

AN ANALYSIS ON THE ABILITY OF THE SECOND GRADE STUDENTS OF SMAN 1 SUNGAI LIMAU PARIAMAN IN COMPREHENDING NARRATIVE TEXT

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Abstract

The purpose of this research is to describe the ability of the second grade students of SMAN I Sungai Limau in comprehending narrative. The design of this research was descriptive research. The population of this study was the second grade students of SMA N 1 Sungai Limau. The number of population members was 191 students: they were divided into 8 classes. The researcher used cluster random sampling technique to get representative sample. The total number of sample was 23 students. The instruments used to get the data was reading test. The researcher found the reliability of the test was very high (0.88). It means test was reliable. Then, the test was valid in content validity. The result of the data analysis showed that the student ability in comprehending narrative text was moderate. It was proved that 16.67% of students had high ability in comprehending narrative text, 70.83% of students had moderate ability and 12.50% of students had low ability in comprehending narrative text. It was also found that 29.17% of students had high ability in comprehending orientation of narrative text, 50.% of students had moderate ability and 20.83% of students had low ability in comprehending orientation narrative text. In comprehending complication, 12.50% of students had high ability, 62.50% of students had moderate and, 25.00% of students had low ability. In comprehending resolution, 33.33% of students had high ability, 50.% of students had moderate ability and, 16.67% of students had low ability. Based on the findings of this study, it can be concluded that the students' ability in comprehending narrative text was moderate.

Key Words : ability, narrative text, orientation, complication, resolution.

Introduction

English is an international language used by many people in the world. Ramelan (1992:2) states that English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world since as a matters of fact, many aspects of life like tourism, business, science, technology, education, politic, and commerce involve English.

Due to important role of English as discussed above, it is taught in many schools in all over the world. In Indonesia, English as a foreign language become a compulsory subject in any level of school. It means that English has been learnt at elementary school, junior high school, senior high school, and in university level. The students are required to possess English skills in order to be able to

communicate with people from other countries.

According to Wikipedia (2015), reading is one of the four language skills taught at such all levels of school. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like the other language skills, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

At senior high school, the skill of reading is taught through implementing genre based approach. By this approach the students are introduced to some genres or types of the text. In the teaching learning process, students are guided to comprehend each component of text; social function, generic structure, and language feature. By doing this, the students are expected to be able to comprehend the text and able to differentiate the types of text one to another.

In General, according to the curriculum for English subject at senior

high school (Kurikulum Tingkat Satuan Pendidikan or known as KTSP) there are two genres of text; that is functional text and monolog text. functional text consist of some type of text: invitation, greeting card, announcement, poet card, letter, shopping list, identity card, notice, signs, short message, and prohibition . Monolog texts consist of thirteen types of text; recount, spoof, narration, description, procedure, discussion, news item, report, explanation, review, hortatory, exposition, and analytical exposition. Each of them has different aspects that should be understood by the students.

One of the monolog texts is narrative text. Narrative text is a story with complication or problematic events and it tries to find out the resolutions to solve the problems. Narrative text has social purpose to the reader through a real experience or imagination. It is also used by the people to tell the story to entertain someone, such as in daily life. By learning narrative text the students are expected to have background knowledge on narrative text.

However, based on interview that researcher did on March 18th, 2015 towards one of the English teachers at SMAN 1 Sungai Limau, it was found that many students had difficulties in comprehending narrative text. They were not able to catch the messages in orientation, complication, and resolution. It

revealed from the fact that many students still made mistakes in comprehending each part of narrative text.

Only 66 out of 191 (34%) students succeeded in comprehending persuasive text, and their scores were below the KKM on that school. It seems that it is quite difficult for them to comprehend the orientation, complication, and resolution of narrative text. When students are given exercises on understanding narrative text, they are not able to do them well. They could not answer the questions and could not catch any points on what they read. Even sometimes, there is no reaction or response from the students when the teacher gave the questions about the text to them.

