listener, it can also increase the listener's understanding of what the speaker said. The art of speaking has its own appeal when people use it. Just like that, when someone asks us "where are you going?" There must be pressure and the mimic of the voice must be with a questioning expression so that people know that someone was asking. When he revealed it in a flat voice without expressions other people would not understand what he was saying.

In addition, their understanding of how to pronounce vocabulary in English is needed in this study. So that when reading later the students do not flinch in words that they do not know how to marry and are not confused with what they would say. Because as we know English itself, other writings are also ways of pronunciation and other meanings. For this reason, the students must be very careful in carrying out their tasks from the researchers. Because a lot of expertise must be considered.

Based on the explanation above, when student want to be proficient in narrative and expression a teacher must maximize her teaching method in the classroom so that students do not find it difficult to learn expression and narrative. But, in the process of research conducted by researcher it turns out that students' knowledge of expression and narrative is very minimal, especially in learning about reading. Students have already read a text.

Based on description of the research that presented in the table 4.1 and classification the students score in table 4.2, the researcher would presented result of the research such as below:

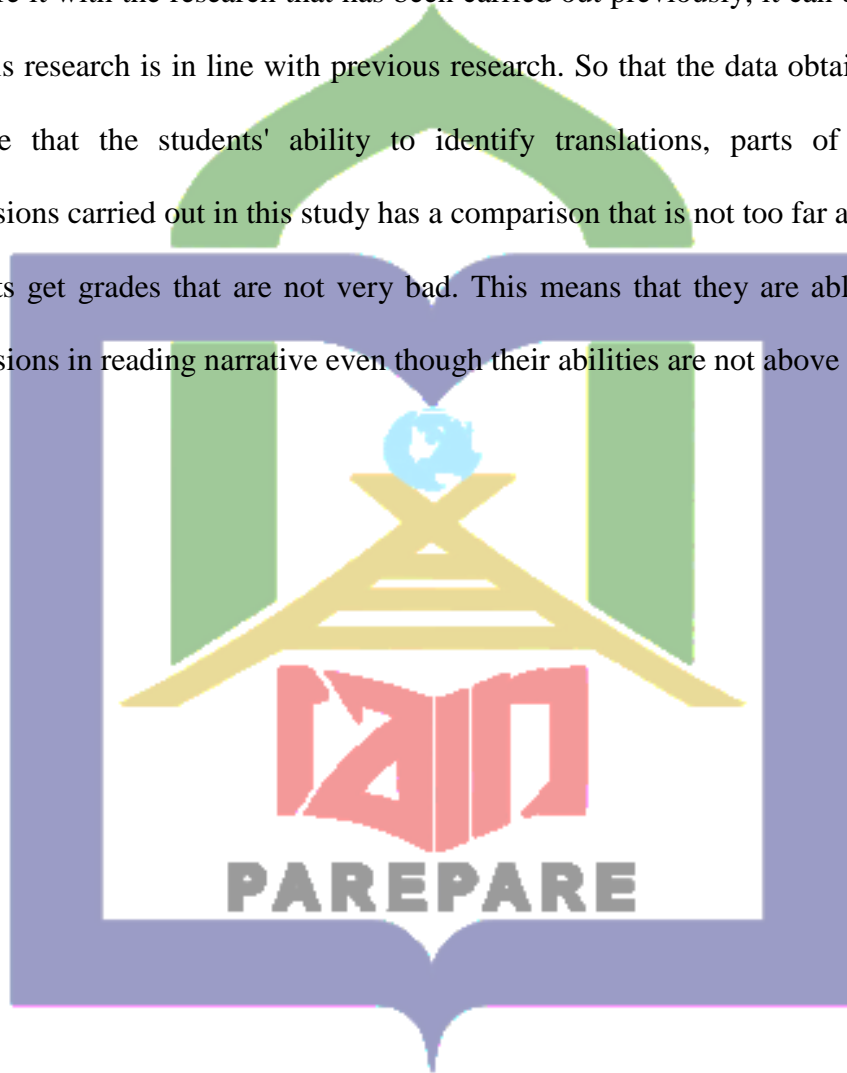
The highest value of this study is only one person, namely 1 (6.25%) with a value of 95. This means that the analysis is the best and has the ability to read and a good understanding of narrative text and expression used in reading the text is only one person. While the best value of this study is 13 (81.25%) with a value of 50. This means that there are 13 people or half of the number of samples studied have little ability to recognize the experience in reading narrative. Whereas those who have good and fair values are, 1 (6.25%) with grades 80 and 1 (6.25%) with values 85 . This means that all of students can practically analyze expression in narrative and are able to apply it when they read it.

