A STUDY ON THE ABILITY OF THE THIRD YEAR STUDENTS OF SMPN 25 PEKANBARU IN COMPREHENDING NARRATIVE TEXTS

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Abstract: *The purpose of this study is to find out the ability of the third year students of SMPN 25 Pekanbaru in comprehending Narrative Texts. The number of population was 347 students divided into nine classes. The writer used cluster random sampling to determine the sample. The samples were 80 students. The needed data were taken from the students' score in comprehending narrative texts. The test comprehends four narrative texts of which all has five indicators and 20 items multiple choice. The time allocation was 60 minutes. The result of the study revealed that the mean score was 71.25% which indicated that the students were in good level. The highest mean score is 95.31% (identifying references) and the lowest mean score is 44% (finding social function).*

Key Words: *Students' ability, Reading Comprehension, Narrative texts*

PENELITIAN TENTANG KEMAMPUAN SISWA KELAS TIGA SMPN 25 PEKANBARU DALAM MEMAHAMI TEKS NARATIF

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Abstrak: Penelitian ini bertujuan untuk mencari tentang kemampuan siswa kelas 3 SMPN 25 Pekanbaru dalam memahami teks naratif. Jumlah populasi sebanyak 347 siswa yang terbagi dalam 9 kelas. Penulis menggunakan teknik pemilihan secara acak. Jumlah sampel sebanyak 80 siswa. Data yang dibutuhkan diambil dari skor siswa dalam memahami teks naratif. Terdapat 4 teks uji pemahaman dengan 5 indikator dan terdapat 20 pertanyaan pilihan ganda. Waktu yang dialokasikan adalah 60 menit. Hasil dari penelitian menunjukkan bahwa nilai rata-rata siswa adalah 71.25% yang mengindikasikan bahwa mereka berada pada level baik. Nilai rata-rata tertinggi adalah 95.31% (identifikasi refaransi) dan nilai rata-rata terendah adalah 44% (mencari fungsi social)

Kata Kunci: Kemampuan siswa, pemahaman membaca, teks naratif

INTRODUCTION

Being an international language, English is spoken in the most countries in the world and it is used as the medium of information on science, technology, and culture. In learning English, there are four skills that should be learned by students, they are: listening, reading, speaking and writing. Reading is one of language skills that should be learned by students. According to Hammer (2001) reading is taught from elementary school up to university by using many kinds of methods applied by English teachers. Through reading, we can gain a lot of information and open our insight. Besides that, people read for variety reasons. One may read for pleasure as when reading a story book, or for knowledge as when reading a history book.

Based on the 2013 Curriculum, the third year students of SMP 25 Pekanbaru focused on three genres of texts. One of the texts is Narrative text. Based on 2013 Curriculum that used in that school, the students are designed to master reading skill especially the third-year students. It gives much contribution to the other skills. It means other skills will go together if the students are able to read and comprehend text well. The ability and experience of the students are not same, includes in comprehending narrative text. Some students may understand easily but the others find some difficulties. Therefore, this research was find out the real condition of student's ability in comprehending Narrative Texts.

Based on some interview with some teachers of SMP 25 Pekanbaru, they have this material on the first semester. But lots of students think that reading is bored and they have no idea to find out like main idea, factual information, identifying reference, social function and generic structure. Almost every student admits that reading is boring and confuse and they usually answer the question without reading it carefully and if they are not close with the subject and then how the way to mastering it. In this case, teacher have to be creative to teach this material and make it as interesting as possible, then the students get stimulated to learning. They usually using some media to help them such as pictures and video by projector to interest the students. Based on their experience this way is work out and have a good result. Beside it, teachers also using a teaching strategy to help them.

In this research cooperative integrated reading and composition will be used to teach the students to comprehend narrative text. Students has different ability in comprehending text so through this research expected could help the students to comprehend narrative text.

Based on the explanations above, writer is interesting to use this method to accomplish the writer thesis. The title of this research is "A study on the ability of the third year students of SMP 25 Pekanbaru in comprehending Narrative Texts"

METHODOLOGY

This research is a descriptive research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related to condition occurs at that time, uses one variable or more an investigate the fact. The research design that is described in this study relies on

variable of research design that is, the mistakes of narrative text. It is intended to find out the narrative text made by the third-year students of SMP 25 Pekanbaru.

Since the number of the third year students of SMPN Pekanbaru are large, the writer decided to divide them as the writer needs. Therefore, the writer took cluster sampling as sampling technique on this research. Cluster sampling means that sampling in group not individually, is randomly selected and they represent the large group from which they were selected. For this research, the writer took two classes which consist of 80 students. To get the sample randomly, the writer used a lottery technique and the writer got IX.9 and IX.5 as the sample.

In order to measure the student's reading ability toward narrative text, the writer using reading comprehension test in the form of multiple choices. The test consists of 20 items of question which is refer to some indicator of reading comprehension. Then, there were 4 narrative texts in every 5 items of question. Here after the students has about 60 minutes of time to answer the items The level of the student's score in listening can be classified into four levels of mastery. The classification can be seen in this following table.

