A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 XIII KOTO KAMPAR IN COMPREHENDING NARRATIVE TEXTS

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Abstract: *This descriptive research was aimed at finding out how the ability of the second year students of SMAN 1 XIII Koto Kampar in comprehending narrative texts.The design of the research was one class for try out test and one class for real test. The population was the second year students at second semester of academic year 2016/2017. The sample was 29 students of class XI IPS 1 which were chosen by usinglotre. The data were collected by giving 8 narrative texts in form 40 multiple choices. The results of the data analysis showed that the mean score of the students' ability in compreheneding narrative texts is 64,48. It means that the ability of the second year students of SMAN 1 XIII Koto Kampar in comprehending narrative texts categorized into good level.*

PENELITIAN KEMAMPUAN SISWA TAHUN KEDUA SMAN 1 XIII KOTO KAMPAR DALAM PEMAHAMAN TEKS NARASI

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui bagaimana kemampuan siswa tahun kedua SMAN 1 XIII Koto Kampar dalam pemahaman teks narasi. Desain penelitiannya adalah satu kelas untuk tes try out dan satu kelas untuk real test. Populasi penelitianya adalah siswa tahun kedua pada semester dua tahun ajaran 2016/2017. Sampel penelitiannya adalah 29 siswa dari kelas XI IPS 1 yang terpilih dengan menggunakan lotre. Data dikumpulkan dengan pemberian 8 teks narasi dalam bentuk pertanyaan ganda. Hasil analisis data menunjukkan bahwa nilai rata-rata tes adalah 64,48. Itu dapat disimpulkan bahwa kemampuan siswa tahun kedua SMAN 1 XIII Koto Kampar dalam pemahaman teks narasi dikategorikan bagus.

Kata Kunci: Kemampuan, Pemahaman Membaca, Teks Narasi.

INTRODUCTION

There are many languages in our life. One of them is English. Nowadays, English is a very important language in the world, because English is an international language. As an international language, English plays an important role in many fields. Such as in education, in technology, in politics, in economy, in arts, etc. Therefore, developed and developing countries have the same idea that English as an international language needs to be learnt.

Realizing the importance of English, Indonesia as one of developing countries puts English as a compulsory subject in its educational curriculum. The government hopes by learning English, Indonesian human and natural resources can be developed. Therefore, English becomes first foreign language that should be taught formally to all Indonesian students, starting from Junior High School (SMP) up to university.

Based on real situation, learning English is not easy for Indonesian students. Because we know that Indonesian students are expected to be able to learn four language skills. Four language skills are listening, speaking, writing and reading. The receptive skills use in language acquisition: listening and reading enable the productive skills: speaking and writing (Scrivener: 2002)

These skills have great contribution in learning language. One of the skills is reading. Reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader (Nunan: 2000). Silberstain (2002) also describes reading is defined as a complex information processing skill in which the reader interacts with text so as to recreate meaningful discourse. It means reading is an activity that reader gets information and knowledge from the writer. Information and knowledge in a text will not be acquired unless by reading comprehension. To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively. There are many students don't understand what they read. 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 idea's written by the author and bring comprehension with them.

Narrative text is one of the text types that should be learned by students. Narrative text is interesting text and the students can learn from it. The purpose of narrative text is to entertain, to tell a story or to provide literary experience. So, students interest to read this text. Sudarwati and Grace (2007) state that narrative text deals with complication and problematic events which lead to a crisis and in turn finds a resolution. Based on the School Based Curriculum (2006), narrative text is a kind of text that the second year students of senior high school must learn it. In learning narrative text, the students are expected able to identify the topic, main idea, and generic structures of narrative text. Narrative text is very suitable to train the students' comprehension when reading. Students will be attracted to the readings that are full of stories and imagination and not as boring as narrative text. Through narrative texts, the students will be very easy to

understand the content of the reading material he was reading through the interest of the text.

The research question of this research was as in the following: How is the ability of the second year students of SMAN 1 XIII Koto Kampar in comprehending narrative texts?

METHODOLOGY

This is a descriptive research. According to Kountur (2004), descriptive research is a research which describes a condition of the research objects purely without giving any actions towards the population.

The population of this research was all the second year students of SMAN 1 XIII Koto Kampar in the academic year 2016/2017. There are four classes and the number of population is 109 students.

Table 1 The Population of the Research

Classes	Total of Students
XI IPA	20
XI IPS 1	29
XI IPS 2	30
XI IPS 3	30
Total: 10 classes	**Total students : 109**

Gay (1990) states that if the population is more than 100 persons, the sample is only taken 15% in minimum of them. The way to determine one of the classes as the sampling class, the writer will use the lottery technique. One class as try out class and the other as the class for data analysis. In doing this research, the test was given to the students. The test consisted of eight texts. The test was in the form of multiple choice with 40 items. Before give the real test, the writer give the try out test first. This test aim to know the reliability and validity of test.

The classification of students' scores by Harris (1986) were used to classify the students' score in comprehending the texts.

