AN ANALYSIS OF THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 1 BANUHAMPU IN COMPREHENDING NARRATIVE TEXTS

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Abstract**:** *The aim of this study is to find out the ability of the first year students of SMAN 1 Banuhampu in comprehending narrative texts. The population of this research were all of the first year students of SMAN 1 Banuhampu which consist of 238 students. There were 33 students who participated in this study. The instrument was a test adapted from authentic material and consists of 35 questions. The frame of the test covers 7 components: main idea, factual information, contextual meaning, reference, restatement, generic structure and language feature and had 5 questions for each component. Before the test was administered, the test was tried out to find out the difficulty level and the reliability of the test. To analyze the data, the raw scores and the level of ability of the students was calculated and identified by using the classification of ability level by Harris (1974). The result showed that the ability of the first year students of SMAN 1Banuhampu in comprehending narrative texts was at average to good level with mean score 72.12. Therefore, it can be concluded that most of the students were able to comprehend narrative text. However, the students are suggested to learn the seven components in comprehending narrative text that will help them in comprehending others reading texts.*

Key Words: *Ability, Reading Comprehension, Narrative Texts*

SEBUAH ANALISA KEMAMPUAN SISWA TAHUN PERTAMA SMAN 1 BANUHAMPU DALAM MEMAHAMI TEKS NARATIF

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa tahun pertama SMAN 1 Banuhampu dalam memahami teks naratif. Populasi dari penelitian ini adalah seluruh siswa kelas 1 SMAN 1 Banuhampu yang terdiri dari 238 siswa. Terdapat 33 orang siswa yang berpartisipasi dalam penelitian ini. Instrumen yang digunakan adalah tes yang terdiri dari 35 pertanyaan. Tes terdiri dari 7 komponen, yaitu ide pokok, informasi berdasarkan fakta, persamaan makna, keterangan, uraian baru, struktur teks, dan tata bahasa teks dan tiap wacana terdiri dari 4 pertanyaan. Sebelum tes dilaksanakan, tes tersebut diujikan untuk mengetahui tingkat kesulitan dan reliabilitasnya. Untuk menganalisis data, nilai rata-rata dari mahasiswa dihitung dan level kemampuannya diidentifikasi menggunakan klasifikasi level kemampuan oleh Harris (1974). Hasil dari penelitian ini menunjukkan bahwa kemampuan siswa tahun pertama SMAN 1 Banuhampu dalam memahami teks naratif adalah menengah menuju baik dengan rata-rata 72.12. Jadi, dapat disimpulkan bahwa hampir semua siswa mampu untuk memahami teks naratif. Namun, siswa tersebut disarankan untuk mempelajari 7 komponen dalam memahami teks naratif yang akan membantu mereka dalam memahami teks bacaan yang lain.

Kata Kunci: Kemampuan, Membaca Pemahaman, Teks Naratif

INTRODUCTION

Reading is one important skill that the people should master. The people may read in order to be able to get information in the world and to obtain their knowledge. The people may also read to feel the emotions of the writer in a text. People can unite with the story in a text, so they will enjoy the story that they read.

According to Ruth (1999), reading is not a straightforward process of lifting the words of the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the ideas, memories, and knowledge evoked by those words and sentence. It means that reading becomes a complex of problem solving; people can make a sense of a text by the words and the sentence. People must work hard to understand a text, they should repeat to read until they know what the text is about.

Comprehension is a major goal of reading in senior high school. G. Wooley (2011) says that reading comprehension is a flexible and ongoing cognitive and constructive process. It means that reading comprehension is a very complex cognitive activity. When the reader was reading a text, they must understand the text with their best understanding. The reader can select actual information from the text that they have read before. When the reader doesn't know how materials are organized, they still cannot understand what is said as a whole in a paragraph. In the text, the main point is in organization of the text. Therefore, the reader must be able to recognize the organization and presentation of information in the text.

Keraf (1989), describes that narrative is a form of composition, which has the main objective in the form of activities that are tied together to become an event that happened in a certain time. From this opinion, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past. In addition, Macinttyre (2006), states that narrative is basically a story of happening or events, either real or imagery which the narrator considers interesting or important.

Based on the definition above, it can be concluded that narrative text is a text with the purpose to entertain the reader by imaginary story or legend. Generic structure is the part of the story. Taimelavie (2008), explains that generic structure of narrative text consists of:

1. Orientation (introduction): characters, setting and time of the story are established.
2. Complication (problem): complication usually told about the time of the story happened between the characters.
3. Resolution: the story is coming to the solving problem.
4. Evaluation: in this part the reader invited to think about meaning and value inside the story.