Based on the fact above, the researcher was interested in doing a research entitled “An Analysis on the Ability of the Second Grade Student at SMAN I Sungai Limau Pariaman in Comprehending Narrative Text”.

In line with research questions proposed in this study, in general, the purpose of this research was to describe the ability of the second grade students of SMAN 1 Sungai Limau in comprehending narrative text. The specific purposes of this research were as follows:

- a) To describe the ability of the second grade students of SMAN 1 Sungai Limau in comprehending the orientation of narrative text.
- b) To describe the ability of the second grade students of SMAN 1 Sungai Limau in comprehending the complication of narrative text.
- c) To describe the ability of the second grade students of SMAN 1 Sungai Limau in comprehending the resolution of narrative text.

The result of this research is expected to be benefit for English teachers, students, researcher. By having known students’ ability in reading comprehend narrative text, the teachers could take an action to solve this problem such as giving more explanation, having more discussion and giving more exercise in comprehending narrative text. The students can be aware of their own ability in comprehending a narrative text, and by so doing they are going to do more exercises improve their ability to comprehend narrative text. The researcher expects that his research is useful to increase his knowledge in doing a research and will be used as an important reference for further researcher.

Research Method

The design of this research was descriptive research. According to Gay (1987:159), descriptive research determines and describes the way things are. It involves collecting data in order to answer questions about the current status of subject of the study. Furthermore, Gay (1987:190) states that the descriptive research is useful in investigating many kinds of educational problem. According to Gay (1987:3), descriptive research is used to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation.

Based on the definition above, descriptive research involves the activity to collect the data in order to test hypothesis or to answer the question concerning the current status of the subject of study. This research was designed to describe the ability of the second grade students in comprehending narrative texts at SMAN 1 Sungai Limau Pariaman.

Cresswell (2012:142) says that population is a group of individuals who have the same characteristics. Furthermore, Gay (1987 : 102) says that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The population of this research was the

second grade students of SMAN 1 Sungai Limau Pariaman because they have learned about narrative text. The number of population members was 191 students and they were distributed into seven classes. To make it clearer, it is shown in Table 3.1:

Table 3.1
The Population of the Research

Class	Number
X 1	24
X 2	24
X 3	24
X 4	23
X 5	24
X 6	24
X 7	24
X 8	24
Total	191

Because the population was large, the researcher conducted this study to some members (sample) of the population of this study. Creswell (2012: 142) says that sample is a subgroup of the target population that the research plans to study for generalizing about the target of population. According to Gay (1987:101), 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 are selected. The purpose of sampling is to gain information about the population. According to Gay (1987 : 114). The minimum size of sample for descriptive research is 10% out of the total number of population. The size of sample of this study was approximately 20%.

To select the sample, the researcher used cluster random sampling technique. According to Gay (1987 : 110) cluster random sampling is sampling in which groups have similar characteristics. He used cluster sampling because the members of population were distributed in group or classes. Then random sampling used because the members of the population in all group had the same characteristics or were homogenous: they had same learning material, the same syllabus, same teaching technique, and they were in the same semester.

To select the sample the researcher used the following procedures. Firstly, he wrote the names of each class on seven pieces of papers. Then, he put into a box. After mixing it, he took one piece of paper from the box. The class selected as class sample was X1 for real test (24 students) and X4 for the try out test (23 students).

The instrument used to collect the data in this research was reading test. The test was constructed in the form of multiple choice, and it consisted of 30 items. The researcher gave 60 minutes to students to do the test.

A good test must be valid and reliable. A test is valid if it measures what it is supposed to be measured. One of kind of validity is content validity. According to Arikunto (1993:67), a test has content validity if it fits with one of materials given to students. So, this reading test was constructed based on syllabus and materials used at SMAN 1 Sungai Limau Pariaman.

