

# AN ANALYSIS OF THE NINTH GRADE STUDENTS' ABILITY TO ANSWER QUESTIONS IN READING NARRATIVE TEXT AT MTsN TIKU

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## Abstract

The aim of this study was to describe the students' ability to answer questions in reading narrative text. Relating to this, the researcher used descriptive method. The population of this research was the ninth grade students at MTsN Tiku. The total sample was 28 students. The researcher used cluster random sampling. The number of population was 173 students. The data of this research were gathered by using reading test in the form of essay test. To find out the reliability of this test, the researcher used inter-rater technique, refers to reliability of two (or more) independent scorers. The result of the two scorers was used to know the reliability of the test. It was found that the reliability of the test was very high 0.97. Based on the result of data analysis, it was found that the students' ability in answering questions in reading narrative text was bad. Specially, it was found that 1 student (3.57%) had very good ability, 5 students (17.86%) had good ability, 8 students (28.57%) had moderate ability, and 14 students (50%) had bad ability. It means that the ninth grade students should learn more about answer questions narrative text. Based on the findings, it can be concluded that the ninth grade students' ability in answer questions narrative text was bad. Relating to this conclusion, the teachers are suggested to improve students ability to answer w/h questions and yes/no questions in narrative text since the result of study shows that the students' ability to understand narrative text was bad.

**Keywords:** *reading, answer questions, narrative text*

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## A. INTRODUCTION

Language is the vehicle for effective communication. As an international language, English is used as means of communication with other people almost all over the world. In Indonesia, English is also taught at every level of school from junior high school until college. It is intended to make students to be able to communicate in

English, and help students to communicate in international atmosphere. Basically, English has four skills that should be mastered by students. They are listening, speaking, reading and writing. All of them are integrated each other. Reading is one of important language skills in English because the activity of reading is always a center of students activity at school and university.

Reading is one of the first and most important academic skills taught to students for school success and accomplishments in the basic activities of daily life. Many students can get benefit from more practice in reading. Reading can be seen as an “interactive” process between a reader and text which leads to automaticity or reading fluency. Sulaiman (2005:2). Thanuskodi (2011) states that reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units. More simply states, reading is a psycholinguistics in guessing game. It involves an interaction between thought and language. In reading, we have to be able to find out any kinds of information. Reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Therefore, through reading they will get any information that they don't get yet before. Reading also makes the students gain more knowledge, experiences, pleasure, and useful information.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental

representation maneghetti et.all (2006:291).

Text is a sequence of paragraph that represents an extended unit of speech. Narrative text is a text which contains about story (fiction, nonfiction, fable, folktales, and myths) and its plot consists of climax of the story (complication) then following with the resolution. There are many kinds of text. They are descriptive text, narrative text, recount text, report text, procedure text, analytical exposition text, hartatory exposition text, news item text, spoof text and anecdote text. Based on the syllabus which used by English teacher of MTsN Tiku, there are three kinds of text that should be learned by ninth grade students. They are descriptive text, narrative text and recount text.

According to Day (2005:65), there are five types of questions. They are yes/no questions, alternative questions, true or false, wh-questions and multiple choice. *Yes/no* questions are simply questions that can be answered with either *yes* or *no*. Alternative questions are two or more *yes/no* questions connected with *or*. Alternative questions refers to questions that have choice and students have to choose one of them. While *Yes/No* questions are found frequently in commercially available materials, there is a potential danger in relying exclusively

on them. Wh-questions beginning with *where, what, when, who, how, and why* are commonly called *wh*-questions. In particular, *wh*- questions with *how/why* are often used to help students to go beyond a literal understanding of the text. And the last *Multiple-choice* questions are based on other forms of questions. *Multiple-choice* questions may be used most effectively, in our experience, with literal comprehension. They can also be used with prediction and evaluation.

Based on English teacher's information of MTsN Tiku, some students still had difficulties to answer questions, students often get low score when they answer question. Generally, it was caused by the lack of vocabulary, spelling and grammatical knowledge. They also get the problem to identify the generic structure and language features of narrative text. To classify the English teacher information above, the researcher interview some students at MTsN Tiku about English subject, and many of them told me that English subject very difficult, because they lack of vocabulary, how the correct grammar and how to understand the English subject.

Based on the problem above, the reasearcher was interested in conducting research to investigate the ability of the ninth grade students of MTsN Tiku to answer questions in reading narrative text.

Based on limitation of the problem above, the researcher formulated the problem as: "How is the ability of the ninth grade students of MTsN Tiku to answer questions in reading narrative text".