From the results of research and ways of analyzing from students it can be concluded that students' understanding and analyzing ekspersion in narrative text can be said to be pretty good or not bad because 75% of students have a rush value and 25% have good grades and some have very high scores so good that it can be said that their understanding of this lesson is not too bad.

Classification and rate percentage of the students' score of students SMPN 2 Tellu Limpoe in identifying expression in narrative text (in this case, class VIII. 2 as sample of the research) able to explain that 1 (6.25%) out of 16 students excellent, 2 (12.5%) out of 16 students good. The none students' score classified fair, and 13

(81.25%) out of 16 students classified in poor. And none students' score classified very poor.

From the results of the data described in the previous paragraph. If we compare it with the research that has been carried out previously, it can be concluded that this research is in line with previous research. So that the data obtained together indicate that the students' ability to identify translations, parts of speech and expressions carried out in this study has a comparison that is not too far away, namely students get grades that are not very bad. This means that they are able to identify expressions in reading narrative even though their abilities are not above average.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed two parts. The first part contain conclusion based on the researcher findings and discussion. The second part contains some suggestion based on the conclusion.

5.1 Conclusion

Based on explanation on description result of the research and data analysis technique, the researcher puts forward the following conclusion that the students' ability expression in narrative text (in this case, class VIII. 2 as sample of the research) was good. It could be proved from result of mean score of the students that showed 57.19. Classification and rate percentage of the students' ability expression in narrative text that 1 (6.25%) out of 16 students excellent, 2 (12.5%) out of 16 students good. The none students' score classified fair, and 13 (81.25%) out of 16 students classified in poor. And none students' score classified very poor.

5.2 Suggestion

Based on the result of data analysis and conclusion above the researcher puts forward some suggestions as follows:

5.2.1 For English teachers at Smpn 2 Tellu Limpoe, to further enhance students' understanding in reading narrative texts and provide more understanding about how to apply expression in the text. The teacher can also give Strategy in reading learning because with this strategy students are proven to be able to find important points more easily, find key ideas, important details and comprehensive information from reading

5.2.2. For students so that students can pay more attention to specific lessons more understand expression in reading texts and besides that the material provided must be repeated frequently so that they are adept at analyzing the text. especially at class VIII.2 to improve their English vocabulary mastery as a tool to mastery English because English was important today and future.

5.2.3 For current and future researchers to pay more attention to the class situation you are researching and pay attention to the topic to be studied later. In order to be able to block the material and students who are there. Be sides that you must undertanstand what the students need. Do not make taut situation in the class room. Let your students feel pleasant.

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Appendix 1 Instrument of the research

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THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!”. He said.

“Mr. Lion, kind of the forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “How can you ever repay me?”

But since he was not feeling very hungry, he let the rat go

The next day, the rat heard a loud noise in forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. “Mr. rat “ he called out. “ Mr. rat, please jump down and help me”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of hole.

“Mr. lion” said the rat. “ yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you”

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Once upon a time, there lived a swarm of ants and the grasshopper. They lived together and became a good friend. The ants were so diligent, they worked hard together to find some foods and store the food in their nest. While the grasshopper was vice versa. The grasshopper was so lazy. He spent most of his time for playing and singing a song. The grasshopper did not think about his future.

One day the grasshopper accidentally met the ants in the forest. He greeted the ants “Hi ant, I haven’t seen you around for the last two weeks, why didn’t you come to my house for playing?”

“Don’t you know the long dry season is coming up? And it is predicted that there will be long dryness”. Answered the ants.

“I know the dry season is always coming every year as usual. What makes you so worried?” Said the grasshoppers.

“This dry season is different”.

“Don’t think too much. No need to worry. We can eat any kinds of leaves and fruits here”. Then the grasshoppers flew away while singing a song and ignored the ants.

The next day, the ants met the grasshopper again. And he still sang a song.

“Don’t you feel tired? You always work hard to collect many foods?” asked the grasshopper.