To find out the realibility of reading test, the researcher used split half method. According to Gay (1987:139), split-half method refers to a form of internal reliability in which the consistency of item responses is determined by dividing each subject score on the two halves, score for the odd items and score for the even items. 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_{xy} = the correlation coefficient of variable x and y

x = scores the odd number test-items

y = scores the even number test-items

n = number of students

XY = total score of cross product xy

Futhermore, to know the coefficient correlation of the whole test, the result was analyzed by using Spearman Brown formula (Gay, 1987:139) as follows :

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

Where :

r_{ii} = the reliability coefficient of total test

r_{xy} = the coefficient correlation between variables X and Y

To degree of coefficient correlation of the test, it is categorized as follows (Arikunto, 2009:75) :

- 0.81 – 1.00 = very high correlation
- 0.61 – 0.80 = high correlation
- 0.41 – 0.60 = moderate correlation
- 0.21 – 0.40 = low correlation

- 0.00 – 0.20 = very low (no correlation)

According to Gay (1997), a good test coefficient correlation at least 0.70. based on the result analysis the researcher found the coefficient correlation or the reliability index of the test was 0.88 it means that test was reliable.

A good test item should not be either too easy or too difficult. An easy test will not stimulate students to figure it out. An excessively difficult one, on the other hand, it will make students desperate and will be reluctant to try to solve it. The difficulty level of a test is indicated by the degree of the students who get the items right. Thus, the more difficult an item is the fewer will be the students who answer correctly. Item difficulty can be known by counting the index of difficulty (Arikunto,2012). The index of an item shows how easy or difficult the particular item is accepted in the test. To find out the index item difficulty, the researcher used formula suggested by Arikunto (2012:223) as follow :

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

Where :

P = Item difficulty

B = the number of students answer correctly

JS = the number of total students

$$D = \frac{E_A}{J_A} - \frac{E_B}{J_B}$$

Where :

D = The discrimination

B_A = The number of high group students who answer correctly

J_A = The number of high group students

B_B = The number of low group students who answer correctly

J_B = The number of low group students

By using the above formula, the discrimination index of each item can be revealed. After knowing the discrimination index of each item, a table of criteria is then used to classify their category. Arikunto (2012:232) suggests the criteria of discrimination index in Table 3.3

Table 3.3

The Criteria of Discrimination Index

Item Interval	Criteria
0.00 – 0.20	Poor
0.21 – 0.40	Satisfactory
0.41 – 0.70	Good
0.71 – 1.00	Excellent

From the range above, the researcher chooses the items that have $D = 0.40 - 0.70$ as test items to be included in the instrument in order to find a good test item for the real test. Based analysis the researcher found five items was

Arikunto (2012:225) states that index for item difficulty commonly used is as follows :

- $P = 0.00 - 0.30 \longrightarrow$ difficult
- $P = 0.31 - 0.70 \longrightarrow$ moderate
- $P = 0.71 - 1.00 \longrightarrow$ easy

From the range above, the researcher chooses the items that have $P = 0.30 - 0.70$ to find a good test item for the real test. There were 24 items moderate (1,2,5,6,7,9,10,11,12,14,16,17,18,19,20,22,23,24,25,26,27,28,29,30), 3 items were easy (3,4,21), 3 items were difficult (8,13,15).

Item discrimination is the power of test items to differentiate between students who have high ability and low ability. A test item that can or can not answer correctly by both smart and poor students is considered as a bad item because it does not have item discrimination. According to Arikunto (2009: 211), students who get score half above are classified as high group and the students who get score half bellow are classified as lower group. To find out item discrimination, the researcher used the formula as following by Arikunto (2012:228) :

discarded (8,`3,15,21,30), four items was revised (5,14,18,26) and twenty one items was accepted (1, 2, 4, 6, 7, 9, 10, 11, 12, 13, 16, 17, 19, 20, 22, 23, 24, 25, 27, 28, 29,).

