

## **An Analysis of the Second Grade Students' Ability to Comprehend Narrative Text at SMPN 1 Baso**

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### **ABSTRACT**

This study was designed to describe the second grade students' ability to comprehend narrative text at SMPN 1 Baso. To be more specific it was aimed to describe the students' ability to comprehend the contents or messages in the generic structure of narrative text. This research used descriptive method. The population of this research was the second grade students at SMPN 1 Baso. The members of the population were 153 students. The researcher took 27 students as the sample. In selecting the sample, the researcher used cluster sampling technique since the population grouped into class and they were homogeneous. To collect the data the researcher used reading test. In analyzing the data, there were some steps used by the researcher, calculate the mean and standard deviation, in order to classify the students' ability into high, moderate and low. The result of the data analysis showed that the ability of the second grade students to comprehend narrative text at SMPN 1 Baso was moderate. It was proved by the fact that 66.66 % of the students had moderate ability. Specifically, the ability of the students to comprehend orientation of narrative text was moderate. It was proved by the fact that 59.25 % of the students had moderate ability. The ability of the students to comprehend complication of narrative text was moderate. It was proved by the fact that 51.85% of the students had moderate ability. The ability of the students to comprehend resolution of narrative text was moderate. It was proved by the fact that 88.88% of the students had moderate ability. Based on the findings above, the researcher concluded that the second grade students' ability to comprehend narrative text was moderate. Based on this conclusion it is suggested that the English teacher should find and employ the more effective techniques of teaching reading and give more exercises to the students. Besides, the students are suggested to improve their ability by doing more exercises relating to the generic structure of narrative text.

Key words: Analysis, Reading, Narrative Text

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## INTRODUCTION

Reading is one of the important ways to get information. Much information is served in the form of reading text, like news paper, journal, books, website, etc. In fact, reading is not a simple process, not just open the book, read the book and then close the book but the reader must understand what the writer tells about.

Urguhurt and Cyril (1998) state that reading is the process of receiving and interpreting information encoded in language form via the medium of print. By reading someone can get information and knowledge that are needed. Because most of scientific books are written in English, people especially the students should be accustomed to read English text. Because of that, reading becomes one of the important skills that have to be mastered.

In teaching and learning English, students are expected to master for language skills; namely listening, speaking, reading, and writing. One of the important skills that should be mastered by students is reading. It is stated that the prime focus on higher education from the four skills is reading (KTSP 2006).

The main purpose of teaching reading at school is mainly to guide the students to be able to get the idea and

information from the text that they have read. In the School Based Curriculum of English for Junior High School 2006, the purpose of teaching English is in order the students can understand the various meaning (interpersonal and contextual meaning) in various interactional and transactional written text in form of descriptive, narrative, recount, and anecdote text. Dealing to this purpose, in teaching reading the students are expected to be able to get the message provided by the writer in reading text. A good reader will be easily to identify which part is the important ones in the text and which part is not.

One of the text type taught at junior high school students is narrative text. Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. Narrative text has a social purpose, namely to entertain the reader through a real experience or an imagination.

Based on the English teacher's information and the researcher's observation at SMPN 1 Baso on May 18, 2013, the students are still confused to comprehend narrative text consisting of orientation, complication and resolution. It can be

identified by the lack of their ability to answer the questions related to narrative text and explore the information from the text, more specific ones they take a lot of time to catch the idea from the text.

Based on the phenomena above, the researcher is interested in doing the research entitle “An analysis of second grade students ability to comprehend narrative text at SMPN 1 Baso”.

## **RESEARCH METHOD**

In this research, the researcher used descriptive method. According to Gay (1987:189), descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of subject of the study. It means that the function of this research is to describe the subject of the study.

According to Gay (1987:102), population is the group of interest to the researcher which she/he would like the result of the study to be generalized. In this research, the population was the second grade students at SMPN 1 Baso. The researcher chose the second grade students as population because they had learned narrative text. The total number of them is 153 students and they were distributed into seven classes, namely VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, and VIII.6.

In choosing the sample, the researcher used cluster random sampling technique because the population is divided into classes. Gay (1987: 110) points that cluster sampling technique is the sample choosing by group that have the same characteristics. The researcher used cluster random sampling since the population is grouped into classes and they are homogenous; they had studied English using the same syllabus and materials.