“I’ve told you there will be a very long dry season and we will suffer the dryness”. Answered the ants.

“Don’t you see? There are a lot of trees, leaves, and fruits all over this forest. Who wants to finish those all up? hahahahaa” The grasshoppers said while laughing at the ants. He still did not trust what the ants said.

Several weeks later, the dry season came up. It was the longest dry season ever. Day by day the leaves decreased, the trees were death, and there were no fruits at all. The grasshoppers could not sing a song. He felt so weak and very hungry. He flew back and forth, but he could not find any green leaves. All plants were dead. He forced himself to eat dry death leaves but he vomited because the taste was so terrible. The grasshopper almost gave up. He was very sweaty and dehydration. He rested on the big stone. Luckily, one of his best friends, the ant found him.

“Hey, what’s wrong with you? You look so terrible?” asked the ant.

The grasshopper answered weakly “I am starving”.

“Come along with me!” the ant invited the grasshopper to the nest. The grasshopper walked behind the ant very slowly.

Arriving at the ants’ nest, the grasshopper was very surprised. He was served with many kinds of fresh fruits and leaves.

“Please! You can eat anything you want. We still have so many fruits and other foods in the storage”. Said the ants.

The grasshopper ate greedily. He was so happy and relieve. He could eat and no more starving. He thanked to the ants that have saved his life.

“Thank you ants; you are really my best friend. You saved my life” the grasshopper stated.

“Next time, don’t be lazy. We need to balance our work and our play”. The ants advised.

“Yes, I really regretted. I was cheated by my own laziness. I really enjoy playing and singing till I forget my future”. The grasshopper regretted

“It’s Ok, next time don’t you ever do that again. Laziness gives you nothing”.

“Yes, I promise. To thank to you all for saving my life, let me entertain you by singing a song”. Said the grasshopper.

“That sounds good”.

The grasshopper and the ants sang together happily. And after that, the grasshopper became so diligent. He worked hard and little played. He is not lazy anymore.

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Once upon a time there lived in a certain village a little country girl, the prettiest creature who was ever seen. Her mother was excessively fond of her; and her grandmother doted on her still more. This good woman had a little red riding hood made for her. It suited the girl so extremely well that everybody called her Little Red Riding Hood.

One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf

"Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and go you that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"

"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear." "Grandmother, what big legs you have!" "All the better to run with, my child." "Grandmother, what big ears you have!" "All the better to hear with, my child." "Grandmother, what big eyes you have!" "All the better to see with, my child." "Grandmother, what big teeth you have got!" "All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up

Appendix 2 Instrument of the research

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"This dry season is different".

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80

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The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

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SD

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Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear." "Grandmother, what big legs you have!" "All the better to run with, my child." "Grandmother, what big ears you have!" "All the better to hear with, my child." "Grandmother, what big eyes you have!" "All the better to see with, my child." "Grandmother, what big teeth you have got!" "All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up

Reading text

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"What a tasty meal!" He said.

"Mr. Lion, kind of the forest," cried the rat, "please have a pity on me. I'm too small to make a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness."

The lion laughed, "How can you ever repay me?"

But since he was not feeling very hungry, he let the rat go

The next day, the rat heard a loud noise in forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. "Mr. rat" he called out. "Mr. rat, please jump down and help me"

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of hole.

"Mr. lion" said the rat. "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you"

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One day the grasshopper accidentally met the ants in the forest. He greeted the ants "Hi ant, I haven't seen you around for the last two weeks, why didn't you come to my house for playing?"

"Don't you know the long dry season is coming up? And it is predicted that there will be long dryness". Answered the ants.

"I know the dry season is always coming every year as usual. What makes you so worried?" Said the grasshoppers.

"This dry season is different".

"Don't think too much. No need to worry. We can eat any kinds of leaves and fruits here". Then the grasshoppers flew away while singing a song and ignored the ants.

The next day, the ants met the grasshopper again. And he still sang a song.

"Don't you feel tired? You always work hard to collect many foods?" asked the grasshopper.

"I've told you there will be a very long dry season and we will suffer the dryness". Answered the ants.

"Don't you see? There are a lot of trees, leaves, and fruits all over this forest. Who wants to finish those all up? hahahahaa" The grasshoppers said while laughing at the ants. He still did not trust what the ants said.

