

AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY IN UNDERSTANDING NARRATIVE TEXT AT SMP NEGERI 19 SOLOK SELATAN

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Abstract

This research was designed to know the ability of the ninth grade students' in understanding narrative text, especially generic structure. The design of this research was descriptive. The total of population of this research was 46 students. The researcher used cluster random sampling technique in taking the sample, because there were two classes at SMP Negeri 19 Solok Selatan. Each class consists of 23 students, and the researcher would take one class as the sample. In collecting the data, the researcher used reading test. In this test, the students could choose the correct answer. In analyzing the data based on the result of reading test, the researcher presented raw score, then calculated the students' score, classified the students who get high, moderate and low ability. Finally, the researcher counted the percentage of students' ability in comprehending generic structure of narrative text. The result of this research showed that in general the students' ability at IX grade SMP Negeri 19 Solok Selatan in comprehending generic structure of narrative texts was moderate. It was proved, that 70% students (16 students) had moderate ability. In detail, the students ability in comprehending orientation of narrative texts was moderate it is 61% (14 students). Students' ability in comprehending complication of narrative text was moderate. It was proved, that 78% of students (18 students) had moderate ability. And, students' ability in comprehending resolution of narrative text was moderate. It was proved that 57% of the students (13 students) had moderate ability.

Key words: Ability, Reading, Narrative text

Introduction

Reading as one of the language skills is very important. Reading is a process of communication from the writer to the reader. It is one of the four language skills that should be mastered by Junior High School

students. Seyler (2004) defines "reading is process of obtaining or constructing meaning from a word or cluster of words". It means that in reading, a reader can get meaning of the words, and understanding the ideas, information or feeling the words convey.

Then Linse (2005) also defines “reading is a set of skills that involves making sense and deriving meaning from the printed word”. It means that a reader must be able to comprehend the text that have read. Based on two definitions above, reading comprehension is a skill to get understanding and information of the text.

Based on the writer’s experience in teaching and observations of reading subject, especially narrative text, many students still got difficulties in getting the ideas and comprehending the English text. They still got low achievement when the reading test was given.

There are some problems that causes of the phenomenon was happened. First, most of the students do not have enough knowledge on the text. They do not know about the story of the text or unfamiliar with the story. They do not have rich vocabularies to get a better understanding of the text. That is the reason why it will be more difficult for

them to comprehend the text.

Second, the students have lack of motivation in reading. This is because they do not know the good way to comprehend and get the idea of the text. Moreover, when they read the text, they keep looking up to dictionaries without guessing the contextual clues of the text.

Therefore, the students found difficulties in understanding Narrative text. The text has generic structure, social function, and language features. They do not understand about the text especially about generic structure. They do not understand the events in the story of narrative text.

Pardiyono (2007) says narrative is a type of text to tell activities or events in the past which shown the problematic experience to amuse the readers. Based on the statement above, it can be identified that narrative text is a story of someone or something, whether fictional or non-fictional events which is offered joy and fun for the

reader. Beside, Kistono (2007) adds that a narrative text has a social purpose to entertain the reader through a real experience or an imagination

From the experts' explanation above, the researcher can conclude that narrative text is a story that tells about person, animal, and thing happened in the past time on purpose to entertain and extend the readers' imagination.

Based on the explanation above, the researcher hopes that the students' achievement in reading increases. The writer chooses narrative text because most of the students still get low achievement in this kind of text rather than the other kind of text. It is caused some of the texts are unfamiliar for them, and in the text, there are difficult words that is not found in dictionary. The words can be understood based on the context text only. Those make them difficult to understand the narrative text. Researcher will do a research where the text and the

words of the story are familiar for them. So that, the researcher is interested in conducting a research entitled: "An Analysis on the Student's Reading Comprehension of Narrative Text at SMPN 19 Solok Selatan".

The general purpose of this research was to describe the ability of the third year students about generic structure of narrative text at SMP N 19 Solok Selatan.

The specific purposes of this research are:

1. To describe students' ability in understanding of orientation of narrative text at the ninth grade SMP N 19 Solok Selatan.
2. To describe students' ability in understanding of complication of narrative text at the ninth grade SMP N 19 Solok Selatan.
3. To describe students' ability in understanding of resolution of narrative text at the ninth grade SMP N 19 Solok Selatan.

Research Method

This research used descriptive design. It describes the ability of students in reading comprehension of narrative text. According to Gay and Airasian (2009), descriptive research is designed to obtain information concerning the current status of the phenomenon. The aim is to describe “what exist” with respect variables or conditions in situation.

Based on definition above, it could be concluded that descriptive research is used to measure or describe the problem in the field in order to get fact or real information. So, the researcher used this descriptive research design to know the student’s ability in reading.

The population of this research was all of the IX grade students of SMP Negeri 19 Solok Selatan. The population was distributed into two classes: class IX 1, and IX 2. Each class consists of 23 students, the total of the population was 46 students.

comprehension of narrative texts. Gay and Airasian (2009: 102) state that the population is the group of interest to research, the group to which she or he would like the result of this research can be generalized.

