

A STUDY ON THE ABILITY OF THE THIRD YEAR STUDENTS OF SMP N 14 PEKANBARU IN COMPREHENDING NARRATIVE TEXT

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Abstract: *This is a descriptive research with one try out and real-test design. It aimed to find out the ability of the third year students of SMPN 14 Pekanbaru. The population of this research was all of the third year students at SMPN 14 Pekanbaru which consists of 262 students. Cluster random sampling technique was used to select one class to be the sample. As a result, class IX.1 and IX.2 with 60 students was chosen as the sample. The instrument used was a reading test that consists of 20 questions in the form of multiple choice tests. The results of data showed that mean score in real test was in good level (70.83). Then, according to the results of the data in terms of reading component, the mean score of finding main ideas was 77.92, the mean score of identifying inference was 54.17, the mean score of finding the meaning of the vocabulary was 91.2, the mean score of finding factual information was 77.8, the mean score of identifying inference was 52.5.*

Key Words: *Reading Comprehension, Narrative texts.*

SEBUAH PENELITIAN MENGENAI KEMAMPUAN SISWA KELAS TIGA DI SMP NEGERI 14 PEKANBARU DALAM MEMAHAMI KEMAMPUAN MEMBACA TEKS NARATIF

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Abstrak: Penelitian deskriptif dengan satu kali uji coba dan tes ini bertujuan untuk mengetahui kemampuan siswa kelas tiga SMP Negeri 14 Pekanbaru. Populasi dari penelitian ini adalah siswa kelas tiga SMP N 14 Pekanbaru yang terdiri dari 262 siswa. Teknik yang digunakan adalah cluster sampling (menggunakan dua kelas sebagai contoh). Sebagai hasilnya, kelas IX 1 dan IX 2 yang berjumlah 60 siswa dijadikan sebagai subjek. Instrumen yang digunakan dalam penelitian ini adalah tes membaca dengan menggunakan pilihan ganda sebanyak 20 soal. Hasil dari data ini menunjukkan bahwa skor rata-rata murid berada di level yang baik (70.83). Kemudian, berdasarkan hasil data dalam komponen membaca, skor rata-rata dalam menemukan ide pokok adalah 77.92, skor rata-rata dalam menentukan inferens adalah 54.17, skor rata-rata dalam menemukan arti kosakata adalah 91.2, skor rata-rata dalam menemukan fakta informasi adalah 77.8 dan skor rata-rata dalam menentukan referensi adalah 52.5.

Kata kunci: Pemahaman Membaca, Teks Naratif.

INTRODUCTION

English is an international language. For many reasons, English is absolutely important. For one small example, in education aspect, many scientific books and useful sources for teaching and learning are written in English. Because of its importance, therefore the people or more specifically teachers and students, have to be able to use English productively (speaking, writing) and receptively (reading, listening).

Yet, English consists of 4 related aspects or skills, they are listening, speaking, reading and writing. These four skills have a connection to one and other. From these aspects, reading is one of the biggest concerns nowadays without ignoring other aspects of English language. In fact, frequently many people read various text but yet they can't get the idea or even important information of what they are reading. According to Claris (1:1998), true reading requires both the ability to break down the code and the ability to understand the meaning intended by the writer. By this very fact of definition, reading looks like simple and easy. But somehow, a good reader needs a very great deal of thought when she or he gets in touch with reading. For example, she or he has to deal with analysis process, with lexical meaning, with recognition of symbols, with explicit and implicit terms, syntax, monitoring comprehension, reading strategy, and many others.

Furthermore, a great deal of thought explained in previous paragraph has a very close related to comprehension in reading. According to Scott (2007), reading comprehension is a complex undertaking that involves many levels of processing, for example analysis of process, lexical meaning, monitoring reading and many more. Such processes will bring the readers to a better comprehension in the end of reading activities. Therefore, comprehension is something important while reading, especially for the students. They must not simply read the texts, instead they have to understand ideas written by the author and bring comprehension with them.

Yet, there are many kinds of text in language's composition. For example descriptive text, recount text, analytical exposition text, and etc.

Narrative text is one of the kinds of the texts. Sudarwati and Grace (2007) assert that narrative text deals with complication and problematic events which lead to a crisis and in turn finds a resolution. In addition, its social function is to tell stories or past events and entertain the readers. It means that narrative text is intended to simply entertain the readers with events in the past. Based on KTSP curriculum, narrative text is also a kind of text that the first year students of junior high school must learn it.