Based on various phenomena of reading narrative text that has been discussed earlier, this research examined the ability of the first year students of SMAN 1 Banuhampu in comprehending narrative texts. So, the research question is formulated as follows: How is the ability of the first year students of SMAN 1 Banuhampu in comprehending narrative texts?

METHODOLOGY

The populations of this research were all of the first year students of SMAN 1 Banuhampu in academic year 2016/2017 consisted of 238 students. There were 33 students were taken as the sample by using cluster random sampling. The time for conducting the research was starting from Mai 2nd, 2017 until May 4th, 2017. The try-out test was carried out on Mai 2nd, 2017 to 33 students. After the try-out test was analyzed and revised, the test was re-administered to different classes on May 4th, 2017. The test was done to 1 class. The data of this study were obtained by administrating a test to the respondents. The test covered by 7 components. For each component, there were 5 questions. The test consisted of 35 multiple-choice questions about narrative text. The time for answering the question was 60 minutes.

A try-out test was administered to 33 students to find out the difficulty level and reliability of the test. For difficulty level, the test item is accepted if the facility value is between 0.3-0.7. For reliability, the test is reliable if the result is <0.4. The result showed that there were 7 rejected items. So, the options of the questions were revised. The reliability of the test was 0.55, which means the test was reliable.

To analyze the data, descriptive statistic technique was used. This technique means in describing the data, the mean score of the students was calculated and categorized into the classification of ability as in the following:

Table 1
The Classification of the Scores of the Students

No.	Scores	Category
1.	80 – 100	Good to excellent
2.	60 – 79	Average to good
3.	50 – 59	Poor to average
4.	0 – 49	Poor

(Harris, 1974)

FINDINGS AND DISCUSSIONS

After the students had answered the questions, the scores of the students were obtained. The scores of the students in comprehending narrative text are shown in table 2:

Table 2
Students Score in Comprehending Narrative Text

No	Score Range	Level	Frequency	Percentage
1	80-100	Good to Excellent	8	24 %
2	60-79	Average to Good	21	64%
3	50-59	Poor to Average	4	12%
4	0-49	Poor	0	0%
Total			33	100%

Table 2 classifies the ability of the students into 4 levels; Good to Excellent, Average to Good, Poor to Average, and Poor. The result shows that most of the students were at Average to Good level. There were 8 students got scores more than 80, 21 students were at Average to Good level, and 12% of the students were Poor to Average level in comprehending narrative texts. The highest score was 89 and the lowest score was 54. The mean score of the students was 72.12 which mean the ability of the first year students of SMAN 1 Banuhampu in comprehending narrative ext was in Average to Good level.

Table 3
Students' Mean Scores in Each Classification

No.	The Classification of Question	Mean Score	Level of Ability
1	Finding main idea	76.96	Average to good
2	Finding factual information	85.45	Good to excellent
3	Finding contextual meaning	57.57	Poor to average
4	Finding reference	73.33	Average to good
5	Finding restatement	56.96	Poor to average
6	Finding generic structures of narrative text	81.21	Good to excellent
8	Finding language features of narrative text	73.33	Average to good
	Total	72.12	Average to good

Table 3 shows that the students' ability in finding the components to comprehend the text is in average to good level. The table indicates that the students have average to good knowledge in comprehending the seven components, such as in finding main idea, factual information, contextual meaning, reference, restatement, generic structure of narrative text, and language features of narrative text. The highest mean score that is obtained by students is in finding factual information that fall into good to excellent level, with the mean score is 85.45. The lowest mean score is in finding restatement that fall into poor to average level, with the mean score 56.96.

