

# **AN ANALYSIS OF THE ABILITY OF THE SECOND YEAR STUDENTS OF THE STATE VOCATIONAL HIGH SCHOOL (SMKN) 1 RAMBAH IN COMPREHENDING NARRATIVE TEXTS**

Wilma Nasution<sup>1</sup>, Effendy Gultom<sup>2</sup>, Masyhur<sup>3</sup>

Email: wilmanasution@gmail.com ,effendygultom@gmail.com ,masyhurr20@yahoo.com

Phone Number: 081218919803

*English Study Program  
Language and Arts Department  
Teacher Training and Education Faculty  
Universitas Riau*

**Abstract:** *The aim of this study is to find out the ability of the second year students of the state vocational high school (SMKN) 1 Rambah in comprehending narrative texts. It is a descriptive research carried out from August-September 2018. There are ten classes in this research. The population were 271 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 TKJ 1) and sample class (XI AK 1). 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 time allocation to administer the try out test and the revised test was 45 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 the second year students of the state vocational high school (SMKN) 1 Rambah was in good level. Meanwhile, the mean score of the whole students' scores was 61.93. The implication of the finding is that the second year students of the state vocational high school (SMKN) 1 Rambah is able enough in comprehend narrative texts.*

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

# **ANALISIS TENTANG KEMAMPUAN SISWA KELAS SEBELAS SMK N 1 RAMBAH DALAM MEMAHAMI TEKS NARATIF**

Wilma Nasution<sup>1</sup>, Effendy Gultom<sup>2</sup>, Masyhur<sup>3</sup>

Email: wilmanasution@gmail.com ,effendygultom@gmail.com ,masyhurr20@yahoo.com  
Nomor HP: 081218919803

Program Studi Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mencari tentang kemampuan siswa dalam memahami teks naratif di SMK N 1 Rambah. Penelitian deskriptif ini bertempat di SMK N 1 Rambah dari bulan agustus sampai September 2018. Populasi ini diambil berdasarkan persamaan umur dan pendidikan. Sample terdiri dari 2 kelas, kelas uji coba (XI TKJ 1) terdiri dari 30 siswa dan kelas uji akhir (XI AK 1) terdiri 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 45 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 Rambah berada di level bagus. Sementara itu, nilai skor dari keseluruhan nilai siswa adalah 61.93. Ini menunjukkan bahwa kemampuan siswa SMK N 1 Rambah cukup bagus dalam memahami teks naratif.

**Kata Kunci:** Kemampuan Siswa, Memahami Teks Naratif.

## INTRODUCTION

English language consists of four skills : listening, speaking, reading , and writing. English is taught from junior high school up to the university. Reading comprehending makes the students able to comprehend what the text tells about. When the students are able to get the main points of the text, they improve their knowledge and their comprehension about the text.

Harmer (1998) , reading comprehension is very important for the students because most textbooks for science and technology are written in English. Learners are expected to be able to understand English textbooks they read.

The earliest definition of reading can be traced back to Huey (1998). Huey views reading as gathering or choosing from what is written, suggesting that constant feeling of values which goes on in all effective reading. Huey is concerned with the process used to gain information from the printed means by which the mind takes note of them.

This research was designed to describe the students' ability in comprehending narrative text at second year students of the state vocational high school ( SMKN) 1 Rambah. Based on the result of interview that writer did toward English teacher and, it was found that most of the students got confusing in coprehending 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 the state vocational high school (SMKN) 1 Rambah.

Reading is an important skill that people should be learn. 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 in the story that they read.

According to Ruth (1999), reading is not a straigh forward process of lifting the words of the page. It is 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

Reading is an interactive process, a process in which the reader engages in an exchange of ideas with the author. By combining the reader and author's ideas it can be understood by the reader when reading a text. Reading can make the people that read a text can be an active reader. Baker and Brown (2002) states that reading is a complex 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. Reading is an activity to get information from the text. Reading is a great way to get the information.

Beare (2009) classified reading skills into four types. They are skimming, scanning, extensive reading and intensive reading. These four types will be explained as follows:

### 1. Skimming

According to Beare (2009), skimming is used quickly to gather the most important information. Run our eyes over the the text, nothing important information. It is not essential to understand each word when skimming. For example: reading a newspaper (quickly to get the general news of the day).