Afterwards, In its practice, the teacher may hold a very important role in increasing students' ability in reading comprehension. The methods, ideas, and instructions of the teacher are important to the students in reading activity. Based on preliminary study of the researcher, the teacher of SMP Negeri 14 Pekanbaru, the teachers there applied a conventional methods in teaching reading to the students. The teacher simply asked the students to read narrative text and then gave them tasks. Some of the students of SMP Negeri 14 Pekanbaru admitted that they got difficulties in comprehending the text with this way of teaching and learning activity. They got difficulties in finding mind idea, factual information, meaning of the words, inference, and reference in the text. But somehow, some others admitted that they were good enough to comprehend the text.

Based on this phenomenon, the researcher would like to know how the ability of the students of SMP Negeri 14 Pekanbaru is in comprehending narrative text.

Therefore, the researcher would like to conduct a research with the title “A Study on the Ability of the Third Year Students of SMP Negeri 14 Pekanbaru in Comprehending Narrative Text”

RESEARCH METHODOLOGY

Research Design

This is a descriptive research. According to Kountur (2004:53), descriptive research is a research which describes a condition of the research objects purely without giving any actions towards the population. This research was intended to know the ability of the third year students of SMP Negeri 14 Pekanbaru in comprehending narrative text.

Research Instrument

In order to measure the students’ reading ability towards narrative text, the researcher used reading comprehension test in the form of multiple choices. The test consisted of 20 items of question which refer to some indicators of reading comprehension. Then, there were 4 narrative texts in every 5 items of question. Hereafter, the students were given about 60 minutes of time to answer the items.

Data Collection Technique

The data from this research was gained by means of reading comprehension test (multiple choices). But, before that test was given to the sample class, the researcher tried it out to the other class in order to measure its difficulty level (facility value). In addition, it was intended to know the acceptance of the tested items.

According to Heaton (1975), the test is accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less than 0.30 (too difficult) and more than 0.70 (too easy). In order to know the degree of difficulty or index of difficulty, the following formula was used:

$$FV = \frac{R}{N}$$

Where:

FV = Facility value (difficulty level)

R = The number of correct answer

N = The number of the students

In addition, one of the characteristics of any good test is reliable. Therefore it was important to measure the reliability of reading test used in this research by exerting on the following formula:

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

Where:

- r_{ii} = The reliability of the try-out
 N = The number of items in the test
 m = The mean score of try-out
 x = Standard deviation of try-out

The reliability of a test is considered as follows:

Table 1 The Classification of Reliability Coefficient

0.0 – 2.0	Reliability is low
0.21 – 0.40	Reliability is sufficient
0.41 – 0.70	Reliability is high
0.71 – up	Reliability is very high

Tinambunan (1988)

Yet, in order to find out the standard deviation of the test, the following formula will be used by the researcher:

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

Where:

- SD : Standard deviation
 $\sum d^2$: The total of all squared result
 N : The number of the students

Data analysis Technique

Once the researcher obtained the data from the sample class, it was analyzed in order to find out the ability of the third year students of SMP Negeri 14 Pekanbaru in comprehending narrative text. The researcher calculated the students' individual score by using the following formula;

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

Where:

P = Individual score
 X= Correct answer
 N = Number of items

Thereafter, the researcher consulted to the following table in order to classify the students' ability in reading narrative text :

Table 2. The Classification of the Level Ability

Score	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21– 40	Poor
0 -20	Very poor

(Harris, 1986)

THE PRESENTATION OF THE RESEARCH FINDING

The researcher has conducted try out before collecting the data to the third year students of SMPN 14 Pekanbaru. The researcher took IX.3 and IX.4 as the participants. The results were analyzed to find out the difficulty level of each test item and reliability of the test. In this case the students were asked to answer 20 multiple choices in 4 passages of narrative texts (fairy tale and legend). The questions of the test were based on some component namely finding main idea, identifying inference, finding the meaning of vocabulary, finding factual information, and identifying reference. The try out test was done in order to get the difficulty level, discrimination index, and the validity of the test.

