

**AN ANALYSIS ON THE SECOND YEAR STUDENTS' DIFFICULTIES
IN COMPREHENDING NARRATIVE TEXT
AT SMP N 25 PADANG**

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Abstract

This research was attempted to describe the second year students difficulties in comprehending narrative text at SMPN 25 Padang. The design of this research was descriptive. The members of population were 178. The researcher used cluster random sampling technique in taking the sample. The researcher got one class as the sample and it consists of 29 students. It means it was 16% of the population. In collecting the data, the researcher used reading test. Before the researcher gave real test, it was tried out. From the result, the researcher found that the degree of coefficient correlation was 0.77 and the reliability coefficient for total test was 0.87 It means that the reliability of the test was very high. After analyzing the data, this research found that most of the second year students of SMPN 25 Padang had difficulties in comprehending narrative text. It was indicated by the number of the students who had score below mean plus 0.5 standard deviation specifically 62.07% students had difficulties in comprehending orientation, 82.76% students had difficulties in comprehending complication, and 65.52% students had difficulties in comprehending resolution. Based on the findings of this research, it can be concluded that the students had difficulties in comprehending narrative text. Based on the conclusions above, the teacher is expected to improve students skills in comprehending narrative text by giving more exercises to the students. For the students, they are suggested to do more exercises about reading narrative text and all aspects about narrative text and further researcher is suggested to do relevant research from different point of view and another kind of text.

Key words: Reading , Comprehending, Narrative Text

A. Introduction

Reading is one way for the readers to obtain information from the text that they read. Reading is one of the most important skills in English that should be mastered by the students. Mikulecky and

Jeffries (2004:6) say that reading skill is very important because it offers several advantages.

First, reading helps students learn in English. *Second*, reading can enlarge students English vocabulary. For example,

by noticing the word more, reading the text closely enough, reading every single word and taking special note of unfamiliar words can enlarge students vocabulary. *Third*, reading can help to improve students writing. *Fourth*, reading maybe a good way to practice students English when they live in a non-English speaking country. *Fifth*, reading can help students prepare for studying in English-speaking countries. *Sixth*, reading is a good way to find about new ideas, facts, and experiences.

.Furthermore, According to Wikipedia (2012), reading is important because reading is fundamental to function in today's society, it develops the mind, it is also a vital skill in finding a good job.

Some definitions of reading have been elaborated by some experts: According to Nunan (1998:66), reading is the process where the reader can find the information of the text and understand about the text based on their knowledge about the text. Soedarso (2002:4) states that reading is a complex activity that includes understanding imagining observing and remembering. In the other words, reading is not only a process of translating the word but also process of thinking.

Through reading, students are required to understand, comprehend and then apply the printed material in their daily life for accessing other science. The genre of text that should be studied by students at junior high school are transactional/interpersonal text, functional text and monolog texts like procedural, descriptive, narrative, recount and report text.

Narrative text is one kind of reading text taught to junior high school students. It relates to the story about someone, place, animal and may others, and the purpose is to entertainment. According to Gerot and Wignell (1994:204), narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways.

However, there were still many problems that the students faced in reading. Based on the researchers' informal interview Mrs. Hj. Yenni Wita Furkani, English teacher and some students of SMPN 25 Padang who have studied narrative text in second grade. She found that many students had difficulties in comprehending narrative text especially in comprehending orientation (introduction), complication (problems) and resolution (finding). The researcher asked some questions to the students

among other “ what difficulties do they have in reading narrative text? and what things that make they difficult to comprehending the text?”. The students may have difficulties in reading because of some factors. Those factors deal with their limited vocabulary, their lack of knowledge and grammatical and structure, less motivation to read, their inability to employ appropriate techniques of reading and lack of prior knowledge about text that they read, which influence their reading comprehension.

The phenomena above indicates that the students had difficulties in comprehending narrative text. It needs to be proven scientifically by doing a research. The researcher was motivated to conduct a research entitled: “ An analysis on the Second Year Students’ Difficulties in Comprehending Narrative Text at SMPN 25 Padang?”. The researcher choose SMPN 25 Padang because the school has good standard and she already did observation there.

