

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP N 1 KUBU IN COMPREHENDING NARRATIVE TEXTS

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Abstract : *This study aimed to describe Student's ability in compehending narrative text of the second year students of SMPN 1 Kubu. This descriptive research took place in SMP N 1 Kubu from April-Mei 2017. The population were about 90 students. The characters of the population are homogen in term of academic and age factors. The sample consisted of two clases, try out classs and sample class. Try out class consisted of 30 students and 30 students from sample class. In this research,the try out test aimed at acknowledging the validity of the test. The cluster random strategies technique was choosen due to that every class has equal ooportunity to be a sample group. The time allocation to administer the try out test and the revised test was 60 minutes for each of them. The data were analyzed by calculating the students' score individually and finding out the mean of the score. The students' scores were classified into five level mastery. They are: very poor, poor, mediocre, good and excellent. Based on the data analysed of this research, the students' ability in comprehending narrative text at second year students of SMP N 1 Kubu was in mediocre level. Meanwhile, the mean score of the whole students' scores was 59. The implication of the finding is that the second year students of SMP N 1 Kubu were able enough at comprehen narrative text.*

Key Word : *Students' Ability, Comprehending Narrrative Texts*

PENELITIAN TENTANG KEMAMPUAN SISWA KELAS DUA SMP N 1 KUBU DALAM MEMAHAMI TEKS NARATIF

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Abstrak : Penelitian ini bertujuan untuk memberi gambaran tentang kemampuan siswa dalam memahami teks naratif di SMP N 1 Kubu . Penelitian deskriptif ini bertempat di SMP N 1 Kubu pada siswa tahun kedua di SMP N 1 Kubu dari bulan April sampai bulan Mei tahun 2017. Populasi ini diambil berdasarkan persamaan umur dan pendidikan. Sample terdiri dari 2 kelas, kelas uji coba dan kelas uji akhir. Masing - masing kelas terdiri dari 30 siswa. Dalam penelitian ini, kelas uji coba bertujuan untuk mengetahui keakuratan soal. Dalam pemilihan kelas digunakan strategi cluster random. Waktu yang disediakan masing - masing 60 menit. Data dianalisa dengan mengkalkulasikan nilai siswa secara individual dan menentukan nilai tengahnya. Nilai siswa dikelompokkan menjadi lima level; yaitu sangat jelek, jelek, cukup, bagus dan sangat bagus. Berdasarkan hasil penelitian, kemampuan siswa dalam memahami teks naratif di tahun kedua dari SMP N 1 Kubu berada di level cukup. Sementara itu, nilai skor dari keseluruhan nilai siswa adalah 59. Ini menunjukkan bahwa kemampuan siswa SMP N 1 Kubu cukup bagus dalam memahami teks naratif.

Kata Kunci: Kemampuan Siswa, Memahami Teks Naratif

INTRODUCTION

This research was designed to describe the students' ability in comprehending narrative text at second grade of SMP N 1 Kubu. Based on the result of interview that writer did toward English teacher and the students at SMP N 1 Kubu, it was found that most of the students got confusing in comprehending texts, not only in comprehending narrative text, but also in comprehending other reading texts. The students often faced problem in comprehending text. The purpose of this research was to found out how the students' ability in comprehending narrative text at the second year of SMP N 1 Kubu.

Walker (2000) defines reading as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response. It means that reading is activity of reader takes part in a conversation with the author through the text as media.

According to Alshumaimeri (2011), reading is a crucial skill in learning and communication. Current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities. Reading methods include reading silently, reading using sub vocalization (forming the sounds of the words while reading silently), and reading orally to oneself. Reading ability is acquired through practice, not through educational settings or teaching methods. If the teacher uses good methods in teaching reading to the students, but if the students never practice, it means nothing. Students will have good ability in reading if they practice as often as possible.

Reading in English is a great way to improve English. Reading is an activity to get some information from the text. Kennet (2009) says that reading in English is like reading in our native language. This means that it is not always necessary to read and understand each and every word in English. There are four types of strategies and skills that use in reading in every language. They are skimming, scanning, extensive reading and intensive reading.

According to Hornby (1974), comprehension is an excessive aimed at improving or testing one's understandings of a language whether written or spoken. Besides that, comprehension has the same meaning as understanding. It can be explained that comprehension is the ability to understand meaning in a text and also the writer's idea. Readers should have more concentration in reading activity in order to get better understanding. It is not guarantee that when readers have known the meaning of the words, they can comprehend the text.