## 2. Scanning

According to Beare (2009), scanning is used to find a particular piece of information. Run our eyes over the text looking for the specific piece of information that we need. Use scanning on schedules, meeting plans, etc. In order to find specific details that we require. For example : reading a bus schedule.

## 3. Extensive Reading

According to Beare (2009), extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve our general knowledge business procedures. Do not worry if we do not understand each word. For example: reading a magazine before going to bed.

## 4. Intensive Reading

According to Beare (2009), intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail . Use intensive reading skills to grasp the details of specific situation. In this case , it is important that we understand each word , number or fact. For example: reading a debt-claim.

Based on the definition above , it can be said that reading is an activities that can make a people more active than before reading. A people can understand a text with the writer. By reading , people can get information and new knowledge.

Comprehension is the major goal of reading in senior high school. G.Wooley (2011) says that reading comprehension is a flexible and on going cognitive and constructive process. It means that reading comprehension is a very complex cognitive activity.

According to King and Stanley (1989), Reading comprehension components as follows:

### 1. Finding Main Ideas

Recognition of the main idea of paragraph is very important because it helps you not only to understand the paragraph on the first reading but also helps you remember the content later. The main idea of paragraph is what the paragraphs develop. An efficient reader understand not only the ideas but also the relative significance as expressed by writer, in other words, some of the idea as super ordinate while other subordinate.

### 2. Finding Factual Information

Factual information requires readers to scan specific details. The factual information question are generally prepared for students and those, which appear with WH question word. We can find factual information in every paragraph. It is part of the reader must know. There are many types of question: reason, result, time, comparison, etc in which of the answer can be found in the text.

### 3. Finding The Meaning of Certain Words

It means that the reader can develop his guessing ability to the word which is not familiar to him or her , by relating the close meaning of unfamiliar words to the next

and topic of the text that is read. The words has nearly equivalent meaning when it has it or nearly the same meaning as another word.

#### 4. Identifying References

The reference is the word that represents the another word. It is used to avoid the repeated word. It also makes the reader interested to read. We can find it at the beginning, te middle , or the end of a sentence . The reference words are usually short and very frequently pronouns such as it, she, he, they, this etc. The reference is to avoid repetition the same words.

#### 5. Identifying Inferences

Sometimes a writer will suggest or express something indirectly in a text a writer will imply something and leave it to the reader to infer or understand what it means.

#### 6. Restatements

Restatement is the kinds of question test which is used to measure the readers ability in analyzing the relationship of ideas within single sentence.

## METHODOLOGY

This is a descriptive research using only one variable. Descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study (Gay, 2000). Descriptive research is useful for examining a range of educational problems. According to Williams (2007), descriptive research is designed to examine the situation involving identification of attributes of a particular phenomenon based on observational basis.

According to Gay (2000), population is the group of interest to the researcher, the group which she or he would like the result of the study to be generalized. The population of this research is the second year students of the state vocational high school (SMKN) 1 Rambah in the academic year of 2017/2018. There were 271 second students that are divided into ten classes. The population was homogenous where the students have same characteristics. It means that every student has the same materials and they are in the same level ( second year).

Table 1. The Distribution of Population

No	Classes	Number of Students
1.	AK 1 (Accounting)	30
2.	AK 2 (Accounting)	23
3.	TKJ 1 (Computer and Network Engineering)	30
4.	TKJ 2 (Computer and Network Engineering)	33
5.	MP (Agricultural Mechanization)	20
6.	TP (Welding Engineering)	17
7.	TAV (Audio and Video Techniques)	33
8.	TKR (Vehicle Engineering)	30
9.	TSM (Motorcycle Engineering)	33
10.	TPHP (Cullinary Art)	22
TOTAL		271

The classification of students' scores by Harris scale (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	Medicore
4	21-40	Poor
5	0-20	Very Poor

(Adopted from Harris, 1986)

## FINDINGS AND INTERPRETATION

### The Presentation of the Research Findings

The mean of the second year students of the state vocational high school (SMKN) 1 Rambah in comprehending narrative text is 62.4. Therefore, it can be stated that the students' scores is in *good level*. Table 4.1 also show that the highest score obtained by the students is 96 and the lowest score is 12 . Based on the result of the test , the percentage of the student's scores can be classified in to some categories that are presented in figure 1.