Table 2 The Classification of Students' Score

No	Test Score	Reading Comprehension Level
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very Poor

(Adopted from: Harris, 1974)

RESULTS AND DISCUSSIONS

Results

There are 29 students as the sample of this research and they are required to answer 40 multiple choices type of questions. The students who answer the question correctly got one (1) point for each question. However, if they can not answer it, they got zero (0) for each question. Then, the individual score are calculated by dividing correct answer by the total number of items and then multiplied by a hundred.

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

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

$$M = \frac{1870}{29} = 64,48$$

M = Mean score
X= Correct answer
N = Number of items

So, the mean score of the students was 64,48 is categorized into good level. Table 2 shows that the highest score of the students is 95 and the lowest score is 50.

Table 3
Students' Individual Score in Comprehending Narrative Texts

Students	Number Of Items	Correct Answer	Score	Level of Ability	Total	Percentage
1	40	38	95	Excellent	3	10,35%
2	40	33	82,5	Excellent		
3	40	33	82,5	Excellent		
4	40	30	75	Good	15	51,72%
5	40	28	70	Good		
6	40	28	70	Good		
7	40	27	67,5	Good		
8	40	27	67,5	Good		
9	40	27	67,5	Good		
10	40	27	67,5	Good		
11	40	26	65	Good		
12	40	26	65	Good		
13	40	26	65	Good		
14	40	26	65	Good		
15	40	25	62,5	Good		

16	40	25	62,5	Good		
17	40	25	62,5	Good		
18	40	25	62,5	Good		
19	40	24	60	Mediocre	11	37,93%
20	40	24	60	Mediocre		
21	40	24	60	Mediocre		
22	40	24	60	Mediocre		
23	40	23	57,5	Mediocre		
24	40	22	55	Mediocre		
25	40	22	55	Mediocre		
26	40	22	55	Mediocre		
27	40	21	52,5	Mediocre		
28	40	20	50	Mediocre		
29	40	20	50	Mediocre		
N = 29	Total	748	1870	Good		
		Avarage score : 64,48				

From table 3, 3 students (10,35 %) are categorized into excellent level, 15 students (51,72 %) are categorized into good level, 11 students (37,93 %)   are categorized into mediocre level. The researcher shows the mean score of components reading in table 4:

Table 4
The Classification of Components in Comprehending Narrative Text

Components of Reading	**Mean Score**	**Level of Ability**
Finding Main Idea	68,28	Good
Identifying Inference	53,1	Mediocre
Finding the Meaning of Vocabulary	71,72	Good
Finding Factual Information	70,34	Good
Identifying Reference	66,2	Good
Finding Generic Structure	53,79	Mediocre
Finding Language Feature	62,76	Good
Finding Social Function	62,76	Good

Table 4.10 shows that from 8 components of reading comprehension, the mean score in terms of Finding Main Ideas (68,28) is categorized into good level, the mean score in terms of Identifying Inference (53,1) is categorized into mediocre level, the mean score in terms of Finding the Meaning of Vocabulary (71,72) is categorized into good level, the mean score in terms of Finding Factual Information (70,34) is categorized into good level, and mean score in terms of Identifying Reference (66,2) is categorized into good level. Table 4.10 shows that the most difficult aspect in reading comprehension is in terms of Identifying inference, with the mean score 53,1.

Discussions

Based on the finding and the presentation of data, the researcher found the answer of the resesarch question : "How is the ability of the second year students of SMAN 1 XIII Koto Kampar in comprehending narrative texts?". In comprehending narrative texts test, the mean score of the students is 64,48. It can be seen from the table 4.1 on the previous page. 3 students are catetorized into excellent level. It means that they can comprehend the texts very well. 15 students are categorized into good level. It means they have good ability in comprehending narrative texts. 11 students are categorized into mediocre 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 is identifying inferences. It can be seen from table 4.10 where the mean score from this type of questions is 53,1. On the other hand, the easiest aspect for the students was in finding the meaning of vocabulary. It can be seen from table 4.10 where the mean score from this type of questions is 71,72.

Based on description above, the researcher analyzed that the second year students can guess vocabulary from the text well because they have good score in finding the meaning of vocabulary. In reading, students' vocabulary mastery affected their ability in comprehending and 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 second year students of SMAN 1 XIII Koto Kampar is categorized into good level with mean score 64,48.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The research has set out to examine the ability of the second year students of SMAN 1 XIII Koto Kampar in comprehending narrative texts. Based on the data analysis in chapter IV, 29 students of SMAN 1 XIII Koto Kampar who participated in this research. 3 students (10,35%) are categorized into excellent level, 15 students (51.72%) are categorized into good level, 11 students (37,93%) are categorized into mediocre. After that, the researcher found out that the mean score of the students ability in comprehending narrative text is 64,48. It means that the students ability in comprehending narrative texts is categorized into good level.

In addition, the mean score finding main ideas (68,28) is classified into good level, the mean score of identifying inferences (53,1) is classified into mediocre level, the mean score of finding the meaning of vocabulary (71,72) is classified into good level, the mean score of finding factual informations (70,34) is classified into good level, and mean score of identifying references (66,2) is classified into good level. The most difficult aspect in reading comprehension is identifying inferences with the mean score 53,1.

Recommendations

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 inference. It is because the students got the lowest score in that term. The second, 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.The last, other researchers are recommended to conduct this research in other skills such as in speaking, listening and writing.

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