The researcher took one class of the population as sample randomly. In choosing the sample, the researcher used seven small pieces of paper, and writes the name of each class. They were rolled and mixed up into a box, and then the researcher chose a paper from the box. The selected paper represented the sample. Finally paper VIII.3(27 students) was selected and it become the class sample.

The instrument for collecting the data in this research was reading test. The researcher gave the sample a test in the form of short passages and multiple choice items. The form of the text had been familiar with the students since the English teacher explained the form of the text. The total number of items was 36 questions provided with four choices for each question. The writer gave 60 minutes for students to do the

test.

A good test should be valid and reliable. Validity means test will measure what is supposed to be measured. Arikunto (2012:82) states that one of the types of the test validity is content validity. To see the validity of the test, the researcher used content validity in which the test materials will be constructed based on the curriculum and syllabus. The test was tried out to students out of sample (VIII.I containing 28 students). By using the result of the try out, the researcher analyzed the item difficulty, item discrimination, and to find reliability of the test.

To analyze the item difficulties, the researcher used the following formula suggested by Arikunto (2012: 222-232).

$$P = \frac{B}{JS}$$

Where:

P= item difficulty

B= sum of the students who answer correctly

JS=sum of all student who follow the test.

Then, the researcher classified the item difficulty into three categories suggested by Arikunto (2012:225) as follow:

P 0.00–0.30 : difficult

P 0.31–0.70 : moderate

P 0.71–1.00 : easy

The researcher took the item test that has moderate level (P=0.31-0.70)

Item discrimination was measured by separating the students into high and low group. Because the size of sample was relative small, the researcher decided the half above as high group and half below as low group. To analyze the item discrimination, the researcher used the formula suggested by Arikunto (2012:228) as following:

$$D = \frac{B_{\square}}{J_{\square}} - \frac{B_{\square}}{J_{\square}}$$

Where:

D = item discrimination

$J_{\square}$  = sum of students in the high group

$J_{\square}$  = sum of students in the low group

$B_{\square}$  = sum of students in high group who answer correctly

$B_{\square}$  = sum of students in low group who answer correctly

In the evaluation term, item discrimination was symbolized as D which refers to “Discrimination”. The result of the item discrimination was classified into the following:

D 0.00 – 0.19 : poor

D 0.20 – 0.39 : satisfactory

D 0.40 – 0.69 : good

D 0.70 – 1.00 : excellent

Arikunto (2008:218) states that a good item test is an item that has discrimination index between 0.40 – 0.69; however the discrimination index 0.20 – 0.39 can be accepted. As a result the researcher used the item test that has discrimination index 0, 20 – 1, 00.

As the result of the try out test, the researcher found the good test item for real test was 1, 3, 4, 6, 8, 9, 10, 11, 12, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, and 35. They consisted of 26 items

To find out the reliability of the test the researcher used split-half method, “the procedure requires only one administration of a test, certain sources of errors of measurement are eliminated” (Gay, 1987: 138-139). It involves scoring the odd items and the even items separately and correlates them. To calculate the correlation between the scores of odd items and even items, the researcher used Pearson Product Moment formula as follows:

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

Where:

r = the coefficient correlation of odd and even items

x = odd item score

y = even item score

n = total number of students.

To find out the reliability coefficient of the whole test, the researcher used Spearman- Brown formula as follow:

$$r_{ii} = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where:

$r_{ii}$  = the coefficient reliability for the total test.

$r_{xy}$  = the coefficient correlation of two scores of the test.

The classification of coefficient correlation of the test was categorized as follows:

0.81 – 1.00 : very high

0.61 – 0.80 : high

0.41 – 0.60 : moderate

0.21 – 0.40 : low

0.00 – 0.20 : very low

As the result of the try out test the researcher got the degree of coefficient correlation of the test was 0, 81 and the reliability of coefficient for total test was 0, 90. It means that the degree of coefficient correlation was very high and the test was reliable.

The data were collected through reading test in form of short passage and multiple choice items. After the students had finished doing the test, the students' answer

sheet was collected and scored by giving one for correct answer and zero for wrong answer. After that, the researcher computed the total score for each student.

