

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS SMA PGRI PEKANBARU IN COMPREHENDING NARRATIVE TEXT

FitrinHasmy¹, Syofia Delfi², Novitri³

Email: rinhasmy@gmail.com, syofia_delfi@yahoo.com, novtri_11@yahoo.com

Contact: +6281277699732

*English Study Program
Language and Art Department
The Faculty of Teachers' Training and Education
Universitas Riau*

Abstract: *This research objective is to find out the ability of the second year students SMA PGRI Pekanbaru in comprehending narrative text. The research data were collected in January 2017. The subject of this research was class XI MIPA 3 which has 40 students. The data were collected using reading comprehension test with multiple choice type. The test consisted of 40 items. The research result, it found out that the ability of the second year students' in comprehending narrative text is in mediocre level with the mean score of 43.12. The students' mean score in main idea is in mediocre level with the main score of 47.00. The students' mean score in specific information is in mediocre level with the main score of 51.25. The students' mean score in reference is in poor level with the main score of 28.00. The students' mean score in inference is in mediocre level with the main score of 48.00. The students' mean score in vocabulary is in mediocre level with the main score 45.75. The students' mean score in social function is in poor level with the mean score of 28.00. As a conclusion, the highest score obtained by the students is in specific information with the mean score of 51.25 with categorized into mediocre level and the lowest score that the students got are in reference and social function with the mean score of 28.00 with categorized into poor level. Thus, it is recommended that the students need to get improvement to comprehend narrative texts.*

Keywords: *reading comprehending, narrative text*

SEBUAH STUDI TENTANG KEMAMPUAN SISWA KELAS DUA SMA PGRI PEKANABARU DALAM MEMAHAMI TEKS NARASI

Fitrin Hasmy¹, Syofia Delfi², Novitri³

Email: rinhasmy@gmail.com, syofia_delfi@yahoo.com, novtri_11@yahoo.com

Contact: +6281277699732

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa kelas II SMA PGRI Pekanbaru dalam memahami teks naratif. Data penelitian dikumpulkan pada bulan Januari 2017. Subjek penelitian ini adalah kelas XI MIPA 3 yang memiliki 40 siswa. Data dikumpulkan dengan menggunakan uji pemahaman bacaan dengan tipe pilihan ganda. Tes berisi 40 item. Berdasarkan penelitian, diketahui bahwa kemampuan siswa kelas II dalam memahami teks naratif berada pada tingkat sedang dengan nilai rata-rata 43.12. Nilai rata-rata siswa dalam gagasan utama berada pada tingkat sedang dengan nilai rata-rata 47.00. Nilai rata-rata siswa dalam informasi spesifik berada pada tingkat sedang dengan nilai rata-rata 51.25. Nilai rata-rata siswa dalam referensi pada tingkat rendah dengan nilai rata-rata 28.00. Nilai rata-rata siswa dalam inferensi berada pada tingkat sedang dengan nilai rata-rata 48.00. Skor rata-rata siswa dalam kosa kata berada pada tingkat sedang dengan nilai rata-rata 45.75. Skor rata-rata siswa dalam fungsi sosial berada pada tingkat rendah dengan nilai rata-rata 28.00. Sebagai kesimpulan, nilai tertinggi yang diperoleh siswa adalah informasi spesifik dengan nilai rata-rata 51.25 dengan kategori ke dalam tingkat sedang dan nilai terendah yang didapat siswa adalah referensi dan fungsi sosial dengan nilai rata-rata 28.00 dengan kategori tingkat rendah. Dengan demikian, disarankan agar siswa perlu mendapatkan kemajuan untuk memahami teks naratif.

Keywords: *Pemahaman membaca, teks narasi.*

INTRODUCTION

In learning English, students are expected to be able to master all language skill of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. To be able to use English well, reading is one of important in international communication. In learning reading, the students are required to understand the text to get the information. They are not required to understand each individual part of the sentences or paragraph, but they should understand the message the writer is trying to convey. According to Anderson (1997), reading is a very complex process: it requires a high level of muscular coordination, sustained effort and concentration. As it stated in school-based curriculum 2013 of senior high school for the eleven grades, one type of text that the students should learn is narrative text

Based on the data received from English teacher conducted by the researcher at SMA PGRI Pekanbaru, reading achievement of grade eleven was low. It found that only 30% of students grades eleven get score higher than the standard score and 70% students grade eleven get score below the standard score while the standard score of English subject in this school is 78.