50

Several weeks later, the dry season came up. It was the longest dry season ever. Day by day the leaves decreased, the trees were death, and there were no fruits at all. The grasshoppers could not sing a song. He felt so weak and very hungry. He flew back and forth, but he could not find any green leaves. All plants were dead. He forced himself to eat dry death leaves but he vomited because the taste was so terrible. The grasshopper almost gave up. He was very sweaty and dehydration. He rested on the big stone. Luckily, one of his best friends, the ant found him.

"Hey, what's wrong with you? You look so terrible?" asked the ant.

The grasshopper answered weakly "I am starving".

"Come along with me!" the ant invited the grasshopper to the nest. The grasshopper walked behind the ant very slowly.

Arriving at the ants' nest, the grasshopper was very surprised. He was served with many kinds of fresh fruits and leaves.

"Please! You can eat anything you want. We still have so many fruits and other foods in the storage". Said the ants.

The grasshopper ate greedily. He was so happy and relieve. He could eat and no more starving. He thanked to the ants that have saved his life.

"Thank you ants; you are really my best friend. You saved my life" the grasshopper stated.

"Next time, don't be lazy. We need to balance our work and our play". The ants advised.

"Yes, I really regretted. I was cheated by my own laziness. I really enjoy playing and singing till I forget my future". The grasshopper regretted

"It's Ok, next time don't you ever do that again. Laziness gives you nothing".

"Yes, I promise. To thank to you all for saving my life, let me entertain you by singing a song". Said the grasshopper.

"That sounds good"

The grasshopper and the ants sang together happily. And after that, the grasshopper became so diligent. He worked hard and little played. He is not lazy anymore.

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One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf

"Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and go you that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"

SD

"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear." "Grandmother, what big legs you have!" "All the better to run with, my child." "Grandmother, what big ears you have!" "All the better to hear with, my child." "Grandmother, what big eyes you have!" "All the better to see with, my child." "Grandmother, what big teeth you have got!" "All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up

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One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a testy meal!” He said.

“Mr. Lion, kind of the forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “How can you ever repay me?”

But since he was not feeling very hungry, he let the rat go

The next day, the rat heard a loud noise in forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. “Mr. rat” he called out. “Mr. rat, please jump down and help me”

The rat jumped down into the hole and started to bite thorough the net. The lion was soon able to climb out of hole.

“Mr. lion” said the rat. “yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you”

SO

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The Ants and The Grasshopper

Once upon a time, there lived a swarm of ants and the grasshopper. They lived together and became a good friend. The ants were so diligent, they worked hard together to find some foods and store the food in their nest. While the grasshopper was vice versa. The grasshopper was so lazy. He spent most of his time for playing and singing a song. The grasshopper did not think about his future.

One day the grasshopper accidentally met the ants in the forest. He greeted the ants "Hi ant, I haven't seen you around for the last two weeks, why didn't you come to my house for playing?"

"Don't you know the long dry season is coming up? And it is predicted that there will be long dryness". Answered the ants.

"I know the dry season is always coming every year as usual. What makes you so worried?" Said the grasshoppers.

"This dry season is different".

"Don't think too much. No need to worry. We can eat any kinds of leaves and fruits here". Then the grasshoppers flew away while singing a song and ignored the ants.

The next day, the ants met the grasshopper again. And he still sang a song.

"Don't you feel tired? You always work hard to collect many foods?" asked the grasshopper.

"I've told you there will be a very long dry season and we will suffer the dryness". Answered the ants.

"Don't you see? There are a lot of trees, leaves, and fruits all over this forest. Who wants to finish those all up? hahahahaa" The grasshoppers said while laughing at the ants. He still did not trust what the ants said.

Several weeks later, the dry season came up. It was the longest dry season ever. Day by day the leaves decreased, the trees were death, and there were no fruits at all. The grasshoppers could not sing a song. He felt so weak and very hungry. He flew back and forth, but he could not find any green leaves. All plants were dead. He forced himself to eat dry death leaves but he vomited because the taste was so terrible. The grasshopper almost gave up. He was very sweaty and dehydration. He rested on the big stone. Luckily, one of his best friends, the ant found him.

"Hey, what's wrong with you? You look so terrible?" asked the ant.

The grasshopper answered weakly "I am starving."

