

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMK N 1 BENAI IN COMPREHENDING NARRATIVE TEXTS

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Abstract: *This study seeks to the ability of the second year students of SMK N 1 Benai comprehending narrative text. It is a descriptive research carried at from March-April 2018. There are five classes in this research. The population were 194 students, their characters are homogeneous in terms of academic achievement and age factors. The cluster random strategies technique was chosen due to that every class has equal opportunity to be a sample group. The sample consisted of two categories, try out class (XI AK 2) and sample class (XI TKJ 2). Try out class consisted of 42 students and 40 students from sample class. In this research, the try out test aimed at acknowledging the validity of the test. 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' scores, classified into five level mastery, such as very poor, poor, mediocre, good and excellent. Based on the analyzing data of this research, the students' ability in comprehending narrative text at second year students of SMK N 1 Benai was in mediocre level. Meanwhile, the mean score of the whole students' scores was 5.81. The implication of the finding is that the second year students of SMK N 1 Benai is able enough at comprehend narrative texts.*

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

PENELITIAN TENTANG KEMAMPUAN SISWA KELAS DUA SMK N 1 BENAI DALAM MEMAHAMI TEKS NARATIF

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Abstrak: Penelitian ini mencari tentang kemampuan siswa dalam memahami teks naratif di SMK N 1 Benai. Penelitian deskriptif ini bertempat di SMK N 1 Benaidari bulan Maret sampai April 2018. Populasi ini diambil berdasarkan persamaan umur dan pendidikan. Sample terdiri dari 2 kelas, kelas uji coba(XI AK 2)terdiri dari 42 siswa dan kelas uji akhir (XI TKJ 2) terdiri 40 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 SMK N 1 BENAI berada di level cukup. Sementara itu, nilai skor dari keseluruhan nilai siswa adalah 58.1. Ini menunjukkan bahwa kemampuan siswa SMK N 1 BENAI 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 year students SMK N 1 Benai. Based on the result of interview that writer did toward English teacher and the students at SMK N 1 Benai, 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 find out how the students' ability in comprehending narrative text at the second year of SMK N 1 Benai.

Mikulecky and Linda Jeffries (1996:1) state that by reading students will find a lot of new words. It means that, reading is still the main way for students learn new things and gain information. In addition, reading can develop creative side of students in imagination. Harrison (2004:3) states that reading determines how students are able to think, that it has a fundamental effect on the development of the imagination. Furthermore, Nunan (2005:69) defined that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge.

Reading is a process to make connections between what is already known. In line with the statement, Nunan (2003) said that reading is a process of readers combining information from a text and their own background knowledge to build meaning.

Based on the syllabus and 2013 curriculum the students learn various kinds of texts such as; narrative text, report text, descriptive text, analytical exposition, and procedure text. The genres are too general, so in this research the writer chooses narrative texts because based on observation in English class in SMK N 1 Benai.

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 main idea 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. Fourth is identifying references. It would be boring to have and repeat the same word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. Reference 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.

There are a lot of definitions about reading. Richard (2010: 483) he said that reading is the process by which the meaning of written text is understood. It means that reading is a process to get and to understand a message of a text. While, Nunan (2003:4) states that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. Furthermore, Snow and Chair (2002:11) defined reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that, Reading is the process of looking some written symbol and getting the

meaning from the written symbol. In other words, there is an interaction between reader and text when the readers are reading. The reader must connect their prior knowledge and the information in order to get a message of the text.

Reading is not a simple process. Reading is not only reading the words, sentences, or text. But, reading is not easy as it looks. In reading materials, readers need to pass lot of processes which are complex. Baker and Brown (2002) cited in Linda J. Dorn and Carla Sofas (2005:7) states that reading is a process involving a network of cognitive actions that work together to construct meaning. It means that, reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what readers read. In other words, reading needs several process of developing an understanding of textual materials which involve reader's background knowledge.

While, Westwood (2008:2) reading is the fundamental skill upon which all formal education depends. It means that, reading is a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text.