Glenberg (2011) states that comprehension is related to action: understanding a situation or a text means that the understanding can be used to guide effective action, and that this definition holds whether one is understanding situations, dialogue, or text. Furthermore, because understanding guides literal action, understanding is closely related to bodily abilities. Reading comprehension is embodied when understanding text, the words and phrases are indexed to embody.

Hong (2007) says that reading comprehension is construction of meaning from printed or written message. It means that the reader constructs the meaning of a text through reading the text. Understanding the meaning of the text or having good comprehension in reading is factor to be successful. He adds that there are many factors influencing reading comprehension such as reader's characteristics, nature of reading materials, and reading tasks, etc.

According to Harmer (1998), reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English. This means that students are expected to be able to understand English textbook that they are reading. In this case reading skill is needed by learners of English language.

Klinger, *et al* (2007) says that reading comprehension is a multi component, highly complex process that involve many interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the writer become one mind and the concepts are translated from one person to another. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then the reader uses his/her background knowledge to construct the writer's messages.

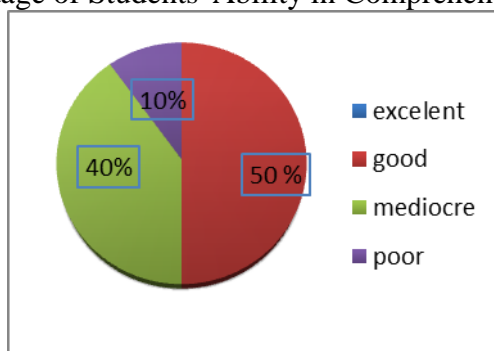
There are some components in reading comprehension. King and Stanley (1989) state that there are five components that may help the students to read carefully: First is finding factual information. Finding factual information requires readers to scan specific details. The factual information questions generally appear with WH question word. Second is finding main idea. Finding the Ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Third is meaning of difficult word. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Forth is identifying references. It would be boring to have and repeat the some word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. References words are very frequently in terms of pronoun such as; it, she, he, this, etc. Fifth is finding restatement. Restatement is the way to say something again in different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within single sentence.

FINDINGS AND DISCUSSION

Findings

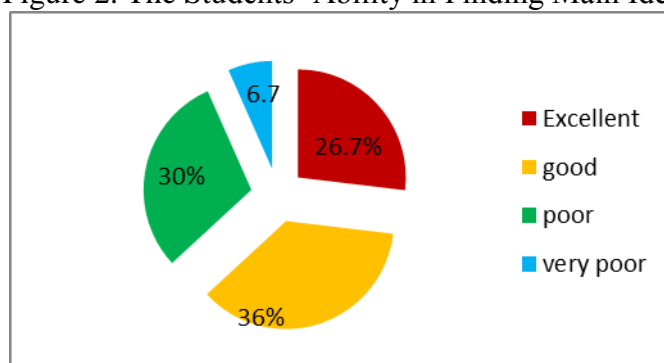
The objective of this research is to find out the students' ability in comprehending narrative text at second year of SMP N 1 Kubu. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (VIII2), the test tried out to some population that had been chosen as the try out class (VIII3). The validity and reliability was known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). From the try out test, there were there were 6 items that rejected. The writer revised them. The test is reliable to give to sample class. The data from sample class analyzed and categorized into eight components. It also classified into four levels of mastery.

Figure 1. Percentage of Students' Ability in Comprehending Narrative Text



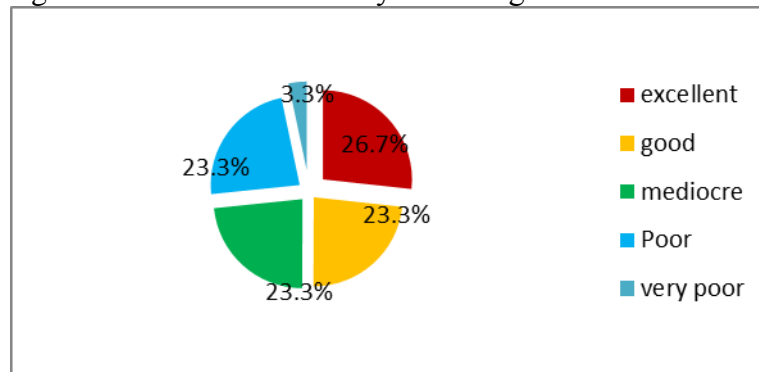
The figure shows that The students' scores and their level of ability are varied. From 30 students, 12 students (**40%**), are in mediocre level and 3 students (**10%**) are in very poor level. The mean score of the second grade students of SMP N 1 Kubu in comprehending Narrative text is 59.