Figure 1
Percentage of Students' ability in finding main idea

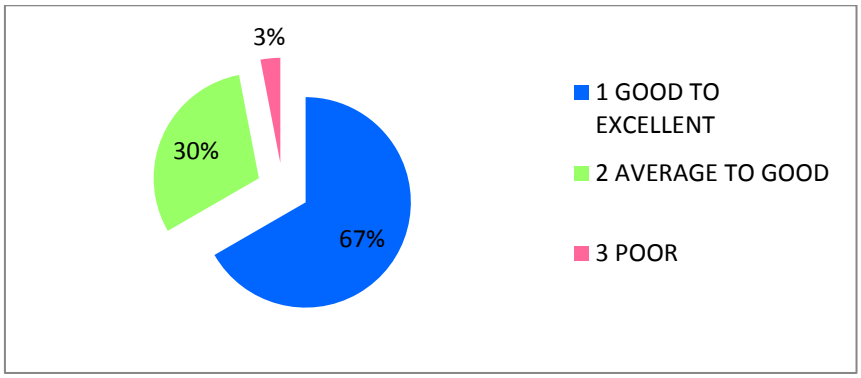

Figure 1 shows the percentage of the students' ability in finding main idea in all level is in different numbers. The highest number that students can gain is in the level of good to excellent; it is 67% of students (22 students). For the average to good level, there are 30% of students (10 students). Then, there are only 3% of students (1 student) in level of poor.

Figure 2
Percentage of the Students' Ability in Finding Factual Information

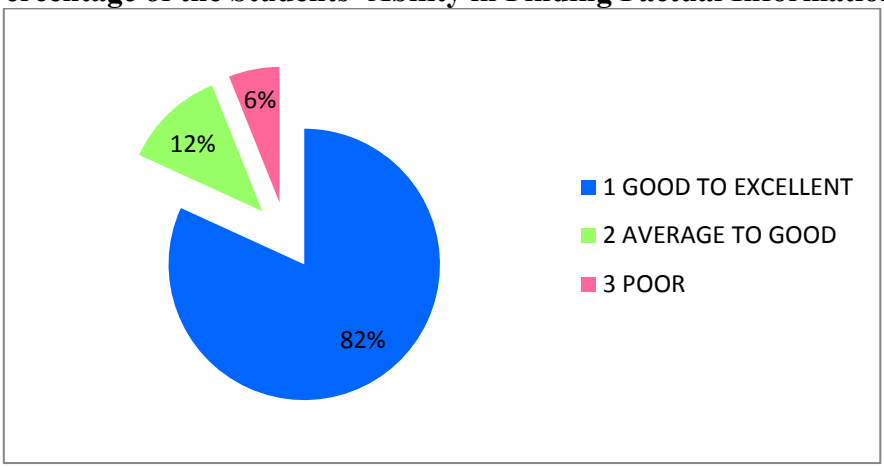

Figure 2 shows the percentage of the students' ability in finding factual information indicates that the students' ability in finding factual information in some level is in different numbers. The highest number that students can gain is in the level of good to excellent, it is 82% of students. Then the level average to good, it is 12% of students. For the poor level, it is only 6% of students.

Figure 3
Percentage of the Students' Ability in Finding Contextual Meaning

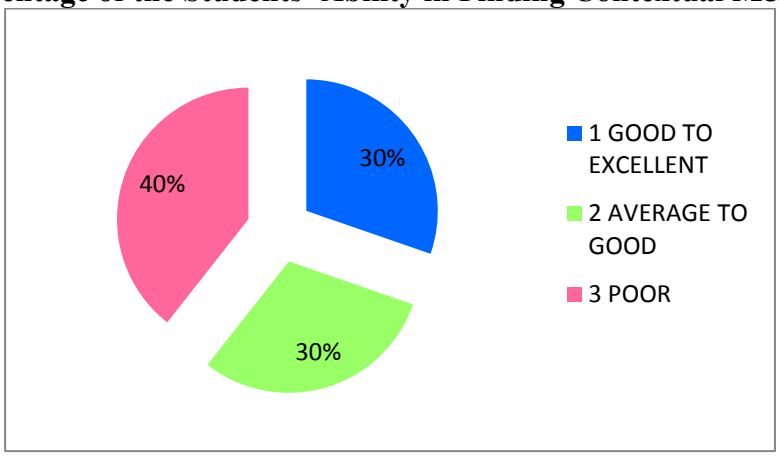

Figure 3 shows the percentage of the students' ability in finding contextual meaning in all level is in different numbers. The highest number that students can gain is in the level of poor; it is 40% of students (13 students). In other hand, in good to excellent level and average to good level are 30% of students (each of them are 10 students).