Table 1. Classification of Students' Score

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

RESULTS AND DISSCUSION

In this chapter, the writer would present the result of the third year students ability of SMPN 25 Pekanbaru in comprehending narrative text. There were 80 students who took the test with the total items are 20 questions. With five aspects, namely finding main idea, finding social function, finding generic structure, finding factual information and identifying reference. The number of the sample was 80 third year students of SMPN 25 Pekanbaru. The following are the detail of the result of the research

Individual Scores

To find out the students' individual scores, the writer divided the number of the correct answers with the total number of items and it is multiplied by one hundred.

Table 4.1 shows the students' individual scores, representing students' ability in comprehending narrative text. The mean of the students' scores are 71.5 and its categorized as good level. Then, the highest score of students is 95 and the lowest score is 35. Most of students got the score 65 to 75.

Table 2. Percentage of Students' Ability in Comprehending Narrative Texts

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	81-100	11	13.75	Excellent	71.25
2	61-80	60	75	Good	
3	41-60	7	8.75	Mediocre	
4	21-40	2	2.5	Poor	
5	0-20		0	Very Poor	
	Total	80	100		

To find out the means of individual scores, the writer used this following formula:

$$M = \sum fx/n$$

$M=5700/80$
$=71.25$

Table 4.2 shows 11 students (13.75%) classified to excellent level, 60 students (75%) classified to good level. 7 students (8.75%) classified to mediocre level, 2 students (2.5%) classified to poor level and there is no very poor level. In summary, the mean score of the students in comprehending narrative texts is 71.25%, it means that most of students are classified to Good level.

The Classification of the Students' Ability in Comprehending Narrative Texts

After obtaining the individual score of the students in comprehending narrative texts based on the components of questions as stated in the blue print of the instrument, it is important to know the classification of the students' ability in comprehending narrative texts based on each components of questions. After calculating the score, it is presented in terms of Finding Main Ideas, Finding Social Function, Finding Generic Structure, Finding Factual Information and Identifying Reference.

a. The Students' Ability in Terms of Finding Main Ideas

The students' ability in Finding Main Ideas can be seen from the scores obtained by the students for question number 1, 6, 11, 16. It is shown in table 4.3:

Table 3. the Students' Score Classification in Term Finding Main Ideas

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	81-100	7	8.75	Excellent	73.75
2	61-80	65	81.25	Good	
3	41-60	5	6.25	Mediocre	
4	21-40	3	3.75	Poor	
5	0-20	0	0	Very Poor	
	Total	80	100		

For the students' ability in finding main ideas, it can be seen that there are 7 students (8.75%) classified to excellent level, 65 students (81.25%) classified to good level, 5 students (6.25%) classified to mediocre level, 3 students (3.75%) classified to poor level and there is no belong to very poor level. The writer finds out that the students' mean score in finding main ideas is 7.95. it can be categorized as the ability of the third year students of SMPN 25 Pekanbaru in comprehending narrative texts, in terms of finding main ideas is categorized as Good level.

b. The Students' Ability in Terms of Finding Social Function

The students' ability in finding social function can be seen from the scores by the students for questions number 2, 7, 12, 17. It is shown in the table 4.4 as follows:

Table 4. the Students' Score Classification in Term Finding Social Function

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	81-100	2	2.5	Excellent	44
2	61-80	8	10	Good	
3	41-60	43	53.75	Mediocre	
4	21-40	23	28.75	Poor	
5	0-20	4	5	Very Poor	
	Total	80	100		

For the students' ability in finding social function of narrative texts, there are 2 students (2.5%) classified to excellent level, 8 students (10%) classified to good level, 43 students (53.75%) classified to mediocre level, 23 students (28.75%) classified to

poor level and 4 students (5%) classified to very poor level. Here, the writer found that the students aren't able to reached the standard value. The mean score in finding social function of narrative texts is 44%. it can be concluded that the ability of the third year students of SMPN 25 Pekanbaru in comprehending narrative texts in terms of finding social function of narrative texts is in mediocre level.

a.   The Students' Ability in Terms of Finding Generic Structure

The students' ability in finding generic structure can be seen from the scores by students for question number 3, 8, 13, 18. It is shown in table 4.5 as follows:

Table 5. the Students' Score Classification in Term Finding Generic Structure

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	81-100	10	12.5	Excellent	47.81
2	61-80	14	17.5	Good	
3	41-60	16	20	Mediocre	
4	21-40	39	48.75	Poor	
5	0-20	1	1.25	Very Poor	
	Total	80	100		

For the students' ability in finding generic structure, there are 10 students (12.5%) classified to excellent level, 14 students (17.5%) classified to good level, 16 students (20%) classified to mediocre level, 39 students (48.75%) classified to poor level and 1 student (1.25%) classified to very poor level. From the data above, the writer can find out that the students' mean score in terms of finding generic structure is 47.81%. it can be concluded that the ability of the third year students of SMPN 25 Pekanbaru in comprehending narrative texts in terms of finding generic structure is very poor. It means that this is the lowest result from the others component of question and it is not good enough.

b.   The Students' Ability in Terms of Finding Factual Information

The students' ability in finding factual information can be seen from the scores by the students for question number 4, 9, 14, 19. It is shown in table 4.6 as follows:

Table 6. the Students' Score Classification in Term Finding Factual Information

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	81-100	67	83.75	Excellent	94.68
2	61-80	11	13.75	Good	
3	41-60	1	1.25	Mediocre	
4	21-40	1	1.25	Poor	
5	0-20	0	0	Very Poor	
	Total	80	100		

For the students' ability in finding factual information, there are 67 students (83.75%) classified to excellent level, 11 students (13.75%) classified to good level, 1 student (1.25%) classified to mediocre level, 1 student (1.25%) classified poor level and there is no belong to very poor level.