Figure 2. The Students' Ability in Finding Main Idea



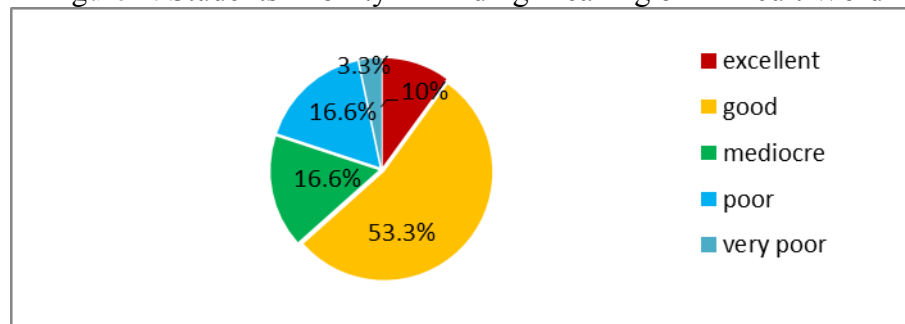
As seen from the figure 2, the students' scores and their level of ability in finding main idea are various categories. From 30 students, 8 students (26.7%) get the score of 100. In other words, they are in excellent level. There are 11 students (36.6%) get the score of 67.7 (good level). But, there is no student (0%) is in mediocre level. Then, there are 9 students (30%) get the score of 33.3 (very poor level) and 2 students (6.6%) get the score of 0. It means that the 2 students (6.6%) are in very poor level. The mean score of the students' scores in finding main idea is 61.1.

Figure 3. The students' ability in finding factual information



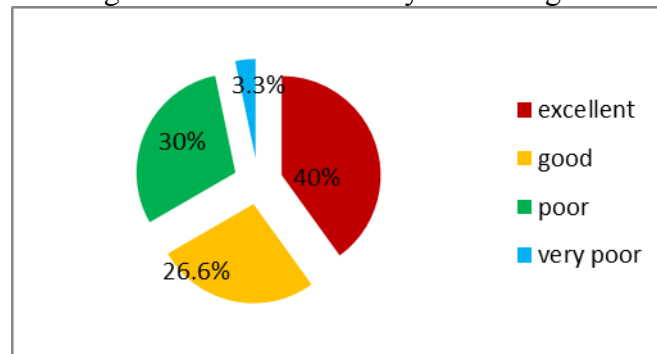
As can be seen from the figure 3, the students' scores and their level of ability in finding factual information are various groups. From 30 students, 2 students (6.6%) get the score of 100 and 6 students (20%) get the score of 83.3. In other words, the 8 students (26.6%) are in excellent level. There are 7 students (23.3%) get the score of 66.7 (good level). There are 7 students (23.3%) get the score of 50; it means that the students are in mediocre level. Then, 7 students (23.3%) get the score of 33.3 (poor) and 1 student (3.3%) get the score of 0 (very poor level). The mean score of the students' scores in finding factual information is 58.3

Figure 4. Students' Ability in Finding Meaning of Difficult Word



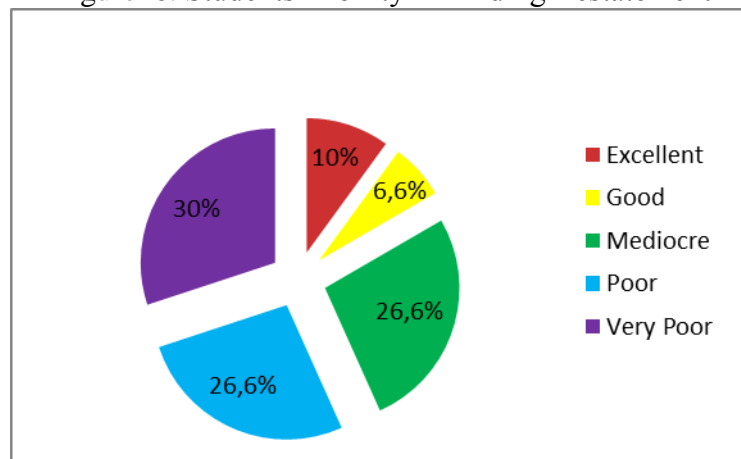
As shown from the figure 4, most students are in good category. From 30 students, 3 students (10%) get the score of 100; they are in excellent level. There are 16 students (53.3%) get the score of 75. In other words, they are in good level. There are 5 students (16.6%) get the score of 50 (mediocre level). Then, 5 students (16.6%) get the score of 25 (poor) and 1 student (3.3%) get the score of 0 (very poor). The mean score of the students' scores in finding meaning of difficult word is 62.5.

