THE ABILITY OF THE SECOND YEAR STUDENTS OF THE VOCATIONAL HIGH SCHOOL (SMK) TARUNA SATRIA PEKANBARU IN COMPREHENDING NARRATIVE TEXTS

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Abstract: This research was aimed to find out the Ability of the Second Year Students of the Vocational High School (SMK) Taruna Satria Pekanbaru in Comprehending Narrative Texts. The population of this research was the Second Year Students of the Vocational High School (SMK) Taruna Satria Pekanbaru. The number of sample was 32 students selected by using cluster random sampling technique. The research instrument was multiple choice questions consisted 30 questions. The test was given by using six components of reading comprehension of narrative texts such as specific information, moral value, main idea, reference, meaning of difficult word, and making inference of narrative text. The data were analyzed by classifying them into four levels of ability, such as poor, average, good, and excellent. The result showed that the ability of the second year students of the Vocational High School (SMK) Taruna Satria Pekanbaru was at good level with mean score was 65,2.

Key Words: Students' ability, Reading comprehension, Narrative text

KEMAMPUAN SISWA KELAS DUA SEKOLAH MENENGAH ATAS KEJURUAN (SMK) TARUNA SATRIA PEKANBARU DALAM MEMAHAMI TEKS NARATIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas II sekolah Menengah Atas Kejuruan (SMK) Taruna Satria Pekanbaru dalam memahami teks narrative. Populasi penelitian ini adalah Siswa Kelas II Sekolah Menengah Atas kejuruan (SMK) Taruna Satria Pekanbaru. Jumlah sampel sebanyak 32 siswa yang dipilih dengan menggunakan teknik pemilihan secara acak. Instrumen penelitian berupa soal pilihan ganda yang terdiri dari 30 soal. Tes diberikan dengan menggunakan enam komponen pemahaman membaca dari naratif teks seperti menemukan spesifik informasi, menemukan nilai moral, menemukan ide pokok, menemukan referensi, menemukan pengertian kata-kata sulit, membuat penyajian kembali dari naratif teks . Analisis data dilakukan dengan mengklasifikasikannya menjadi empat tingkatan kemampuan, yaitu jelek, cukup, baik, dan sangat baik. Hasil penelitian menunjukkan bahwa kemampuan siswa tahun kedua Sekolah Menengah Atas Kejuruan (SMK) Taruna Satria Pekanbaru berada pada tingkat baik dengan skor rata-rata 65,2.

Kata Kunci: Kemampuan Siswa, Pemahaman Membaca, Teks Naratif

INTRODUCTION

English is considered the most important language that should be learned because nowadays English is widely used for international communication. Four English language skills have to be taught, they are listening, speaking, reading, and writing skills. As one of the four language skills, reading skill becomes very important in the education field, because the success of learning any subject matter depends on the competence of reading comprehension. The functions of reading are also for finding and understanding information in terms of what is already known. Reading is an activity with a purpose. According to Tarigan (1990), reading is a process in which the students need to understand a group of words in the form of certain units and know the meaning of each word. It means that by reading the reader can get information and can transfer the information from what they read. In reading, it will be easy for the readers to gain comprehension when they can manage every part of the text.

In Senior High School, there are several text genres that should be studied by the students. In the 2013 curriculum, the students of Senior High School learn some kinds of text in English such as narrative, descriptive and recount text. The students have to know social function, generic structure and language features. In this research the researcher will focus on students' ability in narrative text. The researcher chooses narrative text because this text has been learnt by the students, thus they already know about it.

RESEARCH METHODOLOGY

This is quantitative descriptive research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. It means that it is related to the condition that occurs at that time, uses one variable or more then investigates in fact. Therefore, the aim of this research was to find the students' ability of second year students of the Vocational High School (SMK) Taruna Satria Pekanbaru in comprehending Narrative texts.

The population of the research was all of the second year students of the Vocational high school (SMK) Taruna Satria Pekanbaru which consists of six classes. In this study, the classes which are chosen as the try out was class XI MO2 which consisted of 30 students and as the sample was class XI MO1 which consisted of 32 students.