FINDINGS AND DISCUSSIONS

1 Research Findings

1.1 Students' Ability to Comprehend Narrative Text

In measuring the students' ability to comprehend Narrative text, the researcher counted the students' score. It was found that the lowest score was 16 and the highest score was 24 (see Appendix L) with mean 20.1 and standard deviation 1.58 (see Appendix M). Students' ability was categorized as high if their scores were higher than 21.68. It was categorized as moderate if their scores were in the range of 18.52 to 21.68 and it was categorized as low if their scores were lower than 18.52. The researcher calculated the percentage of students who were included in each of those three groups (see chart 4.1).

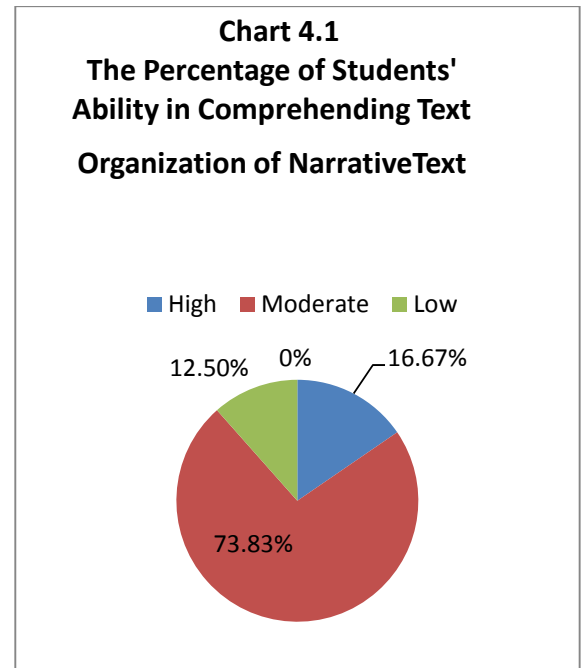


Chart 4.1 reveals that the students' ability to comprehend Narrative text was moderate. It is supported by the fact that 4 students (16.67%) had high ability , 17 students (70,83%) had moderate ability and 3 students' (12.50%) had low ability (see Appendix N)

1.2 Students' Ability to Comprehend the Orientation of Narrative Text

In measuring the students' ability to comprehend the orientation of narrative text, the researcher counted the students' score. The researcher found that the lowest score was 6 and the highest were score was 10 (see Appendix O) with mean 8.58 and standard deviation 1.21 (see Appendix P). Students' ability was categorized as high if their scores higher than 9.79. It was categorized as moderate if their scores

were in the range of 7.37 to 9.79, and it was categorized as low if their scores were lower than 7.37. He calculated the percentage of students who were included in each of those three groups (see chart 4.2).

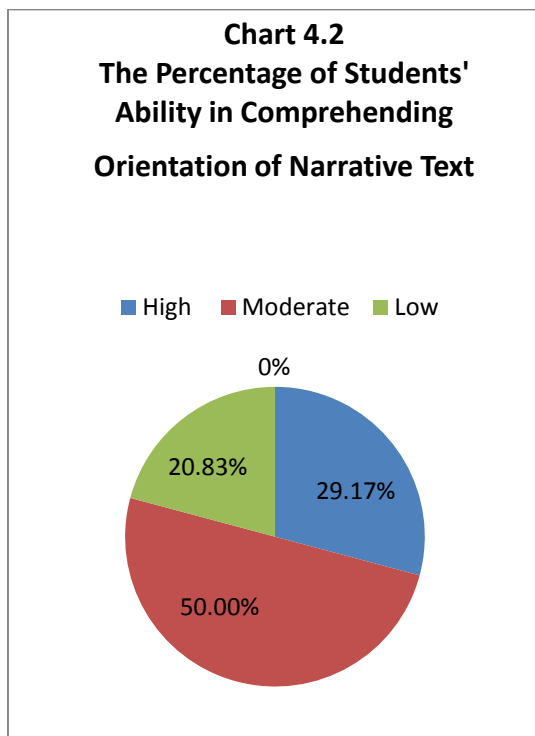


Chart 4.2 reveals that the students' ability to comprehend the orientation of narrative text was moderate. It is supported by the fact that 7 students (29.17%) had high ability, 12 students' (50.00%) had moderate ability and 5 students' (20.83%) had low ability (see appendix Q)

1.3 Students' Ability to Comprehend the Complication of Narrative Text

In measuring the students' ability to comprehend complication of narrative text, the researcher counted the students' score.