King and Stanley (2010:12) states that reading has five components contained in reading text. They are:

a. Factual information

Carmi (2012:21) states that factual information requires readers to scan specific details. The reader must be recognizing the factual information in detail such as person, place, events, and time.

b. Main idea

According to Wassman and Lee Ann Rinsky (2000:114) the main idea makes a particular statement or emphasizes a special aspect of the topic. The topic can be stated in a word or short phrase and may be often be mentioned or repeated over and over again, whereas the main idea is usually expressed as complete thought. Finding the main idea of the paragraph consists of many sentences. Selecting the main idea not only in the beginning of paragraph but also in the middle and at the end of paragraph. In short, finding main idea is important in reading.

c. Vocabulary

Reading will not receive without mastering vocabulary. By having an adequate knowledge of vocabulary, students can comprehend the text more easily. Riott (2008:80) states that vocabulary knowledge in students directly effect their later success in learning to read. It means that, vocabulary is important component that should be master to help readers be success in reading.

d. Reference

In order to avoid repeated words or phrase, authors use reference words. King and Stanley (2010: 12) states that recognizing reference words or phrases will help the readers to understand the reading passage.

e. Inference

King and Stanley (2010: 13) defines that inference is a skill where the readers have to be able to understand the text. The important thing is needed in reading is understanding. So, readers have to be able to understand the implications which are inferred by authors.

METHODOLOGY

This is a descriptive research. According to Noor (2012), descriptive research is describes an event, a phenomenon happening now. It means that descriptive research is related to the condition that occurs at the time, uses one variable or more and a investigate the fact. The research design that is described in this study relies on variable of research design, that is the mistake of narrative text. It is intended to find out the narrative text made by the second year students of SMK N 1 Benai, Kuantan Singingi.

The population of this research was the students of the eleventh grade at SMK 1 Benai. It had five classes. They were XI TKJ 1, XI TKJ 2, XI AK 1, XI AK 2, XI MP. The number of population was 194students. The specification of the population can be seen on the table belows:

Table 1
The Total Population of the eleventh grade of SMK N 1 Benai

| No. | Class | Population |
|-------|----------|------------|
| 1. | XI TKJ 1 | 39 |
| 2. | XI TKJ 2 | 40 |
| 3. | XI AK 1 | 38 |
| 4. | XI AK 2 | 42 |
| 5. | XI MP | 35 |
| Total | | 194 |

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

Table 2 The Classification of The Student's Score

| No | Score | Level of Ability |
|----|--------|------------------|
| 1 | 81-100 | Excellent |
| 2 | 61-80 | Good |
| 3 | 41-60 | Mediocre |
| 4 | 21-40 | Poor |
| 5 | 0-20 | Very Poor |

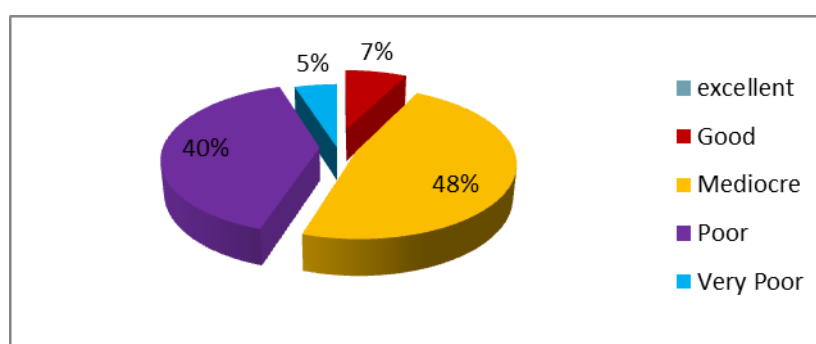
(Adopted from Harris, 1986)

FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the students' ability in comprehending narrative text at second year of SMK N 1 Benai. The data were collected by using multiple choice tests. Before the writer distributed the test to the sample class (XI TKJ 2), the test was tried out to some population that had been chosen as the try out class (XI AK 2). The validity and reliability were 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. On the other hand, any items will be rejected if the index of difficulty is below 0.30 (too difficult) and above 0.70 (too easy). The collected data were analyzed in order to get category of the students' ability in comprehending the narrative texts.

