

# THE ELEVENTH GRADE STUDENTS' ABILITY TO COMPREHEND A NARRATIVE TEXT AT SMAN 2 VII KOTO SUNGAI SARIAK KAB. PADANG PARIAMANAN

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## ABSTRACT

The purpose of this research was to describe the eleventh-grade students' ability in reading a narrative text at SMAN 2 VII Koto Sungai SariaK Kab. Padang Pariaman. The design of this research was the descriptive research. The population of this research was all of the eleventh-grade students' at SMAN 2 VII Koto Sungai SariaK Kab. Padang Pariaman. Stratified cluster random sampling was used on this research and number of samples was 60 students. The data were collected through a reading test. The reability index of the test was 0.88 (very high correlation). It means thar the test was reliable. Then, the test was valid in terms of content because it had covered the material that the students had learnt. In general, this study revealed that the ability of the eleventh grade students at SMAN 2 VII Koto Sungai SariaK Kab. Padang Pariaman was low. It was discovered that 39 students (65%) students had low ability to comprehend a narrative text. In detail, the students' ability to comprehend the orientation of the text was low. That supported that 31 students (51%) students had low ability. The students' ability to comprehend the complication of text was low. That supported that 38 students (63%) students had low ability. The students' ability to comprehend the resolution of the text was low. That supported that 33 students (55%) students had low ability. And the students' ability to comprehend the reorientation of the text was low. That supported that 40 students (67%) students had low ability.

**Keywords:** *Narrative text, Reading Comprehension*

## INTRODUCTION

In Indonesia English as a foreign language is very important. English is an international language that is not only used to connect between countries, but also used to deepen and develop science because most science books are imported from abroad. (Izzan and Mahfuddin, 2007:1). Some factors influence students reading comprehension including motivation and background knowledge and concentration (Wainwright, 1972). In fact, the students of senior high school usually lack motivation in learning reading as stated by Nuttal (1996:3) that the condition is aggravated by the students' low motivation in learning language including reading. Students can understand a text to the level of their understanding. Some of them can understand every word, sentence and paragraph of the text and the whole text because they have different general background knowledge. Moreover, their individual reading strategies and comprehension in the process of understanding a

text are rarely constant. Therefore, every student can understand to the limit of his/her reading rate. It means that these factors lead to the difference between strategies used by students who are slow or weak in understanding text and strategies used by students who are good or strong in understanding text.

According to Setyosari (2012: 221-223) Narrative is a type of text in the form of a story that tells something or an imaginary event but sometimes it can also be factual in oral or written form. In addition, the purpose of narrative text is to educate or emulate the moral values contained in the story, so that by understanding the narrative text story students can be entertained and form their moral character, because the narrative text contains a mandate that is full of values. Based on the description above, it is revealed that in learning there must be a process of interaction between students and teachers and learning resources. The teacher's control toward the students is necessary.

Teachers not only teach but also measure the students' achievement. They administer a variety of test. Evaluation is an effective way to evaluate the teaching and learning performance in language program and to enhance the teaching process. Test is a means of measuring the students' ability. Based on the researcher's experience while doing this research at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman, the students still had four reading skills problems, especially in comprehending the text. First, students' reading comprehension was still low. Second, the students had difficulty understanding the text. Third, they had a hard time understanding the outlines of the types of narrative text. Fourth, the students need a lot of time to understand the text. Basically, all students can read, but only some students can understand what they have read, especially English texts, so the students can understand what they have read, especially English texts, so the students assume that English is a very difficult subject and are confused because the meanings and letters are different.

## METHOD

The design the research was descriptive research. Descriptive research is aimed at describing an accurate, factual and systematic nature of a certain condition. This study was designed to describe the eleventh grade students' ability to comprehend narrative text at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman. The number of the population of this study was 118 students and they were distributed into 4 classes and they were separated into two majors: MIPA and IPS. In this research, the researcher used the reading test in the form of multiple choices to collect the data. The test consisted of narrative text.

The researcher collected the students' answer. Sheet The researcher checked the students' answer. The researcher gave score 1 for correct answer and 0 for wrong answer. The researcher counted the total scores of each student.

## FINDINGS AND DISCUSSIONS

The result of data analysis showed that the In general, students in eleventh grade had a poor ability to comprehend a narrative text. According to the data, it was found that 21 (35%) students had high ability and 39 (65%) students low ability to comprehend a narrative text.

The eleventh grade students' ability to comprehend orientation of narrative text was low. It was supported by the fact that 29 (48%) students had high ability and 31 (52%) students had low ability. The eleventh grade students' ability to comprehend complication of narrative text was low. It was supported by the fact that 22 (37%) students had high ability and 38 (63%) students had low ability. The eleventh grade students' ability to comprehend resolution of narrative text was low. It was supported by the fact that 27 (45%) students had high ability and 33 (55%) students had low ability. The eleventh grade students' ability to comprehend reorientation of narrative text was low. It was supported by the fact that 20 (33%) students had high ability and 40 (67%) students had low ability.

**Table 1. The Table of all findings**

No	Aspects	High	Low
1.	Orientation	48%	52%
2.	Complication	37%	63%
3.	Resolution	45%	55%
4.	Reorientation	33%	67%

## CONCLUSIONS AND SUGGESTIONS

Based on the conclusions above, the researcher would like to give several suggestions:

For the teacher, the researcher hopes the English teacher at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman use some other method to improve students reading. For the future researcher, the researcher hopes this research can be used as a guide to write a thesis and references.

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