The researcher found that the lowest score was 5 and the highest score was 8 (see Appendix R) with mean 6.33 and standard deviation 1,00 (see Appendix S). Students' ability was categorized as high if their scores were higher than 7.33. It was categorized as moderate if their scores were in the range of 5.33 to 7.33 and it was categorized as low if their scores were lower than 5.33. He calculated the percentage of students who were included in each of those three groups (see chart 4.3).

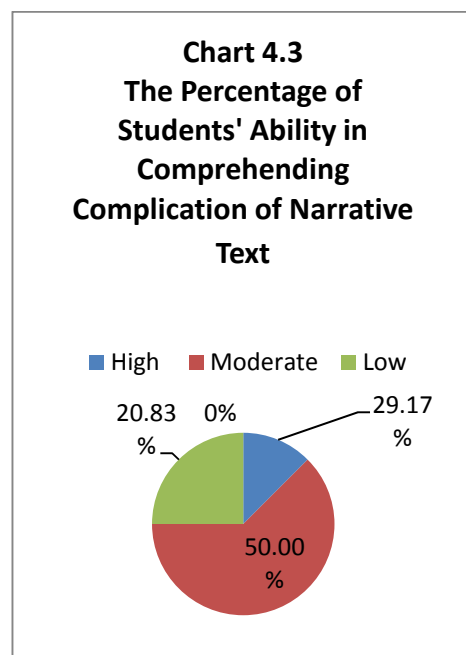


Chart 4.3 reveals that the students' ability to comprehend complication of Narrative text was moderate. It can be supported by the fact that 3 students (12.50%) had high ability, 15 students (62.50%) had moderate ability and 6 students (25.00%) had low ability (see Appendix T)

1.4 Students' Ability to Comprehend the Resolution of Narrative Text

In measuring the students' ability to comprehend the resolution of narrative text, the researcher counted the students' score. The researcher found that the lowest score was 4 and the highest score was 6 (see Appendix U) with mean 5.17 and standard deviation 0.7 (see Appendix V). Students' ability was categorized as high if their scores were higher than 5.87. It was categorized as moderate if their scores were in the range of 4.47 to 5.87 and it was categorized as low if their scores were lower than 4.47. He calculated the percentage of students who were included in each of those three groups (see chart 4.4)

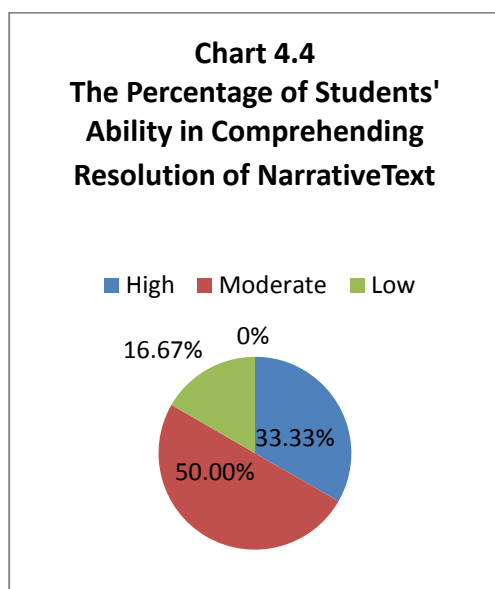


Chart 4.4 reveals that the students' ability to comprehend resolution of

narrative text was moderate. It is supported by the fact that 8 students (33.33%) had high ability, 12 students' (50.00%) had moderate ability and also 4 students' (16.67%) had low ability (see Appendix W).