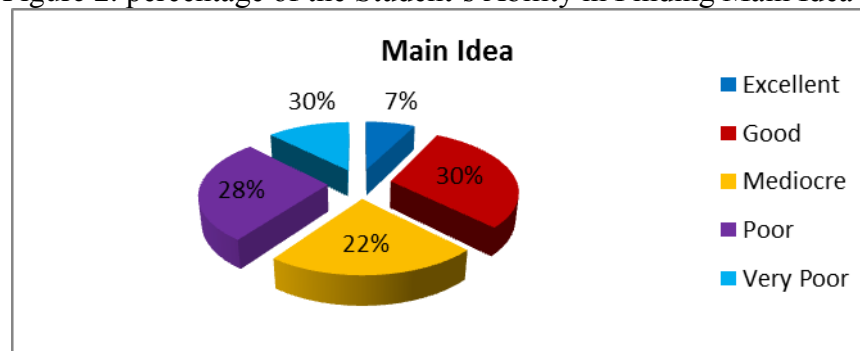
Figure 1 Percentage of Students' Ability in Comprehending Narrative Texts



The figure 1 shows that the students can be categorized into successful learners in comprehending narrative text in general (55 % - mediocre and good level). The biggest number is in mediocre level, while the smallest number is in poor level.

The following data explains about the percentage of the students' ability in finding main idea in narrative text. The detail information can be seen on figure 4.2.

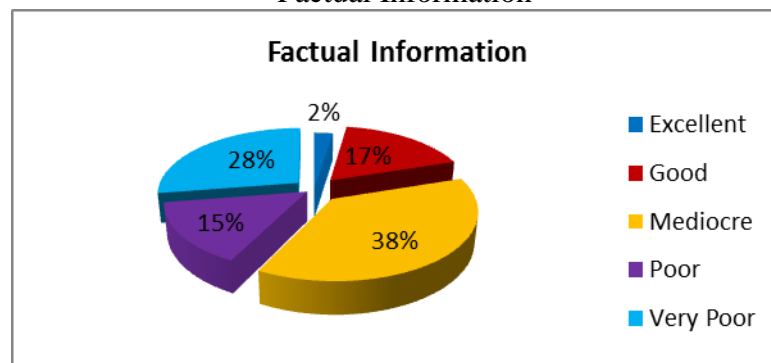
Figure 2. percentage of the Student's Ability in Finding Main Idea



From abovefigure, the students' ability in finding main idea shows that the ability of the studentsare various. There are five categories of the students' ability (Excellent, good, mediocre, poor, and very poor). The excellent level is only as big as 7% out the whole students. The biggest number in finding main idea is in the good level (30%).

Figure 3 tells about the percentage of the students' ability in finding factual information in narrative text. It can be seen on figure 3.

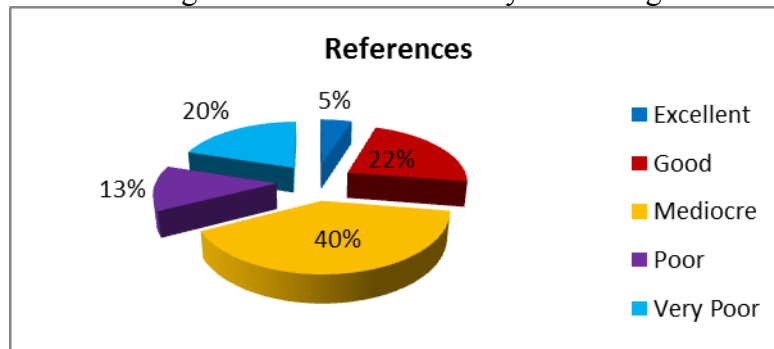
Figure 3 Percentage of the Students' Ability in Finding Factual Information



The above figure shows that the students can be categorized into successful learners in comprehending narrative text generally, 57 % (excellent, good, and mediocre level). On the other hand, 43% of the students are in poor and very poor level.