The general purpose of this research is to describe the ability of the ninth grade students' of MTsN Tiku to answer questions in reading narrative text. Especially, the purposes of the research are follows:

1. To describe the ability of the ninth grade students of MTsN Tiku to answer W/H Questions in reading narrative text?
2. To describe the ability of the ninth grade students of MTsN Tiku to answer Yes/No Questions in reading narrative text?

## **B. RESEARCH METHOD**

The design of this research was descriptive research. It describes students ability to answer questions in reading narrative text. Gay (1987:189) states that descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects of the study.

The ninth grade students' of MTsN Tiku chosen as population because they had learn narrative text I. The total number

of population members was 28 students and they were grouped into six classes.

To chose the sample in this research, the researcher used cluster random sampling technique. According to Gay (1987), cluster random sampling is sampling technique in which the samples are in group, not individuals. The researcher used cluster random sampling technique because the members of population were distributed in groups or classes. To chose the sample class, the researcher chose the group randomly. In this research, the researcher took one class as the sample. The researcher wrote the name of each class in six pieces of paper and put them into a box. The researcher chose one of them by closing her eyes and shake that box then took one paper. Became the sample this research was 28 students and class IX.B as the sample.

In order to find out the students' ability in answer questions in narrative text, the researcher administered reading test in form of an essay. The test consists of two narrative texts that have 20 items, each text consists of 2-3 paragraphs. The researcher allocated 60 minutes for students to do the test. The specification of the test could be show in Table:

Specification of the test

No.	Types of Question	Item Number
1	W/H Questions in Narrative Text	1, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 20.
2	Yes/No Questions in Narrative Text	2, 4, 10, 17, 19.
	Total Numbers	20 items

The good test should be valid and reliable. In order to see the validity of a test, the researcher used content validity. To find out the reliability of this test the researcher was used inter rater method. Inter rater method meant that there were two assessors (first assessor and second assessor) to check students' answer. To correlate the two sets of scores, the researcher used Pearson Product Moment formula (Arikunto, 2012:87):

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{[\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where:

r = coefficient correlation of two variables of the test (x and y)

x = students' scores from the first assessor

y = students' scores from the second assessor

N = the number of the students who followed the test

$\sum xy$  = the total students' problems of cross product xy

Then, the researcher used the following category to classify the coefficient correlation of the test, (Arikunto, 2012:93) as follows:

.81 - 1.00	very high correlation
.61 - .80	high correlation
.41 - .60	moderate correlation
.21 - .40	low correlation
.00 - .20	very low (no correlation)

After administering the test to the students, the researcher found out the correlation of the test was 0.97 it was very high correlation. So, the test was reliable.

In collecting the data, the researcher used procedures as follow:

1. The researcher administered the test to the sample.
2. The students should do the test in 60 minutes
3. The researcher collected the test

4. The two scorers evaluated the students' answer sheet and gave scorer for students test.

In analyzing the data, the researcher analyzed the data of this study by using the following steps:

1. The researcher presented the raw scores of each sample. The researcher represent it by using this formula:

$$\text{Students' score} = \frac{\text{first scorer's} + \text{second scorer's}}{2}$$

2. The researcher classified the student's score based on the criterion that is used in MTsN TIKU

Score	Grade
85-100	Very good
73-84	Good
61-72	Moderate
≤ 60	Bad

3. The researcher counted the number of students in each category.

4. The researcher got the percentage of students who got very good, good, moderate and bad ability by used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P= the percentage of students

R= the sum of the students who get very good, good, moderate, and bad ability

T= the sum of the students

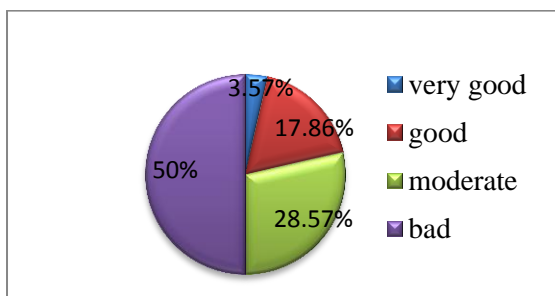
5. Finally, the researcher interpreted the result of data analysis.

### C. FINDINGS AND DISCUSSION

#### Findings

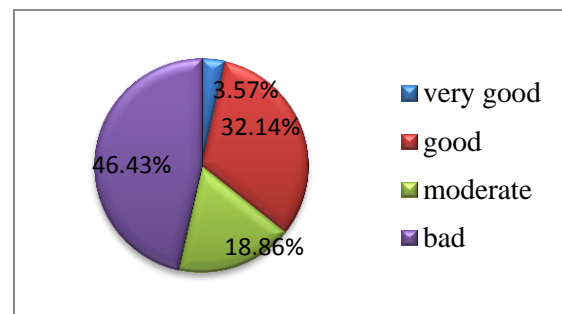
#### 4.1.1 Students' Ability in Answering Questions in Narrative Text