Figure 5. Students' Ability in Finding Reference



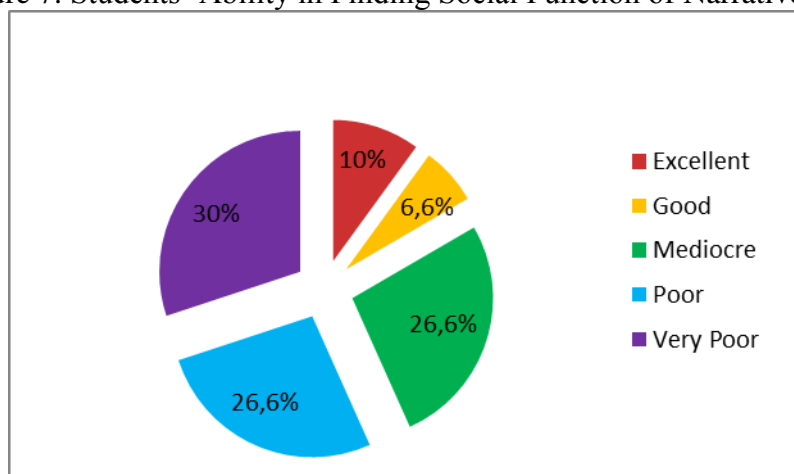
The figure 5 presents that the most students are in excellent category. From 30 students, 12 students (40%) get the score of 100; they are in excellent level. There are 8 students (26.6%) get the score of 66.7. In other words, they are in good level. There are 9 students (30%) get the score of 33.3 (poor level). Then, 1 student (3.3%) get the score of 0. It means that the student is in very poor level. The mean score of the students' scores in finding reference is 67.7.

Figure 6. Students' Ability in Finding Restatement



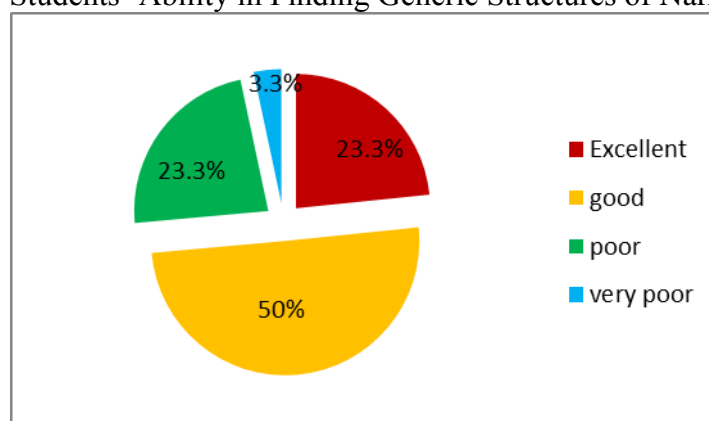
Based on the figure 6, students' ability in finding restatement is in many levels. From 30 students, 3 students (10%) get the score of 100; they are in excellent level. There are 2 students (6.6 %) get the score of 80. In other words, they are in good level. There are 8 students (26.6%) get the score of 60 (mediocre level). 8 students (26.6%) get the score of 40 (poor) . Then 5 students (16.6%) get the score of 20 and 4 students (13.3%) get the score 0. It means that the 9 students (30%) are in very poor level. The mean score of the students' scores in finding restatement is 45.3

Figure 7. Students' Ability in Finding Social Function of Narrative Text



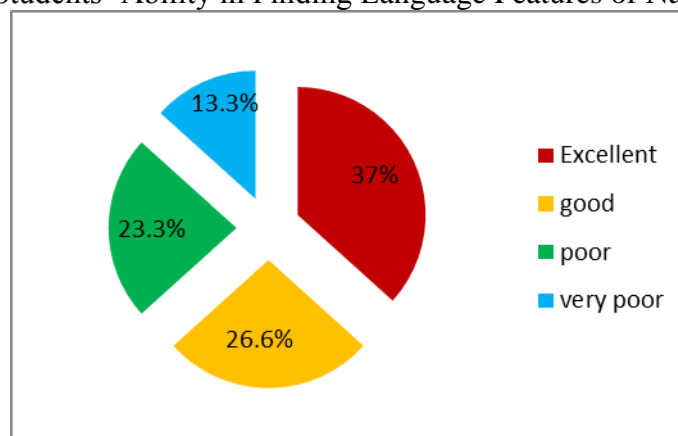
Referring to the figure 7, the students' scores and their of ability in finding social function of narrative text vary. From 30 students, 3 students (10%) get the score of 100; they are in excellent level. There are 2 students (6.6%) get the score of 80. In other words, they are in good level. There are 8 students (26.6%) get the score of 60 (mediocrelevel). Then, there are 8 students (26.6%) get the score of 40(poor level).5 students (16.6%) get the score of 20 and 4 students (13.3%)get the score of 0 . It means that the 9 students (30%) are in very poor level. The mean score of the students' scores in finding social function of Narrative text is 45.3.