The following figure explains about the percentage of the students' ability in finding references can be seen onfigure 4.

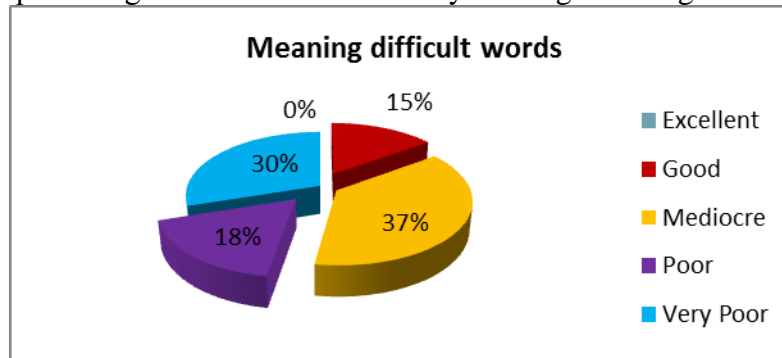
Figure 4 Percentage of the Students' Ability in Finding References



Based on figure 4, the percentage of students' ability in finding references shows that 62% of students are in good and mediocre level. Furthermore, 33% of students are in poor and very poor level. Meanwhile, only 5% students can be categorized into successful learners in excellent level.

The following figure shows about the percentage of students' ability finding meaning difficult words in narrative text. The detail information can be seen on the figure 5.

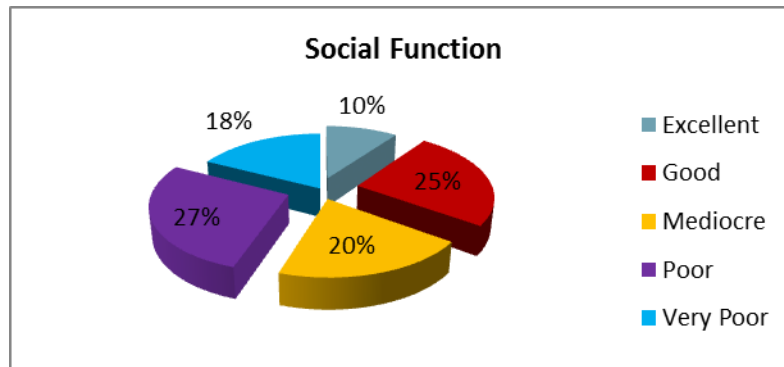
Figure 5 percentage of the Students' Ability Finding Meaning Difficult Words



As seen that the figure of the students' ability in finding meaning difficult words, the students can be categorized into unsuccessful learners in comprehending narrative text generally in excellent, poor, and very poor level (48%). The figure above shows that 52% of students are categorized in good and mediocre level.

The following data show about the percentage of the students ability in finding social function of narrative text. The detail information can be seen on figure 4.6.

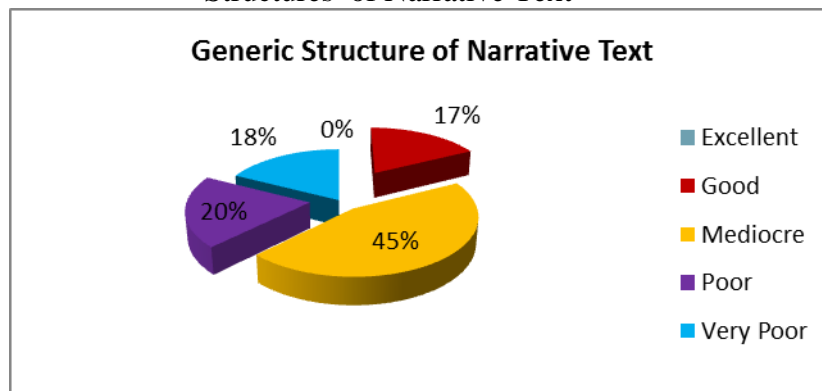
Figure 6 Percentage of the Students' Ability in Finding Social Function of Narrative Text



From the figure of percentage of the students' ability in finding social function, the students can be categorized into successful learners in comprehending narrative text generally in excellent, good, and mediocre level (55%). There are 48% of students are categorized in poor and very poor level of ability.