Figure 4
Percentage of the Students' Ability in Finding Reference

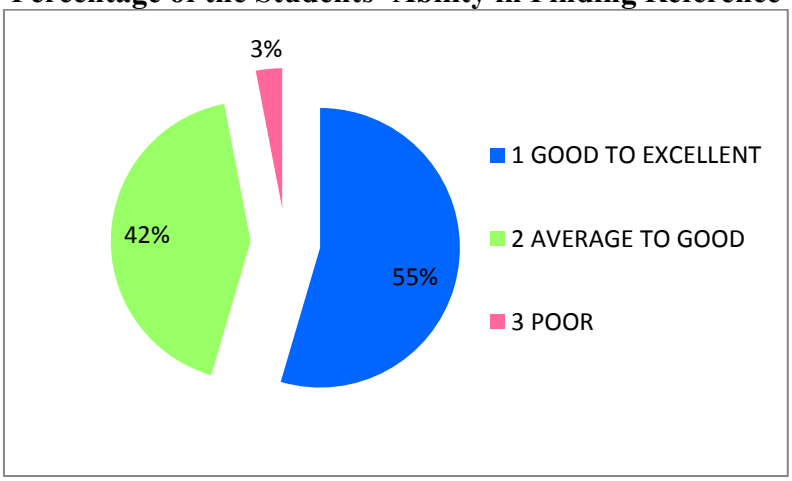

Figure 4 shows the percentage of the students' ability in finding reference in all level is in different numbers. The highest number that students can gain is in the level of good to excellent; it is 55% of students (18 students). For the average to good level, there are 42% of students (14 students). In other hand, in poor level are only 3% of students (1 student).

Figure 5
Percentage of the Students' Ability in Finding Restatement

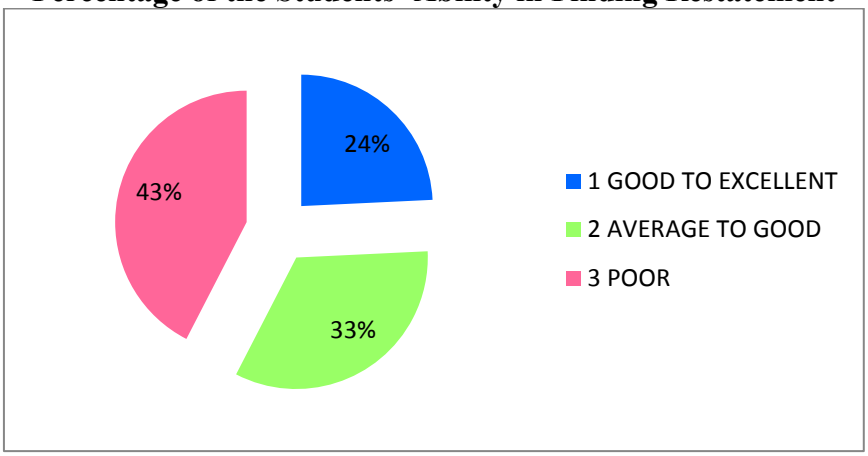

Figure 5 shows the percentage of the students' ability in finding restatement in all level is in different numbers. The highest number that students can gain is in the level of poor; it is 43% of students (14 students). In other hand, in good to excellent level are only 24% of students (8 students). For the average to good level, there are 33% of students (11 students).

Figure 6
Percentage of the Students' Ability in Finding Generic Structure of Narrative Text

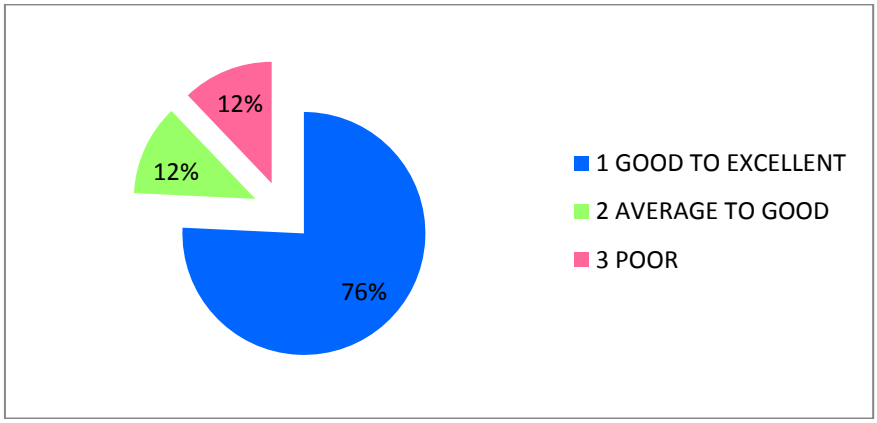

Figure 6 shows the percentage of the students' ability in generic structure of narrative text in all level is in different numbers. The highest number that students can gain is in the level of good to excellent; it is 76% of students (25 students). In other hand, in good to excellent level and poor level are only 12% of students (5 students each of them).