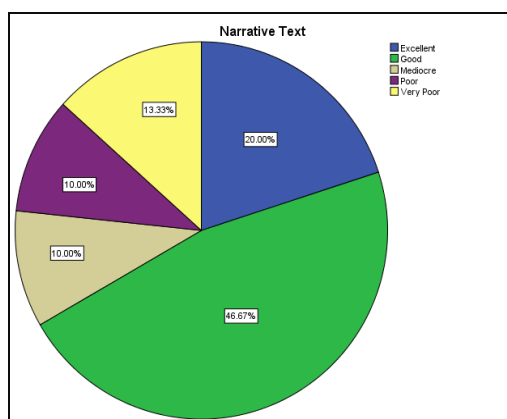


Figure 1. The Percentage of Students's Ability in Comprehending Narrative Text

Figure 1 shows that the students' ability in comprehending narrative text. There are six students (20% ) are in *excellent level*. This number quite different from the level of good. There are 46.67% of students (fourteen students) in *good level*. There are 10% students (three students) in *mediocre level*. There are 10% students ( three students) in *poor level* and the last ,there are 13.33% in *very poor level*. It means that four students found difficulty in this test.

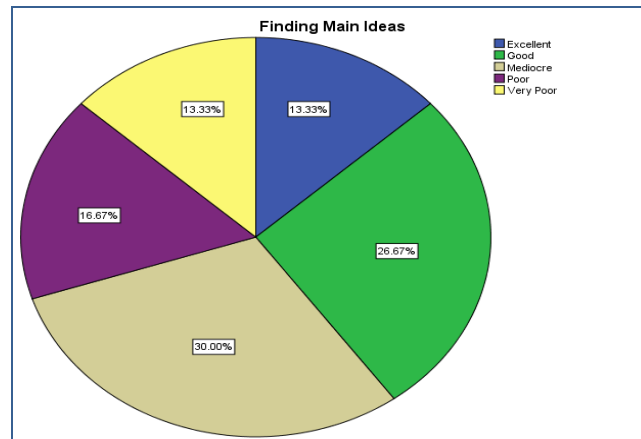


Figure 2 The Percentage of the Students' Ability in Comprehending Narrative Text in Term of Finding Main Idea.

Figure 2 shows that the students' ability in finding main ideas are varied. The highest number that students can gain is in the level of *mediocre*; it is 30% of students (four students). For the *excellent* level, there are 13.3% of students (four students). For the *good* level, there are 26.7% of students (eight students). There are 16.7% of students (five students) in the *level of poor*. Then, there are 13.3% students (four students) in *level of very poor*.

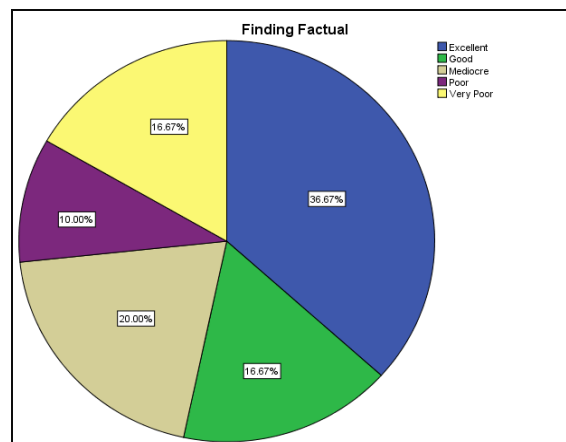


Figure 3 The Percentage of the Students' Ability in Comprehending Narrative Text in Term of Finding Factual Information.

Figure 3 shows that the students' ability in finding factual information in some level is in different number. The highest number that students can gain is in the *level of excellent* are 36.7% of students. Then in the *level of good* are 16.7% students. For *mediocre* level are 20.0% students. Then, in the *level of poor* are 10.0% students. The last, 16.7% students in *very poor* level.