"Come along with me!" the ant invited the grasshopper to the nest. The grasshopper walked behind the ant very slowly.

Arriving at the ants' nest, the grasshopper was very surprised. He was served with many kinds of fresh fruits and leaves.

"Please! You can eat anything you want. We still have so many fruits and other foods in the storage". Said the ants.

The grasshopper ate greedily. He was so happy and relieve. He could eat and no more starving. He thanked to the ants that have saved his life.

"Thank you ants; you are really my best friend. You saved my life" the grasshopper stated.

"Next time, don't be lazy. We need to balance our work and our play". The ants advised.

"Yes, I really regretted. I was cheated by my own laziness. I really enjoy playing and singing till I forget my future". The grasshopper regretted

"It's Ok, next time don't you ever do that again. Laziness gives you nothing".

"Yes, I promise. To thank to you all for saving my life, let me entertain you by singing a song". Said the grasshopper.

"That sounds good"

The grasshopper and the ants sang together happily. And after that, the grasshopper became so diligent. He worked hard and little played. He is not lazy anymore.

95

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One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf

"Oh I say," answered Little Red Riding Hood, "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and go you that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"

SO

"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear." "Grandmother, what big legs you have!" "All the better to run with, my child." "Grandmother, what big ears you have!" "All the better to hear with, my child." "Grandmother, what big eyes you have!" "All the better to see with, my child." "Grandmother, what big teeth you have got!" "All the better to eat you up with."

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Several weeks later, the dry season came up. It was the longest dry season ever. Day by day the leaves decreased, the trees were death, and there were no fruits at all. The grasshoppers could not sing a song. He felt so weak and very hungry. He flew back and forth, but he could not find any green leaves. All plants were dead. He forced himself to eat dry death leaves but he vomited because the taste was so terrible. The grasshopper almost gave up. He was very sweaty and dehydration. He rested on the big stone. Luckily, one of his best friends, the ant found him.

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"Who's there?"

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"All the better to hug you with, my dear." "Grandmother, what big legs you have!" "All the better to run with, my child." "Grandmother, what big ears you have!" "All the better to hear with, my child." "Grandmother, what big eyes you have!" "All the better to see with, my child." "Grandmother, what big teeth you have got!" "All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up

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THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

"What a tasty meal!" He said.

"Mr. Lion, kind of the finest," coaxed the rat, "please have a clemency on me. I'm too small to make a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness."

The lion laughed, "How can you ever repay me?"

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise at forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught at a rope net.

The lion looked up and saw the rat. "Mr. rat," he called out, "Mr. rat, please jump down and help me."

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of hole.

"Mr. lion" said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."



Appendix 3 Documentation







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1622 /In.39/PP.00.9/08/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
di
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : IIS SHOLIAH
Tempat/Tgl. Lahir : MASSEPE, 15 Nopember 1996
NIM : 14.1300.021
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : MASSEPE, KEC. TELLU LUMPOE, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG** dalam rangka penyusunan skripsi yang berjudul :

" THE ABLITY OF STUDENTS TO IDENTIFYING EXPRESSION IN NARRATIVE TEXT AT SMPN 2 TELLU LIMPOE SIDRAP"

Pelaksanaan penelitian ini direncanakan pada bulan **Agustus** sampai selesai. Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

27 Agustus 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)





PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN
 Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 731/IP/DPMTSP/8/2018

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **IIS SHOLIHAH** Tanggal **29-08-2018**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG** Nomor **800/607/KesbangPol/2018** Tanggal **29-08-2018**

MENGIZINKAN

KEPADA
NAMA : **IIS SHOLIHAH**
ALAMAT : **JL. LAUPE, KEL. PAJALELE, KEC. TELLU LIMPOE**
UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**
JUDUL PENELITIAN : **" THE ABILITY OF STUDENTS TO IDENTIFYING EXPRESSION IN NARATIVE TEKS AT SMPN 2 TELLU LIMPOE SIDRAP "**

LOKASI PENELITIAN : **SMPN 2 TELLU LIMPOE**

JENIS PENELITIAN : **KUALITATIF**

LAMA PENELITIAN : **30 Agustus 2018 s.d 30 September 2018**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
 Pada Tanggal : 29-08-2018