Students' Individual Score in Comprehending Narrative texts

The researcher calculates the mean score of the students with formula below:

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

$$M = \frac{4250}{60} = 70.83$$

So, the mean score of the students was 70.83 which could be categorized into good level. Table 4.1 shows that the highest score of the students is 95 and the lowest score is 30. Specifically, 16 student have ranging scores from 80 to 95, 35 students have ranging scores from 65 to 75, 8 students have ranging scores from 50 to 60 and 1 student has score 30. Then, the researcher classified the students' ability into the following table:

Table 3 Students' Individual Score in Comprehending Narrative Texts

Students	Correct Answer	Scores	Level Ability
1	19	95	EXCELLENT
2	18	90	
3	17	85	
4	17	85	
5	16	80	
6	16	80	
7	16	80	
8	16	80	
9	16	80	
10	16	80	
11	16	80	
12	16	80	
13	16	80	
14	16	80	
15	16	80	
16	16	80	
17	15	75	GOOD
18	15	75	
19	15	75	
20	15	75	
21	15	75	
22	15	75	
23	15	75	
24	15	75	
25	15	75	
26	15	75	
27	15	75	
28	14	70	
29	14	70	
30	14	70	
31	14	70	
32	14	70	
33	14	70	
34	14	70	
35	14	70	
36	14	70	GOOD
37	14	70	
38	14	70	

39	14	70		
40	14	70		
41	14	70		
42	13	65		
43	13	65		
44	13	65		
45	13	65		
46	13	65		
47	13	65		
48	13	65		
49	13	65		
50	13	65		
51	13	65		
52	12	60		MEDIocre
53	12	60		
54	12	60		
55	11	55		
56	11	55		
57	11	55		
58	11	55		
59	10	50		
60	6	30	POOR	
Total		4250	GOOD	
Average		70.83		

From table 3, there are 16 students get excellent level. It means that they could comprehend the text very well. Then, there are 35 students that categorized into good level. It means they have good ability in comprehending narrative texts. After that, there are 8 students that categorized into mediocre level, 1 student that categorized into poor level. It means that the students should practice more in comprehending narrative texts. The percentage students' ability in comprehending narrative text can be seen in table 4.2 below:

Table 4 The Percentage of the Students' Ability in Comprehending Narrative Texts

No	Range Score	Frequency	Percentage	Ability
1	81-100	16	26.7%	Excellent
2	61-80	35	58.3%	Good
3	41-60	8	13.3%	Mediocre
4	21-40	1	1.7 %	Poor
5	0-20	-	-	Very Poor
	Total	60	100	

Table 4 shows that the students' ability in comprehending narrative. The highest number of the students score is categorized as good level (58.3%). This number is quite different from mediocre level (13.3%). It is because most of the students have ability in

comprehending narrative texts. 16 students (26.7%) can get excellent level and a few of them (1.7%) get poor level. The data showed that the students could comprehend the text well in narrative texts. Because the highest number of students is categorized as good level. So, the students' ability is enough from standard of the school.

From the students' score, the researcher found out that the mean score of students in comprehending narrative texts was 70.83. It could be concluded that the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative texts was categorized as good level.

The Classification of the Students' Ability in Comprehending Narrative Text Based on the Component of Questions

After obtaining the individual scores of student in comprehending narrative texts based on the components of questions as stated in the blue print of the instrument, it was important to know the classification of students' ability in comprehending Narrative text based on each component of questions. After calculating the score statistically, it was presented in terms of Finding Main Ideas, Identifying Reference, Finding the Meaning of Vocabulary, Finding Factual Information, and Identifying References.

The Students' Ability in terms of Finding Main Ideas

The students' ability in finding main ideas could be seen from the scores obtained by the students for question number 1, 6, 11 and 16. It is shown in table 4.3:

Table 5
The Students' Score Classification in Terms of Finding Main Ideas

No	Range Score	Frequency	Percentage	Ability
1	81-100	17	28,3%	Excellent
2	61-80	37	61,7%	Good
3	41-60	3	5%	Mediocre
4	21-40	2	3,3%	Poor
5	0-20	1	1,7%	Very Poor
	Total	60	100	

For finding main ideas, it can be seen that only 17 students (28,3%) have the range score from 81 to 100. Some students get excellent level. The highest frequency is categorized good level. Specifically, there are 37 students have range score from 61 to 80 with the percentage of (61,7%). More than 50% the students have good ability in finding main ideas. From 60 students who took the test, 3 students (5%) are classified as mediocre, 2 students (3,3%) are classified as poor, and 1 students (1,7%) are classified as very poor. These students need to learn more to get good ability.