Figure 7
Percentage of the Students' Ability in Finding Language Features of Narrative Text

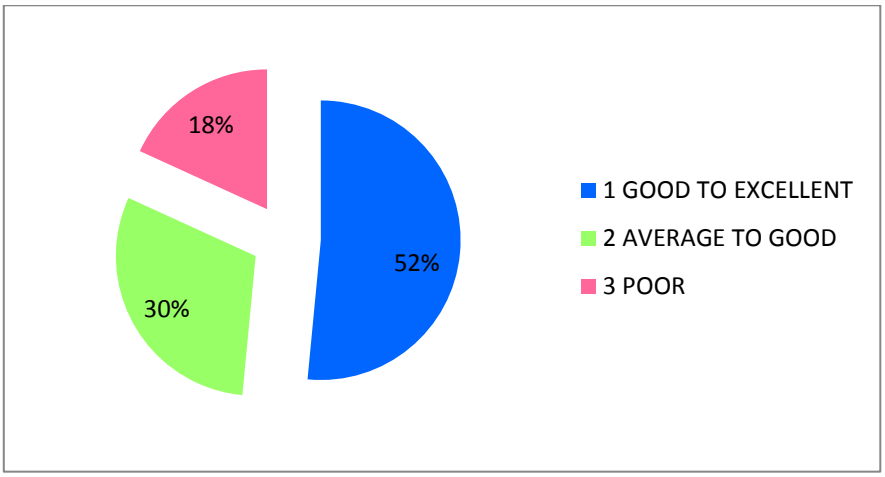

Figure 7 shows the percentage of the students' ability in finding language features of narrative text indicates is in different numbers. The highest number that students can gain is in the level of good to excellent; it is 52% of students (17 students). Then, in good to excellent level are 30% of students (10 students). In other hand, there are only 18% of students (6 students) in poor level.

Based on the analysis of the data, the ability of the students in comprehending narrative text was at average to good level. Moreover, by comparing the ability of the students per type of questions, it can be concluded that finding restatement questions was the most difficult questions for the first year students of SMAN 1 Banuhampu. It was assumed that the motivation of the students in reading activity was low because of reading is boring activity in their mindset. In addition, the students might lack of practice for reading which made the students difficult in reading.

Based on the findings of the research, the formulation of the problem "How is the Ability of the First Year Students of SMAN 1 Banuhampu in Comprehending Narrative texts?" has been proved at level of average to good.

CONCLUSIONS AND SUGGESTIONS

Based on the findings of the research, it can be concluded that the students' ability in comprehending narrative text at the first year of SMAN 1 Banuhampu is in average to good level. The mean score of the students was 72.12. The highest score was 89 and the lowest score was 54. In detail, the students' ability in comprehending narrative text for the seven components can be concluded that the students' ability is in level of good to excellent (finding factual information and generic structures of narrative text), average to good (finding main idea, reference and language features of narrative text) and in level of poor to average (finding contextual meaning and restatement). There is a different in terms of mean score from some components. The most difficult component in comprehending narrative text is in finding restatement, with the mean score 56.96. Then, the easiest aspect is in finding factual information with the

mean score 85.45. Then, the students' mean score in terms of finding main idea is 76.96 and finding contextual meaning is 57.57. The students' mean score in terms of finding reference is 73.33. And the students' mean score in terms of finding generic structure of narrative text is 81.21. The last, the students' mean score in terms of finding language features of narrative text is 73.33.

Related to the findings, there are some suggestions for the students; students should learn the seven components in comprehending narrative text that will help them in comprehending others reading texts. In finding main idea, the students need to understand how the paragraph develops and get the important point of the text. In finding factual information, the students recommended to be able to scan specific details information of the texts. In finding the contextual meaning, the students have to develop their guessing ability to the word which is difficult with them, by relating the close meaning of difficult words to the text. In finding reference of words, the students should be able to identify the words to which they infer. In finding restatement, the students allow to understand the implicit meanings of information in the text and how to restate them. In finding generic structures of the text, students suggested to know the frameworks that construct the text. In finding language features of the text, students ought to identify what are the features of language that is used in the text.

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