From the data above, the writer can find out that the students' mean score in finding factual information is 94. 68%. It can be concluded that that the ability of the third year students of SMPN 25 Pekanbaru in comprehending narrative texts in terms of finding factual information is in excellent level.

c.   **The Students' Ability in Terms of Identifying References**

The students' ability in identifying references can be seen from the scores by the students for question number 5, 10, 15, 20. It is shown in table 4.7 as follows:

Table 7. the Students' Score Classification in Term Identifying References

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	81-100	69	86.25	Excellent	95.31
2	61-80	9	11.25	Good	
3	41-60	1	1.25	Mediocre	
4	21-40	1	1.25	Poor	
5	0-20	0	0	Very Poor	
	Total	80	100		

For the students' ability in identifying references, there are 69 students (86.25%) classified to excellent level, 9 students (11.25%) classified to good level, 1 student (1.25%) classified to mediocre level, 1 student (1.25%) classified to poor level and there is no belong to very poor level.

From the data above, the writer can find out that the students' mean score in identifying references is 95. 31%. It can be concluded that the ability of the third year students of SMPN 25 Pekanbaru in comprehending narrative texts in terms of identifying references is in excellent level.

1. The Classification of Components in Comprehending Narrative Texts

After finding the mean score in every aspect of reading Comprehension of Narrative Texts, the writer shows the mean scores of the students' ability in Comprehending narrative texts as whole. The students' mean score in comprehending narrative texts can be seen in in the table 4.8 as follows:

Table 8. the Classification of Students' Mean Score in Comprehending Narrative Texts

NO	Components of Reading	Mean Score	Level
1	Finding Main Idea	73.75	Good
2	Finding Social Function	44	Mediocre
3	Finding Generic Structure	47.81	Mediocre
4	Finding Factual Information	94.68	Excellent
5	Identifying References	95.31	Excellent

Table 4.8 shows that from five components of reading comprehension, the mean score of Finding Main Ideas (73.75%) classified to good, the mean score of Finding Social Finding (44%) classified to mediocre, the mean score of Finding Generic Structure (47.81%) classified to mediocre, the mean score of Finding Factual Information (94.68%) classified to excellent and the mean score of Identifying References (95.31%) classified to excellent.

From the data above, the most difficult aspect in reading comprehension is finding social function, with the mean score 44%. Then the easiest aspect is identifying references with the mean score is 95. 31%.

2. The Interpretation of the Research Findings

The writer found out that the most difficult aspect for the student is in Finding Social Function. It can be seen from table 4.4 where the mean score from this aspect of questions is 44%. On the other hand, the easiest aspect for the students is in Identifying References. It can be seen from table 4.7 where the mean score from this aspect of questions is 95.31%. Meanwhile, the other aspects such as Finding Main Ideas (73.75%), Finding Generic Structure (47.81%) and Finding Factual Information (94.68%).

Based on the description above, the writer analyzes that the third year students cannot answer about Finding Social Function well because they still faced difficulties in mastering in Comprehending the texts. In reading, students understanding in social function really important so they able to comprehending the message of the story.

From all the data, the writer interpreted that the students' ability in comprehending narrative texts by the third year students of SMPN 25 Pekabnaru falls into GOOD level with mean score 71.25%

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The writer has set out to examine the ability of the third year students of SMPN 25 Pekanbaru in comprehending narrative texts. Based on the data analysis in Findings, there were 80 students of SMPN 25 Pekanbaru who participated in this research. There were 11 students (13.75%) categorized as excellent level, 60 students (75%) categorized as good level, 7 students (8.75%) categorized mediocre level, 2 students (2.5%) categorized as poor level. By analyse above, there are an inclination that the students having good comprehension in identifying references but having low comprehension in finding social function and it is shows from the calculation in the final result.

After that, the writer found out that the mean score of the students' ability in comprehending narrative texts was 71.25%. It means that the students' ability in comprehending narrative texts are good level.

Recommendations

From the conclusion above, the writer would like to give recommendations. The first, considering that the students' ability level in comprehending narrative texts is categorized into good level, it is recommended that the students must do more practice in reading, read more to improve reading skill, especially in finding social function from the text. It is because the students got the lowest score in that term.

The second, the English teachers are recommended to be more active and creative to apply any strategies to teach reading skill. Then, the teacher also gives the students more motivation and makes them interested in reading narrative texts considering this kind of text is scientific text which the students will get difficulties when reading the text.

The last, other writers are recommended to conduct this research in other skills such as in speaking, listening, and writing.

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