In general, the purposes of this research was to describe the difficulties by the second year students in comprehending narrative text. The specific goals of this study were as follows:

1. To describe whether the second year students of SMPN 25 Padang have difficulties in comprehending orientation of narrative text.
2. To describe whether the second year students of SMPN 25 Padang have difficulties in comprehending complication of narrative text.
3. To describe whether the second year students of SMPN 25 Padang have difficulties in comprhending resolution of narrative text.

B. Research Method

This research was descriptive in design. According to Gay (1987:189), descriptive research involves colleting data in order to answer question concerning the current status of the subject of the study. It is supported by Selinger and Shohamy (1989:116), stating that descriptive research is concerning with providing description of phenomenon that occurs naturally without intervention of an artificial treatment. In this research, the researcher wanted to describe the students difficulties in comprehending narrative text.

Population is a group of elements or cases, whether individual object, or event, that conform to specific criteria and to which we intend to generalize the result of the research (McMilan, 1992:62). Moreover, Frankel and Norman Wallen (1993:356) declare that population is the group to which the result of the study is intended to apply.

The population of this research was all the second year students of SMPN 25 Padang. The number of members of population was 178 students distributed to six classes. The sample was chosen by cluster random sampling.

In this research, the researcher used cluster random sampling technique to select sample. Cluster sampling technique was used because the members of population were distributed in groups or classes. In addition, cluster random sampling technique is the process of selecting sample in such a way that all groups in the defined population have an equal and independent chance of being selected for the sample. The researcher used random technique because all

member of the population was considered homogenous; having the same syllabus, materials and they were taught by the same teachers.

As already discussed previously, the researcher used one class to be sample of this research. In choosing the sample she used six small papers and wrote the names of each class on them and then she put them into a box. After shaking it, she took one piece of paper with closed eyes. The selected class became class sample and all members of the class sample became the sample of this study. Gay (2000:121) states that in descriptive study, sample should be at least 10% of the population. For this research, the researcher used 16% of the population to be sample. The selected class for try out was VIII.4 and VIII.2 for the class sample.

The instrumentation used to collect the data in this research was reading test. The researcher used reading test to find out the students' difficulties in comprehending narrative text. In this test, the researcher

used multiple choice test which have 35 items.

From the range of item difficulties and item discrimination above, the researcher got 27 items as good items. 3 items were revised because of the range of item difficulties and item discrimination were different in criteria and 5 items was discarded because it could not be accepted as good item for test, so the items for real test there were 30 items.

Technique of Analyzing Data

To analyze the data, the researcher used the procedures as follows:

1. The researcher calculated the mean and standard deviation by using the following formula.

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

Where:

M = mean

N = number of the sample

$\sum x$ = total score of the students

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

Where:

SD = standard deviation

$\sum x$ = the total of x

$\sum x^2$ = the total of x^2

2. The researcher classified the students into group of students who have difficulties and who have no difficulties. The students are said to have difficulties if their scores are less than mean plus 0,5 SD and they have no difficulties if their scores are more than mean plus 0,5 SD.
3. The researcher concluded the number of students who have or have no difficulties in comprehending narrative text.
4. The researcher counted the percentage of the students who have no difficulties and

have difficulties by using the following formula:

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

Where:

P=Percentage of students who have or have no difficulty

F=Frequency of students who have or have no difficulties

n=Number of students

C. Findings and Discussion

Findings

The result of analyzing data gathered from reading test showed that the students' had difficulties in comprehending narrative text. It also revealed that the highest score was 29, the lowest score was 14. Mean and Standard Deviation were 19.41 and 3.62 respectively. As already discussed previously the students are said to have difficulties if their scores are less than mean plus 0,5 SD and they have no

difficulties if their scores are the same with or more than mean plus 0,5 SD. The result of data analysis shows that 6 out of 29 students (20.69%) had no difficulties in comprehending narrative text, and 23 out of 29 students (79.31%) had difficulties in comprehending narrative text.