2 Discussions

2.1 Students' Ability to Comprehend Narrative Text

As already discussed, the researcher found that the students' ability to comprehend narrative text was moderate. It was supported by the fact that majority of students (70.83%) had moderate ability. That data indicated that students still had difficulties in comprehending narrative text. They had limited knowledge of the content or message in orientation, complication and resolution. It can be seen from the students mistakes when they answered the questions on each part of narrative text.

2.2 Students' Ability to Comprehend the Orientation of Narrative Text

The next finding of this study was that in the ability of the second grade students of SMAN 1 Sungai Limau Pariaman was moderate. It was supported by the fact that majority of students (50.%) had moderate ability. This finding indicates that some students still got difficulties to comprehend

the orientation of narrative text. The researcher assumed the students could not comprehend because they had lack vocabulary to catch the message from orientation.

For example, many students had many mistakes in answering the question number 23. Only 45.83% students could answer the question correctly and 54.17% students could not answer. It was caused by the student's difficulties to understand certain facts that are revealed to help them understand the person and the events in introduction of the story.

2.3 Students' Ability to Comprehend the Complication of Narrative Text

Another finding of this study was that the ability of the second grade student of SMAN 1 Sungai Limau Pariaman to comprehend the complication of narrative text felt into moderate category. It was supported by the fact majority of students (62.50%) had moderate. Many students had mistakes in answering the questions number 3 only 45.83% It might be caused by students limited knowledge to comprehend what was included in event of the text that arrange the story in the text that lead the reader to reach conclusion about what happened in event. It means the students were not able to comprehend all events in narrative text.

2.4 Students' Ability to Comprehend Resolution of Narrative Text

The last finding of this study was that half students (50.00%) had moderate ability and to comprehend the resolution of narrative text. This means that the ability of the second grade students of SMAN 1 Sungai Limau Pariaman to comprehend the resolution of narrative text felt into moderate category. It indicates that many students still got problem in comprehending the resolution. In fact many students had mistakes in answering the question number 25 in the text 5. From 24 students, only 16 students can answer the questions correctly. It is probably caused by students had limited knowledge to comprehend what is the researcher implied at the end of the story because the resolution are unpredictable thing.

CONCLUSIONS AND SUGGESTIONS

1 Conclusions

In general, the findings of this research lead to the conclusion that, the ability of the second grade students of SMAN 1 Sungai Limau Pariaman to comprehend narrative text was moderate. It was proved by the fact that 70.83% students possessed moderate ability. The more specific, conclusions can be drawn as follows;

1. The ability of second grade students of SMAN 1 Sungai Limau Pariaman to comprehend the orientation of narrative text was moderate. It was proved by the fact that ability of majority of students (50.%) was categorized as moderate ability.
2. The ability of second grade students of SMAN 1 Sungai Limau Pariaman to comprehend complication of narrative text was moderate. It was proved by the fact that ability of majority of students (62.50%) felt into moderate category.
3. The ability of second grade students of SMAN 1 Sungai Limau Pariaman to comprehend the resolution of narrative text was moderate. It was proved by the fact that ability of half of students (50.%) was categorized as moderate ability.

1 Suggestions

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. The teacher is suggested to:
 - give more questions and explanation to the students

- about organization (orientation, complication and resolution) of narrative text.
 - ask the students to do various exercises about narrative text.
 - motivate the students to read more narrative texts in order to enrich their knowledge.
2. The students are suggested to learn more about narrative text. Especially, in comprehending orientation, complication and resolution. And also to do more exercises about reading comprehend narrative text.
 3. The researcher suggests to the next researcher to find out the students' problem in comprehending narrative text. An finding the way or alternative to solve the student's problem in comprehending persuasive text.

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