To analyze the data, the researcher followed some steps:

1. Calculating mean and standard deviation by using the following formula (Arikunto, 2012:301-305):

- Mean  $M = \frac{\sum x}{N}$

Where:

M = Mean

$\sum x$  = Students' total scores

N = Number of students

- Standard Deviation

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where:

SD = Standard Deviation

$\sum x$  = Sum of all scores

N = Number of the students

2. Classifying the students who have high, moderate, and low ability by using the following categories (Arikunto, 2012:299)

High ability           => M + 1SD

Moderate               = between (M - 1SD) → (M + 1SD)

Low ability             =< M-1SD

3. Calculating the percentage of students who get high, moderate and low ability, by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage of the students' ability

F = the sum of the students; who got high, moderate or low ability

N = the sum of the students.

Based on the percentage of the students who get high, moderate, and low ability, the students' ability to comprehend narrative text can be seen.

## FINDINGS AND DISCUSSION

### Findings

#### The Students' Ability to Comprehend Narrative Text

To measure the students' ability to comprehend narrative text, the researcher counted the students' scores. She found that the highest score was 24 and the lowest was 17. It was also found that the mean was 20.63 and standard deviation was 1.78.

As already discussed, this study classified the students' ability into three groups (high, moderate, and low). The students' ability was categorized as high if their score were higher than 22.41. It was

categorized as moderate if their scores were in range 18.85 until 22.41. It was categorized as low if their scores were lower than 18.85. Finally the researcher calculated the percentage of the students' ability, and the result was shown in the table 4.1.

**Table 4.1 Percentage of The Student's Ability to Comprehend Narrative Text**

Formulation	Classification	Frequency	Percentage
> 22.41	High Ability	5	18.52 %
18.85 until 22.41	Moderate Ability	18	66.66 %
< 18.85	Low Ability	4	14.81 %

**The Students' Ability to Comprehend the Orientation of Narrative text.**

Dealing with the students' ability to comprehend orientation of narrative text, the researcher found that the highest score was 10 and the lowest score was 7. Then the researcher calculated the score and got 8.74 for mean and 1.08 for standard deviation. Students' ability was categorized as high if their score were higher than 9.82. It was categorized as moderate if their scores were in the range of 7.66 until 9.82. It was

categorized as low if their scores were lower than 7.66. Finally the researcher calculated the percentage of the students' ability the result was shown in Table 4.2.

**Table 4.2. Percentage Of The Student's Ability To Comprehend Orientation Of Narrative Text**

Formulation	Classification	Frequency	Percentage
> 9.82	High Ability	8	29.62 %
7.66 until 9.82	Moderate Ability	16	59.25 %
< 7.66	Low Ability	3	11.11 %

**The Students' Ability to Comprehend the Complication of Narrative Text**

Based on the result of data analysis, the researcher found that the highest score to comprehend the complication of narrative text was 12 and lowest score was 7. Then the researcher calculated the score and got 9.33 for mean and 1.3 for standard deviation. Students' ability was categorized as high if their score were higher than 10.63. It was categorized as moderate if their scores were in the range of 8.03 until 10.63. It was categorized as low if their scores were lower than 8.03. Finally the researcher calculated the percentage of the students' ability and the result was shown in Table 4.3.

**Table 4.3. Percentage of The Student's Ability to Comprehend Complication Of Narrative Text**

Formulation	Classification	Frequency	Percentage
> 10.63	High Ability	6	22.22%
8.03 until 10.63	Moderate Ability	14	51.85%
< 8.03	Low Ability	7	25.92%

**The Students' Ability to Comprehend the Resolution of Narrative Text**

Based on the result of data analysis, the researcher found that the highest score to comprehend the resolution of narrative text was 4 and lowest score was 1. Then the researcher calculated the score and got 2.25 for mean and 0.7 for standard deviation. Students' ability was categorized as high if their score were higher than 3.22. It was categorized as moderate if their scores were in the range of 1.82 until 3.22. It was categorized as low if their scores were lower than 1.82. Finally the researcher calculated the percentage of the students' ability and the result was shown in Table 4.4.