The sample is part of population. Gay and Airasian (2009: 129) say sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. In this research, the researcher used cluster random sampling.

Gay and Airasian (2009:141) state that cluster random sampling is sampling in which groups, not individuals. The member of population had the same curriculum, syllabus, materials, and lesson plan.

The sample of this research was 23 students. Based on the sampling technique used, the researcher wrote the number of each class on two pieces of paper. Then the researcher took a piece of paper that has been mixed up from both of classes, one

class was class try out, it was class IX 1 and other was sample of this research, it was class IX 2.

In the research, the writer used reading test as the instrument to collect the data. Here, the students were asked to read of narrative text. To do the test, the researcher gave 21 items in multiple choice form. Then, the researcher asked the students to answer in 60 minutes. The aspects that the researcher gave related to generic structure of narrative text in multiple choice. There were 7 items for orientation, 8 items for complication and 6 items for resolution. To scoring of items were one for correct answer and zero for the wrong answer. Then the researcher categorized them into high, moderate and low.

After that, before giving the real test the researcher did the try-out of test to the students out of the sample. The function of try-out was to analyze item difficulty, item discrimination, and to find reliability. Reliability is the degree to which a test

consistently measures what is supposed to be measured (Gay and Airisian, 2009). Then, to find out the reliability of the test, the researcher used split half method. The steps s follows:

1. Administer the reading test to try out
2. Calculate the correlation by using Person product moment formula (Arikunto, 2005:72)
3. To determine the reliability of the whole test, the result would be analyzed by using Spearmen Brown formula (Gay, 2009:161)
4. The result of the try-out showed that the reliability was enough, the coefficient correlation was 0.5. It means that the test is reliable.
5. To analyze the item difficulties, the researcher used formula suggested by Arikunto (2005:212)
6. To analyze the item discrimination, the researcher used formula to determine the item discrimination suggested by Arikunto (2005:218).

A good test should be valid and reliable. A test is valid if measures what is supposed to be mean sure. In order to see the validity of the test, the writer used content validity. Arikunto (2005; 64) states that one of the characteristics of the test validity is content validity. It means that the test is valid if fixes with the materials that have been given to the students. Thus, the test was constructed based on syllabus. Moreover, materials of the test have been studied by the students. The materials of the test were derived from English Worksheet Students for Junior High School IX Grade (2007)

The result of item difficulty and item discrimination of the try out test were 5 items ok, 16 items revised, and 4 items discarded (no. 2,4,14,23) because they could not be accepted as good items for a test ix 6). So, the items that used for the test was 21 items.

Then, the result of item difficulties showed that there was 1 item was moderate ,

2 items was too difficult , and 22 items was too easy. According to Arikunto (2005:218), a good test item is an item which has difficulty in the range 0.30-0.70, and the discrimination of the try-out test in the range of 0.20-0.80. After researcher got the item difficulties, she got item discrimination. Moreover, the results of item discrimination of try-out test were 5 items ok, 4 items discarded and 16 items revised.

Data of this research was students' score in understanding of narrative text. In analyzing the data Mean (M) and Standard Deviation (SD) calculation were used to measure the students' ability to read of narrative text. And then, the researcher analyzed the score to know how many students get high, moderate, and low ability. To analyze the data, the researcher used the procedures are follows:

1. Count the raw score
2. Calculate the Mean (M) and Standard Deviation (SD)

3. Next, the writer classified the students' ability into three categories: high, moderate, and low
4. The last step was the writer counts the percentage of the students who get high, moderate and low ability
5. Finally, after getting the result of analyzing the data by using the above formulas, the researcher described the grade IX students' ability in comprehension of narrative text.

Findings and Discussion

Findings

1.) Students' Ability in Comprehending Generic Structure of Narrative Texts

In measuring the students' ability in comprehending narrative texts, the students' scores were counted. After the researcher checked and gave the score for the students' answer, the researcher found that the lowest score gotten by the students in comprehending of narrative text was 8 and the highest level was 20. Then the researcher

calculated the score and got 14.91 for mean and standard deviation was 3.72

The students' ability was classified into three groups (high, moderate, and low). Students' ability was categorized as high if the scores were higher than 18.63. It was categorized as moderate if the scores were in the range of 11.19 to 18.63 and it was categorized as low if the scores were lower than 11.19. Finally the percentage of the students' ability was calculated. The result was that 4 students (17%) had high ability, 16 students (70%) had moderate ability, and 3 students (13%) had low ability.

It can be concluded that the students' ability in comprehending narrative texts was moderate. This statement was supported by the fact that majority of the students (70%) had moderate ability.