In taking the try out and sample class the researcher used cluster random sampling technique. To collect the data, the researcher used objective test in Multiple Choice Questions (MCQ). There are 30 items that were included in the test. The duration of the test was 60 minutes. The test was given to students from February to march 2021. where collected at the vocational High School (SMK) Taruna Satria Pekanbaru. The test was try out to class XI MO2. The researcher calculated the difficulty level, mean score, standard deviation, and the reliability of the result of the try out test. From the calculation, it can be seen that the reliability of the test is 0.46. which means the test is relieble. Then, the real test gave to the class XI MO1 as a sample. The students score of the sample is classified into four level ability, they are poor (0-49), average (50-59), good (60-79), and excellent (80-100) (Harris, 1974).

FINDINGS

The objective of this research is to find out the ability of the second year students of the vocational high school (SMK) Taruna Satria Pekanbaru in comprehending narrative texts. The data were collected from February to March 2021, the instrument used was in the form of objective test in Multiple Choice Questions (MCQ). Before the writer distributed the test to the sample (XI MO1), the test tried out to some population that had been chosen as the try out (XI MO2). The validity and reliability was known by doing this test. Heaton (1975) 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 than 0.30 (too difficult) and above 0.70 (too easy). The writer revised them. The test is reliable to give to sample. The data from sample analyzed and categorized into six components. Besides, it also classified into four levels of ability.

The Percentage of Students Ability in Determining Specific Information

Ability Score	Category of Classification	Number of Students	Percentage of Classification	Mean Score
80 – 100	Excellent	13	41%	
60 – 79	Good	8	25%	
50 – 59	Average	0	-	**62,5**
0 – 49	Poor	11	34%	

The Table shows that the students' ability in determining specific information in all level is in different numbers. It can be stated that 13 students (41%) in *excellent* level.Beside, 8 students (25%) are in a *good* level. No students who get in average level (50-59). Then, 11 students (34%) are in *poor* level.

Percentage of the Students' Ability in Determining Moral Value

Ability Score	Category of Classification	Number of Students	Percentage of Classification	Mean Score
80 – 100	Excellent	16	50%	
60 – 79	Good	9	28%	
50 – 59	Average	0	-	**68,75**
0 – 49	Poor	7	22%	

The Table shows that the students' ability in determining moral value in all levels is different from one to another. 16 students (50%) are in *excellent* level. Besides, 9 students (28%) are in *good* level. No students who get in *average* level (50-59). Meanwhile, 7 students (22%) are in *poor* level.

Percentage of the Student's Ability in Determining Main Idea

Ability Score	Category of Classification	Number of Students	Percentage of Classification	Mean Score
80 – 100	Excellent	18	56%	
60 – 79	Good	10	31%	**72,5**
50 – 59	Average	0	-	
0 – 49	Poor	4	13%	

The Table shows that the students' ability in determining main idea in all levels is different from one to another. 18 students (56%) are in *excellent* level. 10 students (31%) are in *good* level. No students who get in *average* level (50-59). 4 students (13%) are in *poor* level.

Percentage of the Students' Ability in Determining Reference

Ability Score	Category of Classification	Number of Students	Percentage of Classification	Mean Score
80 – 100	Excellent	20	62%	
60 – 79	Good	8	25%	**75**
50 – 59	Average	0	-	
0 – 49	Poor	4	13%	

The Table shows that the students' ability in determining reference in all levels is different from one to another. 20 students (62%) are in *excellent* level. 8 students (25%) are in *good* level. No students who get in *average* level (50-59). Then, 4 students (13%) are in *poor* level.

Percentage of the Students' Ability in Finding Vocabulary

Ability Score	Category of Classification	Number of Students	Percentage of Classification	Mean Score
80 – 100	Excellent	3	9%	
60 – 79	Good	7	22%	**42,5**
50 – 59	Average	0	-	
0 – 49	Poor	22	69%	

The Table shows that the students' ability in finding vocabulary in all levels is different from one to another. 3 students (9%) are in *excellent* level. 7 students (22%) are in *good* level. No students who get in *average* level (50-59). Then, 22 students (69%) are in *poor* level.