**Table 4.4 Percentage of The Student's Ability to Comprehend Resolution of Narrative Text**

Formulation	Classification	Frequency	Percentage
> 3.22	High Ability	2	7.4 %
1.82 until 3.22	Moderate Ability	24	88.88 %
< 1.82	Low Ability	1	3.7 %

**Discussion**

**The Students' Ability to Comprehend Narrative Text.**

As already discussed previously, it was found that the ability the second grade students' ability to comprehend narrative text at SMPN 1 Baso was moderate. It was indicated that the majority of the students (66.66 %) had moderate ability. It means that some students still had difficulties in comprehending narrative text.

The researcher found that the problem might be caused by the lack of the students' knowledge of how to comprehend reading text and by the lack of the students' vocabulary to understand the reading text. It was indicate by the students answer from the question given. For example the question "what did the ant do when the hunter will shoot the dove?" could be answer correctly by some students. In order to be able to answer question related to the generic structure of narrative text, the students need to increase their knowledge and understanding to comprehend reading text.



### **The Students' Ability to Comprehend the Orientation of Narrative Text.**

Another finding of this study was that the ability of the students at SMPN 1 Baso to comprehend the orientation of narrative text was moderate. It was indicated that the majority of the students (59.25 %) had moderate ability. This finding indicated that some students still got difficulties to comprehend the orientation of narrative text. For example the question "when did the story happen?" could only be answered correctly by some students. In other words the students need to increase their knowledge to comprehend the orientation of narrative.

### **The Students Ability to Comprehend the Complication of Narrative Text.**

As already discussed before, this study also found that the ability of the students at SMPN 1 Baso to comprehend the complication of narrative text was moderate. Based on the result of the data analysis, it was indicated that the majority of the students (51.85 %) had moderate ability. It means that some students could not comprehend the complication in narrative text.

The researcher found that the problem might be caused by lack of the students' knowledge of what the complication tell about. It was indicated by the students' answer on some questions. For example the question "what did the maid do after she couldn't kill snow white?" could be answer correctly by some students. In order to be able to answer question related to the

complication of narrative text, the students need to increase their knowledge and understanding to comprehend reading text.

### **The Students Ability to Comprehend the Resolution of Narrative Text.**

The last finding of this study was that the ability of the students at SMPN 1 Baso to comprehend the resolution of narrative text was moderate. It was indicated that the majority of the students (88.88 %) of the students had moderate ability. It means that some students still got difficulties to comprehend the resolution of narrative

The researcher found that the problem might be caused by lack of the students' knowledge of what kind of information is in resolution of narrative text. It was indicated by the students' answer on some questions on resolution. For example, the question "how did the man feel when he back to chickens' house??" could only be answered correctly by some students. In order to be able to answer question related to the resolution of narrative text, the students need to increase their knowledge and understanding to comprehend reading text.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

After interpreting the finding of the data analysis it can be concluded that the ability of the second grade students at SMPN 1 Baso to comprehend narrative text was moderate. It was proved that 66.66 % of the students got

moderate ability. It means that the ability of the students to comprehend narrative text was not appropriate with the expectation of School Based Curriculum of English for Junior High School 2006

Another conclusion that could be drawn based on the findings was that the ability of the second grade students at SMPN 1 Baso to comprehend the orientation of narrative text was moderate. It was proved by the fact that 59.25 % of the students who had the test got moderate ability. It could be also concluded that the ability of the second grade students at SMPN 1 Baso to comprehend the complication of narrative text was moderate. It was proved by the fact that 51.85 % of the students had moderate ability. The last conclusion that could be draw was that

the ability of the second grade students at SMPN 1 Baso to comprehend the resolution of narrative text was moderate. It was proved by the fact that 88.88 % of the students had moderate ability.

### **Suggestions**

Based on the conclusion of the study, the researcher would like to propose some suggestions as follows:

1. The English teachers are suggested to give more exercises to the students to improve their ability to comprehend narrative text.

2. The students should improve their ability to comprehend narrative text by doing more exercises relating to the generic structure of narrative text
3. Further researcher is suggested to do the research about aspects that make the students get difficulties in comprehending narrative text.

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