The first point to make about reading process is reading comprehending. Some experts have introduced several interesting views of reading comprehension concepts. According to brown (2004), reading comprehend is primarily a matter of developing appropriate, efficient comprehending strategies.

According to Tankersley (2005), comprehension is the center of reading. Good readers had a purpose for reading and used their experiences and background knowledge to made sense of the text.

Harris (1980), state that meaning, learning, and pleasure are ultimate goals of learning to read, reading comprehension is a multicomponent, highly complex processed that involves many interactions between readers and what they bring to the text itself (interest in text, understanding of text types).

King and Stanley (2009), stated there are five reading components that may help students to read carefully.

- a. Finding factual information: Factual information requires readers to scan specific detail.
- b. Finding main idea: it is very important to know the main idea in each paragraph in the text.
- c. Finding reference: in English thing needed in reading is understanding.
- d. Finding the meaning of vocabulary: to find the meaning of vocabulary, it can do by guessing it in the context. Pollock ET (1995), stated that it was not effective if we found the meaning of vocabulary meaning comes through the word origin and basic meaning and its functions in the context.
- e. Finding inferences: Inference is a skill where the reader has to be able to read between lines.

McNeil (1980), states that to comprehend well, one must have schematic or cognitive patterns that can be filled in with specific content and embedded upon each other. It means that the schema theory in reading comprehension suggests that good readers have a set of scenarios in their head

According to Conlin (1983), narrative is made of development used by the writer to tell a story or give an account of historical or factual event. In reading comprehending, the readers understand the type of the text. It can help a reader to understand narrative text. They also require language dealing with the language features. Besides, they understand the main idea, events by referring to generic structure of narrative texts.

In learning, there are some kinds of the texts that were taught to students of senior high school level, namely, report, narrative, analytical exposition text. Narrative is kind of the text that has purposes to entertain the readers. According to Harrison (2004), narrative is a fundamental tool in the construction of inter subjectivity of the ability to recognized mental states in us and through imagination and projection to recognize the potential reciprocity of mental states in others their beliefs, intention, desires that made us distinctive as human beings.

There are three features of narrative text. They are social function, generic structure, language features. For this research, the researcher takes legend and fairy tale as limitation.

a. Social function:

Social function of narrative text means the functions of narrative for the readers in their social life.

b. Generic structure

Mukarto et. Al (2013), the writer of official book in teaching students at this school said that a narrative text usually has three main parts: Orientation, complication, resolution

c. Language features

Language features called genre-grammar connection that studied the wording.

Based on the School-Based Curriculum, Senior High School students are expected to understand narrative texts, not only about the factual information, main idea, meaning of difficult words, reference and inference of the texts, but they also about the social function and generic structure of the texts. Therefore, this study answers research question how is ability of the second year students SMA PGRI Pekanbaru in comprehending narrative text?

METHODOLOGY

This research was descriptive study. Gay (2000), states that the description study is useful for investigating a variety of educational problem. Furthermore, in many cases the goal of descriptive research was to describe particular phenomena in order to learn more about it. In this case, the research to describe the second year Senior High School in comprehending narrative text.

This is conducted to know the ability of the second year students SMA PGRI Pekanbaru in comprehending narrative texts. The place of this study was at Harapan raya Pekanbaru. The research data were collected in January 2017. The population of this research was all of the second year students of SMA PGRI in academic year 2016/2017. All of them are 305 students. There are seven classes.

Because of the large population, it is necessary to have sample. Gay (2000), states that cluster random sampling is most useful when the population is very large or spread out over a wide geographic area. According to Gay (2000), for descriptive research, it is common to sample 10 % to 20 % of the population, although this range will change with the size of the population study. Margono (1997), defines the cluster random sampling is the way of taking the sample randomly and based on group or class.

The research used quantitative data. The data for this research obtained using an objective test. In order to answer the question of this research, the writer distributed a test to the students. They were asked answer reading comprehending question of narrative text. The test consists of 40 multiple choice question in 6 different narrative texts. The time allocation was 90 minutes for reading the texts and answers the question. The sources of the instrument are textbooks of second year students. The component of narrative text namely: finding main idea main idea, finding specific information, finding reference, inference, finding the meanings of vocabulary and social function.