Figure 8. Students' Ability in Finding Generic Structures of Narrative Text



The figure 8 shows that the students' scores and their level of ability in finding generic structures of narrative text are varied. From 30 students, 7 students (23.3%) get the score of 100; they are in excellent level. There are 15 students (50%) get the score of 66.7. In other words, they are in good level. There is no student (0%) is in very poor to mediocrelevel. Then, 7 students (23.3%) get the score of 33.3 (poor level) and 1 student (3.3%) get the score of 0. It means that the student is in very poor level. The mean score of the students' scores in finding generic structures of narrative text is 64.4.

Figure 9. Students' Ability in Finding Language Features of Narrative Text



The above figure (figure 9) shows that the students' scores and their level of ability in finding language features of narrative text are in different levels. From 30 students, 11 students (36.6%) get the score of 100; they are in excellent level. There are 8 students (26.6%) get the score of 66.7. In other words, they are in good level. There is no student (0%) is in mediocre level. Then, 7 students (23.3%) get the score of 33.3 (poor) and 4 students (13.3%) get the score of 0 (very poor level). The mean score of the students' scores in finding language features of narrative text is 62.2.

DISCUSSION

As it has been discussed in the previous chapter, the questions related to the students' ability in comprehending narrative text at the second year students of SMP N 1 Kubu. The students' ability was in mediocre level. It can be seen from the mean score of the students which is 59. Among 30 students, The highest number that students can gain is in the level of good level; it is 50% of students. It means that most of them (15 students) can pass the test. This number is quite different from the level of mediocre. In the mediocre, there are 40% of students (12 students). There are 10% of students (3 students) in poor level.

The components are in two levels of ability, good and mediocre level. Most of the components is in good level, except in Finding factual information, finding restatement, and Finding social function are in mediocre level. The most difficult component in comprehending narrative text is in finding restatement, with the mean score 45.3. Then, the easiest aspect is in finding reference with the mean score 67.7. Then, the students' mean score in terms of finding main idea is 61.1. Meaning of difficult word is 62.5. The students' mean score in terms of finding factual information is 62.5. And the students' mean score in terms of finding social function of narrative text is 57.7. the students' mean score in terms of finding generic structure text is 64.4. The last, the students' mean score in terms of language features of narrative text is 62.2.

CONCLUSION AND RECOMMENDATION

Conclusion

This research was needed to analyze students' ability in comprehending narrative text at the second year of SMP N 1 Kubu. The objective of the research is to find out the second year students' ability in comprehending narrative text at the school. Based on the result finding, most of the students are in mediocre level. It shows that the students' ability in finding the components to comprehend the text is can understand by the students and they were fall into mediocre level (50-59). The mean score of the whole students' scores in comprehending narrative text is 59.9. In conclusion, the students' ability in comprehending narrative text at the second grade of SMP N 1 Kubu is in mediocre level. The most difficult aspect in comprehending narrative text is in finding restatement, with the mean score 45.3. Then, the easiest aspect is in finding reference, with the mean score 67.7. The mean score in terms of finding main idea is 61.1. The mean score of factual information is 58.3. The mean score of meaning of difficult word is 62.5. The mean score in terms of finding social function of the text is 57.7. The mean score in terms of finding generic structures 64.4. And the mean score of language features of the text is 62.2.

Recommendation

Some recommendations are proposed to various parties; English teacher and students. First, the teacher should know the student's ability in comprehending the text and observe the students' difficulty to upgrade the teaching strategies in giving explanation and exercises about comprehending reading texts, especially narrative text. The teacher needs to apply some reading strategies that which are suitable for the students. The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. The teacher also needs to apply some reading strategies that which are suitable for the students. Then, the students should learn the eight components in comprehending narrative text that will help them in comprehending others reading texts. In additions, students need to enjoy reading activity because there will be many advantages that they can get. They can start reading activity through reading a narrative text which can improve their knowledge.

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