The researcher found out that the students' mean score in finding main ideas was 77,92. It could be concluded that the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative text, in terms of finding main ideas was categorized as good level.

The Students' Ability in Terms of Identifying Inference

The students' ability in identifying inference could be seen from the scores obtained by the students for question number 2,7,12, 17. It is shown in table 5 as follows:

Table 5 The Student's Score Classification in Terms of Identifying Inferences

No	Range Score	Frequency	Percentage	Ability
1	81-100	2	3,3%	Excellent
2	61-80	14	23,3%	Good
3	41-60	39	65%	Mediocre
4	21-40	4	6,7%	Poor
5	0-20	2	3,3%	Very Poor
	Total	60	100	

For finding Identifying Inference, it can be seen there are 2 students (3,3%) have the score range from 81 to 100. A few of students are categorized as excellent level. After that, similar to finding main ideas, the highest frequency is categorized as mediocre level. Specifically, there are 14 students have the score range from 61 to 80 with the percentage of (23,3%). Then, from 60 students who took the test, 39 students (65%) are classified as mediocre, 4 students (6, 7%) are classified as poor, and 2 students (3, 3%) are classified as very poor.

The researcher found out that the students mean score in identifying inference was 54,17. It could be concluded that the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative text, in terms of identifying inferences was categorized as mediocre level.

The Students' Ability in Terms of Finding The Meaning of Vocabulary

The students' ability in guessing vocabulary could be seen from the scores obtained by the students for question number 3, 8, 13 and 18. It is shown in table 4.5 as follows:

Table 6 The Students Score Classification in Terms of the Meaning of Vocabulary

No	Range Score	Frequency	Percentage	Ability
1	81-100	41	68,3%	Excellent
2	61-80	17	28,3%	Good
3	41-60	2	3,3%	Mediocre
4	21-40	0	0	Poor
5	0-20	0	0	Very Poor
	Total	60	100	

For finding the meaning of vocabulary, it can be seen that 41 students (68.3%) get excellent score. After that, there are 17 students (28.3%) are categorized as good level. There are 2 students have the score range from 61 to 80 with the percentage of

3.3%. Then, from 60 students who took the test, no student (0%) is classified as poor level and very poor level. The research found out that the students' mean score in finding the meaning of vocabulary was 91.25. It could be concluded that the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative text, in terms of guessing vocabulary is categorized as excellent.

The Students' Ability in Terms of Finding Factual Information

The students' ability in finding factual information could be seen from the scores obtained by the students for question number 4, 9, 14, 19. It is shown in table 4.6 as follows:

Table 7 The Students' Score Classification in Terms of Finding Factual Information

No	Range Score	Frequency	Percentage	Ability
1	81-100	23	38,3%	Excellent
2	61-80	21	35%	Good
3	41-60	14	23,3%	Mediocre
4	21-40	2	3,3%	Poor
5	0-20	0	0	Very Poor
	Total	60	100	

For finding factual information, it can be seen that 23 students (38.3%) have the scores range from 81 to 100. Some of the students get excellent level as the highest level. Specifically, there are 21 students have the score range from 61 to 80 with the percentage of 35%. Then, from 60 students (3.3%) are classified as poor, and no students (0%) are classified as very poor. It means that for the students are classified as mediocre level, they have to learn more to get good ability.

The researcher found out that the students' mean score in finding factual information was 77.08. It could be concluded that the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative text, in terms of finding factual information was categorized as good level.

The Students' Ability in Terms of Identifying References

The students' ability in terms Identifying References could be seen from the scores obtained by the students for question number 5, 10, 15 and 20. It shown in table 4.7 as follows:

Table 7 The Students' Score Classification in Terms of Identifying Reference

No	Range Score	Frequency	Percentage	Ability
1	81-100	4	6,7%	Excellent
2	61-80	24	40%	Good
3	41-60	17	28,3%	Mediocre
4	21-40	4	6,7%	Poor
5	0-20	11	18,3%	Very Poor
	Total	60	100	

For the components of identifying reference it can be seen that 4 students (6.7%) have the score range from 81 to 100. Only a few students get excellent level. After that the highest frequency is categorized as good level. Specifically, there are 24 students have the score range from 61 to 80 with the percentage of 40%. Then, the table shows that from 60 students who took the test, 17 students (28,3%) are classified as mediocre, 4 students (6.7%) are classified as poor, and 11 students (18.3%) are classified as very poor. It means that the students have to learn more to get good ability.