The result of data analysis of students ability in answer questions showed that the highest score was 85.3 and the lowest was 33.2. In criteria of scoring the high score is 95 and the low score is 0. By classifying the students ability into very good, good, moderate and bad ability, the result data analysis showed that 1 students (3.57%) had very good ability, 5 students (17.86%) had good ability, 8 students (28.57%) had moderate ability, and 14 students (50%) had bad ability. In order to make it clear, it can be seen on the following Chart 4.1:



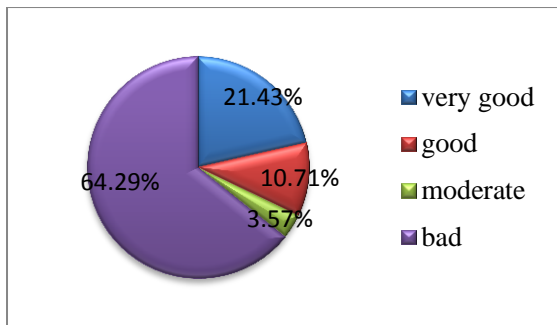
#### 4.1.2 Students' Ability in Answering W/H Questions in Narrative text

This part presents the students ability to answer w/h questions in narrative text. The result of data analysis demonstrated that the high score was 85.3 and the low score was 36.0. In addition, it also reveals that 1 students (3.57%) had very good ability, 9 students (32.14%) had good ability, 5 students (17.86%) had moderate ability and 13 students (46.43%) had bad ability. It is show in Chart :



#### 4.1.3 Students' Ability in Answering Yes/No Questions in Narrative Text

This part presents the students ability to answer yes/no questions in narrative text. The result of data analysis demonstrated that the highest score was 100 and the lowest was 0. In addition, it also shown 6 students (21.43%) had very good ability, 3 students (10.71%) had good ability, 1 students (3.57) had moderate ability, and 20 students (71.42%) had bad ability. It is shown in chart 4.3 :



## Discussion

### 4.2.1 Students' Ability in Answering Questions in Narrative Text

Based on the result of the data analysis, the ability of the ninth grade students at MTsN Tiku to answer questions in narrative text (50%) were in group bad category. It means that half of students could not able to answer questions.

### 4.2.2 Students' Ability in Answering W/H Questions in Narrative text

As already brought up previously, the next result of this data was that 46,43% students had bad ability in answer w/h questions in narrative text. It is indicated that the students not understood the meaning w/h questions. As the result, in some cases they answer question who as question why. The example can be seen as follows:

- Why David's mother didn't fetch him that day?

Some students answered "John's mother" actually, the correct answer is "Because

she had backache and she had to see a doctor".

- Where did the story happen?

Some students answered "in sea" actually, the correct answer is "Surabaya".

- How many characters were in the story? (text 2)

Some students answered "3 characters" the correct answer is "2 characters".

- Who suggested David to wait for his mother in their house?

Some students answered "john" the correct answer is "john's mother".

### 4.2.3 Students' Ability in Answer Yes/No Questions in Narrative Text

As already discussed previously, the result of this data was that 64.29% students had bad ability in answer yes/no questions in narrative text. One of factors that made them unable to answer yes/no questions was that they are not understood about to be that use in yes/no questions. The example can be seen as follows:

- Are they lived in a sea before fighting?

Some students answered "Yes, it is" actually, the correct answer is "Yes, they are".

- Did anybody answer when he knock the door?

Some students answered “yes, she is” actually, the correct answer is “no, they didn’t”.

- Did David’s mother fetch him after school that day?

Some students answered “yes, mother fetch him after school that day” the correct answer is “no, she did not”.

## **D. CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

#### **5.1 Conclusions**

In general, the findings of this research can be concluded that most of the ninth grade students at MTsN Tiku were not able to answer questions in narrative text. It is indicated by result that 50% students had bad ability.

In specific, the conclusion can be seen as follows:

1. The ability of the ninth grade students at MTsN Tiku to answer w/h questions was bad ability. It was indicated by the fact that 46.43% students had bad ability.
2. The ability of the ninth grade students at MTsN Tiku to answer yes/no questions was bad ability. It was indicated by the fact that 64.29% students had bad ability.

#### **5.2 Suggestions**

Based on the conclusions above, the researcher proposed some suggestions for teacher and student as follows:

1. The teacher is suggested to improve students ability to answer questions in narrative text. The teacher is also suggested to explain how to answer questions narrative text, how to understand the meaning of each w/h questions and how to answer the correctly yes/no questions. And the teacher gives more exercise about answer questions.
2. The students are suggested to re-read material frequently and do more exercise to answer questions, in order to understand w/h questions and yes/no questions.

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