Based on data explain about percentage of the students ability in finding generic struture of narrative text. The detail information, can be seen on figure 4.7.

Figure 7 Percentage of the Students' Ability in Finding Generic Structures of Narrative Text



The avobe figure shows that the students can be categorized into successful learners in comprehending narrative text generally, 62% (excellent, good, and mediocre level). Then, the avobe figure state that 38% (poor and very poor level) of students can be categorized into succsessful learners in comprehending narrative text.

The students' mean score in each classification of question in comprehending narrative text can be seen in table below :

| Table 2 the Students' Mean Scores in Each Classification | | | |
|--|--|------------|------------------|
| No | The Classification of Question | Mean Score | Level of Ability |
| 1. | Finding main idea | 48.7 | Mediocre |
| 2. | Finding factual information | 25.5 | Poor |
| 3. | Finding references | 50.5 | Mediocre |
| 4. | Finding meaning difficult word | 22.1 | Poor |
| 5. | Finding social function | 32.0 | Poor |
| 6. | Finding generic structures of narrative text | 46.5 | Mediocre |
| Average | | 56.5 | Mediocre |

The above data explains about the students' mean score in each classification of comprehending narrative text. The mean score is 56.5 (Mediocre Level). It means that the ability of the students to comprehend the narrative text is not so high. In other words, most of them are still weak in various aspects of the text (finding factual information, finding meaning difficult words, and finding social function).

Discussion

Dealing with the data, presented in table 4.1 to table 4.8, they can be explain that the researcher found the answer of the research question : "How is the ability of the second year students of SMK N 1 Benai in comprehending narrative texts?". In comprehending narrative texts test, the mean score of the students is 56.5. It can be seen from the table 4.8 the students are categorized into mediocre level. It means that the students was not good enough in comprehend narrative text. In other words, there are the components the easiest is in finding reference with the mean 50.5 it is good level. Then, the students' mean score in term of finding main idea is 48.7 it is mediocre level, finding social function is 32.0 it is poor level. Next is in finding generic structure get mean scores 46.5 it is mediocre level. Finally, in finding meaning difficult word is 22.1 it is poor level.

From the result the data, it can be seen that scores from 40 students, it is 48 % of students. It means that most of them (19 students) can pass the test. The most difficult category in comprehending narrative text is terms of finding meaning difficult word and easiest category is term of finding reference.

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting research entitled *A study on the ability of the second year students of SMK N 1 Benai in comprehending narrative texts*, the conclusion can be drawn. The score of students fall into mediocre level. Accordance with the objective of this research that is to answer the question “ How is the students’ ability in comprehending narrative text at the second year of SMK N 1 Benai?” It can be concluded that most of the second year students of SMK N 1 Benai are able enough to identifying narrative text. In the other words, the students’ ability in comprehending narrative text at the second year of SMK N 1 Benai is in mediocre level.

Recommendation

After knowing the ability of the second year students of SMK N 1 Benai in comprehending narrative text, it shows that their ability is *mediocre level*. Therefore, the writer would like to give suggestions. The English teacher should know the students’ ability in comprehending narrative text and observe the students’ difficulty to upgrade the teaching strategies in giving explanation and exercise about reading texts, especially narrative text. Then, the students should learn the components of narrative text that will help them in comprehending narrative texts. In additions, students need to enjoy reading activity because there will be many advantages that they can get from those types of the text.

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