An. BUPATI SIDENRENG RAPPANG
DE. KEPALA DINAS,



H. NURSAMAN, SE
Pangkat : Pembina Utama Muda
NIP : 195802021987021005

Biaya : Rp. 0.00

Tembusan :
 - KEPALA SMPN 2 TELLU LIMPOE
 - REKTOR IAIN DI PAREPARE
 - MAHASISWA YANG BERSANGKUTAN

 **PEMERINTAH KABUPATEN SIDENRENG RAPPANG**
BADAN KESATUAN BANGSA DAN LINMAS
Alamat : Jl. Harapan Baru (Kompleks SKPD) Arawa Kode Pos 91664

REKOMENDASI
No.800/607/KesbangPol/2018

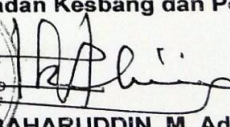
a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Surat Rektor IAIN Parepare, Nomor. B 1622/In.39/PP.00.9/08/2018, Tanggal 27 Agustus 2018, perihal Permohonan Rekomendasi.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

Nama Peneliti : **IIS SHOLIHAH**
Pekerjaan : Mahasiswa
Alamat : Jl. Laupe
Untuk : 1. Melakukan Penelitian dengan judul " The Ability Of Students to Identifying Expeccion in Narative Teks At SMPN 2 Tellu Limpoe Sidrap".
2. Tempat : SMPN 2 Tellu Limpoe
3. Lama Penelitian : ± 1 (satu) Bulan
4. Bidang Penelitian : Tarbiyah
5. Status/Metode : Survey

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajene Sidenreng, 29 Agustus 2018
Plt. Kepala Badan Kesbang dan Politik,

Drs. H. ANDI BAHARUDDIN, M. Adm. Pemb
Pangkat : Pembina
NIP : 19670505 200212 1 006

Tembusan Kepada Yth:
1. Bupati Sidenreng Rappang (sebagai laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3. Ka. Dinas Pendidikan dan Kebudayaan Kab. Sidrap
4. Ka. SMPN 2 Tellu Limpoe
5. Rektor IAIN di Parepare
6. Mahasiswa yang bersangkutan
7. Peringgal.-



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 TELLU LIMPOE



Alamat : Jl. Pemukiman Kel. Massepe Kec. Tellu LimpoE Kab. Sidrap Kode Pos 91671
NSS: 201191502043 Email : smpn2tl.sidrap@gmail.com NPSN : 40308876

SURAT KETERANGAN PENELITIAN

Nomor : 421.7/051/SMPN2TL/2018

Yang bertanda tangan di bawah ini, Kepala SMP NEGERI 2 TELLU LIMPOE menerangkan bahwa :

Nama : **IIS SHOLIAH**
NIM : 14.1300.021
Lama Penelitian : Terhitung mulai tanggal 30 Agustus s/d 30 September 2018
Bidang penelitian: Bahasa Inggris
Judul Penelitian : **"THE ABILITY OF STUDENTS TO IDENTIFYING EXPRESSION
IN NARATIVE TEKS AT SMPN 2 TELLU LIMPOE SIDRAP"**

Yang bersangkutan telah mengadakan penelitian pada SMP Negeri 2 Tellu LimpoE pada Tanggal 30 Agustus s/d 30 September 2018, untuk penyusunan Skripsi dengan Judul :
"THE ABILITY OF STUDENTS TO IDENTIFYING EXPRESSION IN NARATIVE TEKS AT SMPN 2 TELLU LIMPOE SIDRAP"

Demikian Surat Keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Desember 2018
Pit. Kepala Sekolah
LUKMAN, S.Pd., M.Si
NIP. 1973012011994011002



CURRICULUM VITAE

Iis sholihah was born in sidrap, 15th of November 1996. Now, she is 22 years old. She lives in Jl. Laupe pajalele, Kab. Sidrap. She is the first child of her family. Her mother's name is maryam and her father's name is sukarman. She have one brother and not sister

She entered elementary school in 2001 at SD Negeri 2 Masepe and, in the same year she registered of SMP Negeri 2 tellu limpoe for three years and graduated in 2010. In the same year, she continued her study in SMA Negeri 1 tellu limpoe and graduated in 2013. But she was unemployed for a year.

In 2014, She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi "The ability of student to identifying expression in narrative text at SMPN 2 tellu limpoe"