Percentage of the Students' Ability in Making Inference of Narrative Texts

Ability Score	Category of Classification	Number of Students	Percentage of Classification	Mean Score
80 – 100	Excellent	14	44%	
60 – 79	Good	14	44%	**70**
50 – 59	Average	0	-	
0 – 49	Poor	4	12%	

The Table shows that the students' ability in making inference of narrative texts in all levels, the result is not much different from one to another. 14 students (44%) are in *excellent* level. Besides, 14 students (44%) are also in *good* level. Both of them get the same score. No students who get in *average* level (50-59). Then, 4 students (12%) are in *poor* level.

Table 1. Students' Mean Score in Each Component

No	Indicators of Comprehending Narrative Texts	Mean Score	Category
1.	Factual information	62,5	Good
2.	Moral value	68,75	Good
3.	Main idea	**72,5**	**Good**
4.	Reference	75	Good
5.	Vocabulary	**42,5**	**Poor**
6.	Inference	70	Good
	Mean Score	**65,2**	**Good**

After calculating all of the indicators above, the students' ability in comprehending narrative texts are in *good* level. The table shows that students have an *average* level of ability in comprehending narrative texts based on the assessment indicators given by the researcher. From the calculation results, the highest *average* score was obtained by students in determining references of narrative texts with the mean score 75 which is a category *good* level. Meanwhile, the lowest *average* score was obtained by students in finding vocabulary of narrative texts with the mean score 42,5. It means, the levels of student's ability based on the assessment indicator are in a *poor* level.

DISCUSSION

This research was conducted to find out the ability of the second year students of the vocational high school (SMK) Taruna Satria Pekanbaru in comprehending narrative texts. Most of them got the category in *good* level. But there is one indicator in *poor* level; it is in finding vocabulary of narrative texts, with the mean score 42.5. It is because the students' ability to master vocabulary is still low, especially in comprehending English vocabulary. Meanwhile, the highest mean score is in determining references of narrative texts with the mean score 75. This test indicator is expected to provide students' comprehending in narrative text specifically. there are four other test indicators at *good* level, such as finding factual information of narrative texts with mean score 62.5, determining moral values of narrative texts with mean score 68.75, determining main ideas of narrative texts with mean score 72.5, and making inference of narrative texts with mean score 70.

Based on the table shows that the mean score of the second year students of the vocational high school (SMK) Taruna Satria Pekanbaru in comprehending narrative texts is 65,2. It means that they are in good level. But, they still below of Minimum Standard Criteria (KKM). Thus, in this case, the students should more learn about reading comprehension especially in Narrative text. Besides, the teacher should give longer time to the students to make sure they will be getting more understanding about narrative text.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The objective of this study is to find out the ability of the second year students of Vocational High School (SMK) Taruna Satria Pekanbaru in comprehending narrative texts. Based on the scores of students in understanding each indicator of narrative texts, there are five indicators at a good level and one indicator at a poor level. This study shows that the ability of the second year students of Vocational High School (SMK) Taruna Satria Pekanbaru in comprehending narrative texts for each test indicator is at a good level. However, there is one indicator that they still have a low score, for this indicator they have still difficulty to answer it.

Recommendation

The researcher would like to propose three recommendations to the English teacher, the students, and other researchers. First, Teachers are recommended to give longer time to the students to explain and give more exercises about comprehending reading texts. The teacher can focus on the lowest scores that students have got especially in understanding vocabulary of narrative texts. Second, Students are recommended to learn more in the components in comprehending narrative texts using the internet or online media. Third, other researchers are recommended to conduct other research in line with reading comprehension of narrative texts. The other researchers can utilize about narrative texts in other language skills such as Speaking, Listening, and Writing.

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