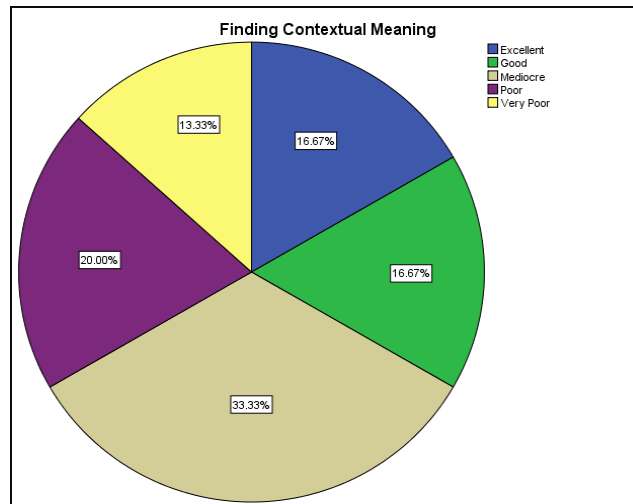


Figure 4 The Percentage of the Students' Ability in Comprehending Narrative Text in Term of Finding Contextual Meaning

Figure 4 shows that the students' ability in finding contextual meaning in some level is in different numbers. The highest number that students can gain is in the *level of mediocre*, it is 33.3% of students. Then, 16.7% students in the *level of excellent*. Then, in the *level of good*, it is 16.7% students. Then, in the *level of poor*, it is 20.0% students. The last, 13.3% students in *very poor level*.

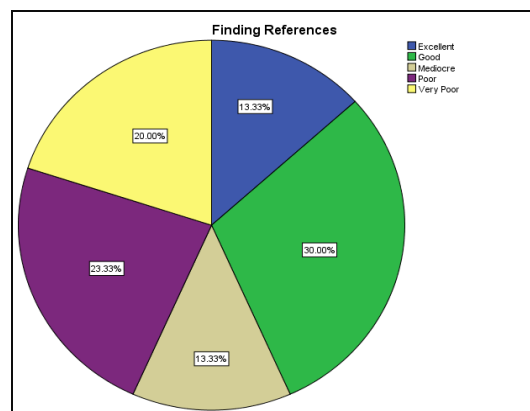


Figure 5 The Percentage of the students' Ability in Comprehending Narrative Text in Term of Finding Reference.

Figure 5 shows that the students' ability in finding reference in some level is in different numbers. The highest number that students can gain is in the *level of good*, it is 30.0% of students. Then, 13.3% students in the *level of excellent*. Then, in the *level of mediocre*, it is 13.3% students. Then, in the *level of poor*, it is 23.3% students. The last, 20.0% students in *very poor level*.



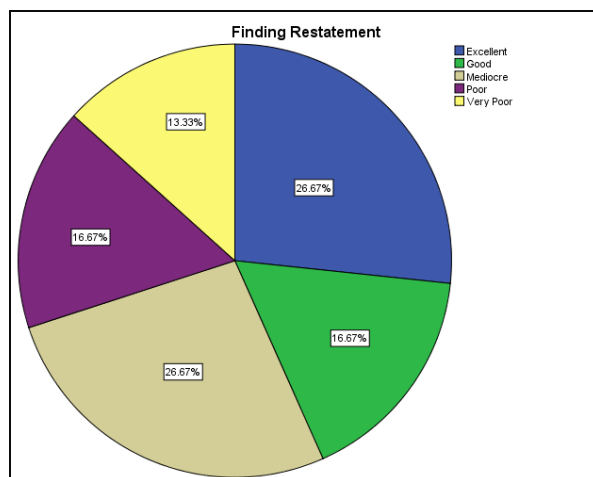


Figure 6. The Percentage of the Students's Ability in Comprehending Narrative Text in Term of Finding Restatement

Figure 6 shows that the students' ability in finding reference in some level is in different numbers. The highest number that students can gain is in the *level of excellent and mediocre* it is 26.7% of students for each level. Then, in the *level of good and poor*, it is 16.7% students for each level. The last 13.3% students in *very poor level*.

### The Students' Mean Scores in Comprehending Narrative Texts

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

Table 3. The Students' Mean Scores in Each Classification

No	The Classification of Question	Mean Score	Level of Ability
1	Finding Main Idea	61.00	Good
2	Finding Factual Information	69.33	Good
3	Finding Contextual Meaning	59.33	Mediocre
4	Finding Reference	56.70	Mediocre
5	Finding Restatement	63.33	Good
Total		61.93	Good

The table above shows that the students's ability in finding the components to comprehend the text is quite enough to understand by the students and they were in the *level of good*. The table indicates that the students have good knowledge in comprehending the five components or aspect, such as in finding main idea, finding factual information, finding contextual meaning, finding reference and finding restatement of narrative text. The highest mean score that is obtained by students is in finding factual information that fall into *good level*, with the mean score is 69.33. The lowest mean score is in finding reference that fall into *mediocre level*, with the mean score 56.70.