No	Components of Reading Comprehending	Number of items	Components of Narrative text	Number Items
1	Main idea	1	Orientation	1,9, 17, 25, 33
2	Specific Information	2	Events	2,3,10,11,18,19,26,27,34,25
3	Reference	1		4,12,20,28,36
4	Inference	1		5,13,21,29,37
5	Vocabulary	2	Language Features	6,7,14,15,22,23,30,31,38,39
6	Social Function	1	Social Purpose	8,16,24,32,40
		8		40

To know the percentage of the classification of the students' ability in answering the test, the following classification used:

Scores	Ability
81 - 100	Excellent
61 - 80	Good
41 - 60	Mediocre
21 - 40	Poor
0 - 20	Very Poor

Harris (1980).

FINDINGS AND DISCUSSIONS

The sample of this research was XI MIPA 3 class. The number of students that used as the sample was 40 students. This research focuses on the students' ability in comprehending narrative text with 6 components of reading comprehension as the references, they are: finding main idea, finding specific information, finding reference, making inferences, finding the meanings of vocabulary and social function.

Finding

The results of the test were shown in the following table:

No	Range score	Frequency	Percentage (%)	Ability
1	81 - 100	0	0	Excellent
2	61 - 80	1	2.5	Good
3	41 - 60	22	55	Mediocre
4	21 - 40	17	42.5	Poor
5	0 - 20	0	0	Very Poor
total		40	100%	

The above table showed that the students' scores and their level of ability in comprehending narrative text varied. From 40 students, no students (0%) get the score 81-100, one students (2.5%) get score 61-80, twenty-two students (22.5%) get the score 41-60, seventeen students (45%) get the score 21-40 and no student (17.5%) get the score 0-21. It can state that the highest number of students obtained by 22 students with the score 41-60.

The means score of the individual scores in comprehending narrative texts is 43.12. It can be stated that the ability of the second year students of SMA PGRI Pekanbaru in comprehending narrative texts is mediocre level.

Discussions

Based on the finding and the presentation of the data, the writer found that the ability of the second year students SMA PGRI Pekanbaru in comprehending narrative texts were in mediocre level (43.12). Based on 6 components of reading comprehension the mean score of main idea (47.00) is classified as Mediocre, the mean score of specific information (51.25) is classified as Mediocre, the mean score of reference (28.00) is classified as poor, the mean score of inference (48.00) is classified as mediocre, the main score of vocabulary (45.75) is classified as mediocre and the main score of social function (28.00) is classified as poor. Overall, the research got the final result for the students' ability in comprehending narrative text is (43.16). It means that the student's ability is classified as mediocre.

Based on the research, it seems the students more understand to catch specific information in easily to answer about every text than the aspect of reference because sometimes they are difficult to find at similar word or antonym in the text. In addition research to social function the text is also difficult for students as this about the purpose it the text. In conclusion, the students more understand to specific information rather to find reference and social function.

CONCLUSIONS AND RECOMENDATIONS

Based on the research finding in comprehending narrative texts. The mean score of the students' ability in comprehending narrative texts is 43.12. It can be stated that the students' ability in comprehending narrative texts was in *mediocre* level. The students more understand to specific information rather to find reference and social function

REFERENCES

- Anderson, Mark and Kathy Anderson. 1997. *Text Types In English*. New York: Macmillan.
- Brown, D.H. 2004. *Language Assessment Principles and Classroom Practices*. San Francisco: Pearson education, inc.
- Collin Harrison. 2004. *Understanding reading Development*. London and New Delhi: SAGE.
- Departemen Pendidikan Nasional. 2003. *Standar Kompetensi Mata Pelajaran Bahasa Inggris*. Jakarta: Pusat Kurikulum, Balitbang Depdiknas.
- Gay, L.R, and Peter Air asian. 2000. *Educational Research competencies for analysis and application Sixth Edition*. New York: Mary Publishing Company.
- Harris, A. J. 1980. *How to increase reading ability*. (7th ed). New York: Longman.
- King, Carol and Stanley, Nancy. 1989. *Building Skills for the TOEFL*. Jakarta: Printed and bound by Binarupa Aksara.
- Margono. 1997. *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- McNeil, D. John, et. al,. 1980. *How to Teach Reading Successfully*. Canada: Little, Brown and Company.
- Mukarto, dkk. 2013. *Look head 2 for Senior High School Students Year XI*. Jakarta: Erlangga
- Pollock, J. 1995. *Cognitive Carpentry: A Blueprint for How to Build a Person*. Cambridge, MA: MIT Press.