Students' Difficulties in Comprehending Orientation of Narrative Text

Based on the result of data analysis on reading test, the researcher found that the highest score was 10 and the lowest score was 4. Meanwhile, mean of students' score in orientation of narrative text was 6.96 and standar deviation was 1.67. The students who had difficulties in comprehending orientation of narrative text were 18 out of 29 students (62.07%) and 11 out of 29 students (37.93%) had no difficulties in comprehending narrative text. In short, more than half of the students had difficulties in comprehending orientation of narrative text.

and Standard Deviation was 6.78. The students' ability was categorized as high if their scores were higher than 20.63, It was categorized as moderate if their scores were in the range of 7.07 – 20.63 and it was categorized as low if their scores were lower than 7.07. Then, the researcher

calculated the percentage of the students who were included into high, moderate and low group.

Students' Difficulties in Comprehending Complication of Narrative Text

In comprehending complication of narrative text, the researcher found that the highest score was 11 and the lowest score was 3. The result of analyzing data gathered using test showed that mean and standard deviation were 6.76 and 1.84. There were 5 out of 29 students (17.24%) had no difficulties and 24 out of 29 students (82.76%) had difficulties in comprehending complication of narrative text. It means that more than half of the students had difficulties in comprehending complication of narrative text.

Students' Difficulties in Comprehending Resolution of Narrative Text

Based on the result of data analysis in comprehending resolution of narrative text the researcher found that the highest score was 8, and the lowest score was 3. It also demonstrated that mean and standard deviation were 5.69 and 1.44 respectively. The students who had no difficulties was 10 out of 29 students (34.48%) and 19 out of 29 students (65.52%) had difficulties in

comprehending resolution of narrative text. The result indicated that more than half of the students had difficulties in comprehending resolution of narrative text.

Discussion

Students' Difficulties in Comprehending Narrative Text

As already discussed, the first finding of this study was that most students had difficulties in comprehending narrative text. It means that students had difficulties in identifying orientation, complication and the resolution. The result of data analysis showed that more than 60% students had difficulties in understanding each component of generic structure of narrative text.

Students' Difficulties in Comprehending Orientation of Narrative Text

Another finding of this study was that most students (62.07%) had difficulties in comprehending orientation of narrative text. It means that they could not find characters included in the story, setting and when the story happened. For example, the questions number 18, and 21 could not be answered correctly by 14 students (46.66%)

Students' Difficulties in Comprehending Complication of Narrative Text

The next finding of this research was that most of the students (82.76%) had difficulties in comprehending complication of narrative text. The finding indicated that many students could not differentiate parts of complication. They consist of the major and minor complication and they also could not identify what problems that happen in the story. For example, there were 16 students (53.33%) who could not answer correctly question on complication.

Students' Difficulties in Comprehending Resolution of Narrative Text

The last finding of this study was that most students (65.52%) had difficulties in comprehending resolution of narrative text. The finding of this research indicated that most students could not identify all aspects in resolution of narrative text. They could not identify what the ending of the story whether the story has happy or sad ending. For example, the questions number 15 and 28 could not be answered correctly by 14 students (48.28%)

D. Conclusions and Suggestions

Conclusions

Having known the result of data analysis, the researcher concluded that the students' difficulties in comprehending narrative text were various. In specific, the conclusions can be seen as follows;

1. The second year students of SMPN 25 Padang had difficulties in comprehending orientation of narrative text. It was proved by the fact that 62.07% students had difficulties in comprehending narrative text.
2. The second year students of SMPN 25 Padang had difficulties in comprehending complication of narrative text. It was proved by the fact that 82.76% students had difficulties in comprehending narrative text.
3. The second year students of SMPN 25 Padang had difficulties in comprehending resolution of narrative text. It was proved by the fact that 65.52% students had difficulties in comprehending narrative text.

Suggestions

Based on the conclusions above, the researcher proposed some suggestions as follows:

1. The teacher is expected to improve students skills in comprehending narrative text by giving more exercises to the students that can minimize their difficulties in comprehending orientation, complication and resolution of narrative text.
2. For the students, they are suggested to do more exercises about reading narrative text and all aspects about narrative text. Students expect learn more about orientation as a introduction of a text, complication that include problem of a text and resolution as a finding or ending of narrative text.
3. Further researcher is suggested to do relevant research from different point of view and another kind of text.

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