Table 1. Percentage of Students' Ability

NO	Aspects	Students' Ability in Percentage		
		High	Moderate	Low

1	Comprehending Generic Structure of Narrative Text	17%	70%	13%
2	Comprehending Orientation	22%	61%	17%
3	Comprehending Complication	9%	78%	13%
4	Comprehending Resolution	22%	57%	22%

2) Students' Ability in Comprehending Orientation of Narrative Texts

The result of the test showed that the students' ability in comprehending orientation was moderate. It was proved by the fact that 14 students (61%) got moderate ability. To make sure, see the table below:

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

Category	Number of students	Percentage
High	5	22%
Moderate	14	61%
Low	4	17%
Total	23	100%

3) Students' Ability in Comprehending Complication of Narrative Texts

It was found that lowest scores was 2 and the highest 8. The mean was 5.44 and standard deviation was 1.63. Students' ability was categorized as high if their scores were higher than 7.07, it was categorized as moderate if their scores were the range of 3.81 to 7.07, and it was categorized as low if students' scores were lower than 3.81. After that, the students' ability was classified into three groups (high, moderate and low). Based on the result of calculating the percentage of the students' ability it was found that 2 students (9%) had high ability, 18 students (78%) had moderate ability, and 3 students (13%) had low ability.

From the explanation above, it can be concluded that the students' ability in comprehending complication of narrative texts was moderate. This statement was supported by the fact that majority of the students (78%) had moderate ability.

Table 3. Category of Students' Ability in Comprehending Complication of Narrative Text

Category	Number of the students	Percentage
High	2	9%
Moderate	18	78%
Low	3	13%
Total	23	100%

4) Students' Ability in Comprehending Resolution of Narrative Texts

The lowest score for students' ability found in comprehending complication of narrative texts was 2 and the highest scores was 6. The mean was 4.13 and standard deviation was 1.45. Students' ability was categorized as high if the scores were higher than 5.58. It was categorized as moderate if the scores were in the range 2.68 to 5.58, and it was categorized as low if the scores were lower than 2.68. The students' ability was classified into three groups (high, moderate, and low). It was found that 5 students (13%) had high ability, 13 students (57%) had moderate ability, and 5 students (22%) had low ability.

From the explanation above, it can be concluded that the students' ability in comprehending complication of narrative texts was moderate. This statement was supported by the fact that majority of the students (57%) had moderate ability.

Table 4. Students' Ability in Comprehending Resolution of Narrative Texts

Category	Number of Students	Percentage
High	5	22%
Moderate	13	57%
Low	5	22%
Total	23	100%

Discussion

Based on the result of the research, in general the students' ability in comprehending generic structure of narrative texts was moderate. There are 16 students (70%) have moderate ability in comprehending generic structure. There are three aspects of generic structure that the

researcher analyzed; to comprehend orientation, complication, and resolution.

1) Students' Ability in Comprehending Orientation of Narrative Texts

Based on findings, the students' ability in comprehending generic structure was moderate. It was indicated 14 students (61%) were in moderate category. It means that more than 50% students did not understand how to comprehend generic structure well. Then, it also can be described that some students still did not understand about orientation of narrative texts. They had to know that the orientation tells the readers who were in the story, what happened, where the story took place, and when it happened.

2) Students' Ability in Comprehending Complication of Narrative Texts

Related to finding of this research, researcher describes that some students still did not understand about complication of narrative texts. They had to know that

complication tells about the conflict or the big problem of the story.

3) Students' Ability in Comprehending Resolution of Narrative Texts

Then, based on finding of resolution, it can be described that some students still did not understand about resolution of narrative texts. They had to know that resolution tells about the solution of the problem at the end of the story.

Conclusions

Based on the findings as already discussed, the researcher wrote some conclusions. In general, the ability of students at ninth grade SMP N 19 Solok Selatan in comprehending generic structure of narrative texts was moderate. The data demonstrated that 16 students (70%) had moderate ability. It means that most of the students could not comprehend narrative texts, and they still had small problem in comprehending it. Specific conclusion were as follows:

1. The ability of students at ninth grade SMP N 19 Solok Selatan in comprehending orientation of narrative text was moderate. It is supported by the fact that there were 14 students (61%) who got moderate.
2. The ability of students at ninth grade SMP N 19 Solok Selatan in comprehending complication of narrative text was moderate. It is supported by the fact that there were 18 students (78%) who got moderate ability.
3. The ability of students at ninth grade SMP N 19 Solok Selatan in comprehending resolution of narrative text was moderate. It is supported by the fact that there were 13 students (57%) who got moderate

Based on conclusion, the researcher describes students' ability in comprehending generic structure is moderate. It also can be described from the students' ability of orientation, complication and resolution of

narrative text is also moderate. So it can be concluded that some students still did not understand about generic structure of narrative text, even orientation, complication and resolution.

Suggestions

Based on the conclusions of this research, the researcher would like to propose some suggestion as follows:

1. The teachers are expected to review the materials about narrative text since the result of research shows that the students ability in comprehending generic structure of narrative texts was moderate.
2. The students are suggested to learn more about narrative text and they are expected to do more exercises about narrative text.
3. For the next researcher, it is suggested to do similar research for example; the problem faced the

students in comprehending narrative text.

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