The researcher found out the students means score in identifying reference was 52.5. It could be concluded that the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative text, especially identifying reference is categorized as mediocre level.

From the classification of the students' ability in comprehending narrative text above, the researcher performed the means score of components reading in table 8:

Table 8 The Classification of Components in Comprehending Narrative Text

Components of Reading	Mean Score	Level of Ability
Finding Main Idea	77,92	Good
Identifying Inference	54,17	Mediocre
Finding the Meaning of Vocabulary	91,25	Excellent
Finding Factual Information	77,08	Good
Identifying Reference	52,5	Mediocre

Table 8 shows that from 5 components of reading comprehension, the mean score Finding Main Ideas (77.92) are classified as good, the mean score of Identifying Inference (54,17) are classified as mediocre, the mean score of Finding the Meaning of Vocabulary (91.25) are classified as excellent, the mean score of Finding Factual Information (77.08) are classified as good, and mean score of Identifying Reference (52.5) are classified as mediocre level. Table 4.8 shows that the most difficult aspect in reading comprehension is Identifying Reference, with the mean score is 52.5.

The Interpretation of the Research Findings

In comprehending narrative texts test, the mean score of the students was 70.83. It could be seen from the table 4.1 on the previous page. There were 16 students get excellent level. It means that they could comprehend the text very well. Then, there

were 35 students that categorized into good level. It means they had good ability in comprehending narrative texts. After that, there were 9 students that categorized into mediocre into poor level. It means that the students should practice more in comprehending narrative texts.

The researcher also found out that the difficult out aspect for the students was in identifying reference. It could be seen from table 4.3 where the mean score from this type of question was 52.5. On the other hand, the easiest aspect for the students was in finding the meaning of vocabulary. It could be seen from table 4.8 where the mean score from this type of questions was 91.25. Meanwhile, the other aspects such as finding main ideas, identifying references and making inferences were categorized into good and mediocre level where the mean score of finding main ideas was 77.92, the mean score of identifying inference was 54.17 and the mean score of finding factual information was 77.08.

Based on description the above, the research analyzed that the third year students could not guess vocabulary from the text well because they still faced difficulties in mastering vocabulary. In reading, students' vocabulary mastery affected their ability in comprehending and in understanding the writers' message through the writers' writing.

From all the data, the researchers interpreted that the students' ability in comprehending narrative texts by the third year students of SMPN 14 Pekanbaru falls into good level with mean score 70.83.

CONCLUSION AND RECOMMENDATIONS

The research has set out to examine the ability of the third year students of SMPN 14 Pekanbaru in comprehending narrative texts. Based on the data analysis in chapter IV, there were 60 students of SMPN 14 Pekanbaru who participated in this research. There were 16 students (26.7%) were categorized into excellent level, 35 students (58.3%) were categorized into good level, 8 students (13.3%) were categorized into mediocre and 1 students (1.7%) was categorized into poor level.

After that, the researcher found out that the mean score of the students ability in comprehending narrative text was 70.83. it means that the students ability in comprehending narrative texts were categorized into good level.

In addition, the mean score of students ability in comprehending narrative texts in terms of finding main idea was 77.92 (good), in terms of indentifying inference was 54.17(mediocre), in terms of finding the meaning of vocabulary was 91.25(excellent), in terms of finding factual information was 77.08(good) and in terms of identifying reference was 52,5(mediocre). The lower of mean score for each component of reading comprehension was identifying reference and the upper of mean score for each component was finding the meaning of vocabulary.

From the conclusion above, the researcher would like to give recommendations:

1. The first, considering that the students' ability level in comprehending narrative text is categorized good level, it is recommended that the students must do more practice in reading, read books to improve reading skills, especially in the identifying reference. It is because the students got the lowest score in that term.
2. The English teachers are recommended to be more creative and to use or apply any strategies to teach the reading strategies that can be used in answering reading comprehension questions. Then, the researcher also gives the students more motivation and makes them interested in reading narrative texts considering this kind of text is scientific text in which the students will get difficulties when reading the text.
3. The last, other researchers are recommended to conduct this research in other skills such as in speaking, listening and writing.

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