Furthermore, the mean score of the students in comprehending narrative text is 61.93. Their ability in comprehending narrative text in the test are varied. There are 6

students could reach level of excellent. Then, the highest number of students only gains good level; they are fourteen students. While ,there are three students reach mediocre level. There are three students reach poor level and then four students reach very poor level. In conclusion , the students do not understand fully about narrative text.

From all the data , it can be inferred the students' ability in comprehending narrative text by the second year students of the state vocational high school (SMKN) 1 Rambah is in *good level*.

## INTERPRETATION

As it has been dicussed in the previous chapter, the writer tried to find out the answer pf the question related to the students's ability in comprehending narrative text of the second year students the state vocational high school (SMKN) 1 Rambah. After analyzing the data, the writer found out that the students' ability in comprehending narrative text is in *good level*. It can be seen from the mean score of the students which is 61.93. Furthermore, despite of the mean scoreof the students is in good level, the students should realize that their score still not enough to reach the KKM. The KKM for the second year students in this school is 75. Therefore, the students need to learn more in comprehending narrative text.

There is a different in terms of mean score from some components. The most difficult components in comprehending narrative text is in finding reference, with the mean score of 56.70. Then, the easiest aspect is in finding factual information with the mean score of 69.33. It means that the students are able to scan specific information of the text. Then the students' mean score in terms of finding main idea is 61.00 and in term of finding contextual meaning is 59.33. The last, the students' mean score in terms offinding restatement is 63.33.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

After conducting the research entitled An Analysis of the Ability of the Second Year Students of the State Vocational High School (SMKN) 1 Rambah in Comprehending Narrative Texts, the conclusion can be drawn. The writer gets the score of students from the result of the test . The score of students falls into good level . Accordance with the general obejctive of this research to answer the question "How is the ability of the Second Year Students of the State Vocational High School (SMKN) 1 Rambah in Comprehending Narrative Texts?" it can be concluded that the students ability in comprehending narrative text at the second year of the State Vocational High School (SMKN) 1 Rambah is in *good level*.

In detail, the students' ability in comprehending narrative text for the five components can be concluded that the students' ability is in *level of good* ( finding factual information,finding restatement and finding main idea) and in *level of mediocre* (finding contextual meaning and finding reference). There is a different in terms of mean score from some components.The most difficult component in comprehending

narrative text is in finding reference, with the mean score 56.70. Then , the easiest component in comprehending narrative texts is in finding factual information with the mean score 69.33. Then the students mean score in finding main idea 61.00 and finding contextual meaning is 59.33. The last, the students' mean score in term of finding restatement is 63.33. Furthermore, the whole mean score for the five components are 61.93 that categorized into *good level*.

## **Recommendations**

The writer would like to propose some recommendations as follow:

1. The teacher should devote extra time to the students in giving explanation and exercises about comprehending reading texts, especially narrative text. The teacher should be taken some effort to develop students' motivation and encourage them to practice in reading comprehension. Based on the results of the students' ability, it is suggested that the students are need to learn focus more on finding reference and finding contextual meaning because these two aspects are quite difficult for the students. Moreover, although the students' ability level in comprehending narrative text is in good level, they need to recognize that they are not reaching the standard minimum criteria (KKM). Hence, they need to improve their skill in reading comprehension of narrative texts.
2. Students should learn the five components in comprehending narrative text that will help them in comprehending others reading texts. In finding main idea ,the students should understand how the paragraph develops and get the important point of the text. In finding factual information, the students should be able to scan specific details informationof the texts. In finding contextual meaning, the students should develop their guessing ability to the word which is difficult with them, by relating the close meaning of difficult word 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 should understand the implicit meaningof informationin the text and how to restate them.
3. It is recommended to other researchers to conduct other researchers in line with reading comprehension of narrative texts ,especilally in finding restatement due to the result of this research. Hence, it is very important to find out what makes the students have difficulties in finding the restatement in other researchers. Moreover, the other researchers can exploit about narrative texts in other language skills namely Speaking, Listening, or Writing in order to enlarge the analysis of students' ability in comprehending narrative texts.

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