

# **AN ANALYSIS OF THE THIRD YEAR STUDENTS' PROBLEMS IN PREVIEWING NARRATIVE TEXT AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY**

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## **Abstract**

The purpose of this research was attempted to describe the third year students' problems in previewing narrative text. The design of this research was descriptive. The members of population of this research were 87. The researcher used cluster random sampling technique in taking the sample since the students were distributed into three classes and all members of population were homogeneous. The researcher got one class as the sample and it consisted of 28 students. In collecting the data, the researcher used reading test. Before the researcher gave real test, it was tried out. From the result of the try out, the researcher found the reliability index of the test was 0.93. It means the test was reliable. After analyzing the data, it was found that most of the third year students of English Department had problems in previewing narrative text. They had problem in previewing by title, previewing by picture and by heading. It was indicated by the fact, 85.71% students had problems in previewing narrative text, 67.85% students had problems in previewing by title, 46.42% students had problems in previewing by picture, and 42.85% students had problem in previewing by heading. Based on the findings of this research, it can be concluded that the third year students at English Department of Bung Hatta University had problems in previewing narrative text. By having known the students' problems in previewing narrative text, the lecturers are suggested to improve students' skills in previewing narrative text by giving more exercises to the students on previewing by title, by picture and by heading. Besides, she suggests the students to do more exercises on previewing by title, by picture and by heading.

**Key words: Problems, Previewing, Narrative Text**

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## **Introduction**

Reading as one of language skills should be mastered by everyone who wants to learn English well. By reading, people can get information from any kinds of text, passage, magazine, and newspaper.

According to Leipzig (2001), reading is a process involving word recognition,

comprehension, fluency, and motivation. Besides, reading is important for students in order to find out the available information in a passage, magazine, and newspaper (Fujiyanto, 2013).

Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and

comprehension of the information. In advanced reading, for example, one of the materials or topics that the third year students should learn is previewing a text before reading. In reading comprehension there are many strategies in reading, one of them is previewing. Previewing is a quick way to find out what a text will be about before reading, (Shirley: 2002).

Reading is one of the subjects that students learn at English Department of Bung Hatta University. It is taught in series; that is reading I, reading II, reading III, reading IV, and advanced reading. Learning materials taught in those series are arranged gradually. Harmer (2001:39) states that reading is taught from elementary school to university by using many kinds of methods and strategies applied by English teachers.

However, based on the result of informal interview on February 10, 2015 and discussion that the researcher did with a lecturer, Mr. Zainudin Amir at English Department, the researcher found that, most of the third year students of English Department in academic year 2014/2015 were still unable to preview a reading text, and they were also still unable to know what the text will be about before reading. To preview reading text, they must be able to preview by the title, picture and chapter title or heading.

Dealing with the problems above, the researcher was interested in conducting a research entitled “An Analysis of the Third Year Students’ Problems in Previewing Narrative Text at English Department of Bung Hatta University”.

There are many strategies in reading comprehension that can be used to develop students’ skill, and one of them is previewing. Previewing is a kind of reading strategy that helps readers get a general sense of what passage, article, or book are about and how it is organized (Mikulecky and Jefries, 2004:17).

According to Leane (2002), there are some ways in previewing, they are; read the title, look at a picture, and read the heading.

According to Shewan (2006: 1), the text can be classified into four categories, and one of them is narrative text. Narrative text is a text that relates to a story. Sudarwati and Grace (2007:62) state that the purpose of narrative text is to amuse the readers with different way. The generic structure of narrative text consist of orientation, complication, and resolution. There are some familiar topics of narrative text. They are Malin kundang, Cinderella, and Snow White. Generally, most of the students have known about the stories. From that, they could preview and comprehend the text because they have background knowledge about those stories.

Due to the broad scope of study as already discussed previously, the researcher limited the problem of her study to preview narrative text. Furthermore, the researcher focused her study on previewing text by using the title, the picture, and the heading.

In accordance with the formulation of the problem above, the researcher proposed some research questions that should be answered. They were as follow:

- (1) Do the third year students have problems in previewing by title?
- (2) Do the third year students have problems in previewing by picture?
- (3) Do the third year students have problems in previewing by heading?

Finding out the problems in previewing narrative text faced by the students would give significant information for both the lecturers and the students. By finding these problems, the lecturers were expected to have a better description about the students' problems in previewing narrative. Particularly, the lecturers could find out the way out of the problems and guide the students to solve the problems. For the students, they were also expected to be aware in previewing narrative text by doing more exercises to preview it.

In order to make clear about the definition of the key terms and to avoid misunderstanding and misinterpretation, the key terms were defined as follows:

- (1) Reading is a process involving word recognition,
- (2) comprehension, fluency, and motivation. (Leipzig, 2001).
- (3) Previewing is a quick and easy way to find out what the text will be about before reading narrative text. (Shirley: 2002)
- (4) Narrative text is a kind of text that amuses the readers with different way. (Sudarwati and Grace, 2007:62)
- (5) The generic structures of narrative text are; orientation, complication, resolution.
- (6) Title is a phrase that has a meaning.

- (7) Picture is an image that use to preview the text before reading.
- (8) Heading is a section that consist of main idea and theme.

### **Research Method**

In this research the reseacher applied descriptive design to know the problems faced by the students in previewing narrative text. According to Gay (1987:189), 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. Futhermore, Gay (1987:190) states that the descriptive research is useful in investigating many kinds of education problem. In this case, this study was aimed to describe the third year students' problems in previewing narrative text at English Department of Bung Hatta University.

According to Gay (1987:10-103), population is the group to which the researcher would like the result of the study to be generalized. Population of this research was the third year students at English Department of Bung Hatta University who registered in even semester of the 2014/2015 academic year. The members of population were distributed in three classes; class A, class B, Class C. The number of population members is 87 students. The researcher took the third year students as the population members, because they have passed four series of reading subjects; reading I, reading II, reading III, reading IV

Because the number of population members is large, the resarcher took sample to do this study. Sample is a part of population. According to Gay (1987:101),

sampling is a process of selecting a number of individuals for a study from the large group from which they are selected. Gay (1987: 114) states that minimum sample size of population is 10%. Relating to this, in this study the researcher used approximately 24% of the member of population as the sample.

To select the sample, the researcher used cluster random sampling technique. Gay (1987:110), says that cluster sampling is sampling technique in which the sample is in group not individuals. It was used because the population members were distributed into groups or classes. She used random sampling technique because the population was homogeneous; the lecturer used same material, same syllabus, and curriculum in learning reading subject.

In selecting sample, she used three small papers and she wrote the name of each class on them. Then, she rolled it up; she put them into a box and shook the box. Then, she took one of the papers with closed eyes. Finally, the A class became the class sample and its all members in that class became the sample of this study. In addition, the researcher took class A (28 students) as the sample of this research.

### **Instrumentation**

In this research, the researcher collected the data using reading test. It was constructed in the form of multiple choice. Try out test consisted of 30 items that covered previewing by using title (10 items), picture (10 items) and heading (10 items). The type of text that should be previewed in this test was narrative text. The use of

narrative text due to the fact that previewing is particularly beneficial when reading narrative material, because this text had explicitly marked structure that helps readers identify the goal of reading (McNamara , 2007:475). The researcher allocated 60 minutes to do test.

In determining the validity of the test, the researcher used the content validity. A test is valid if it measures what is supposed to be measured. Arikunto (2012:67) states that one of the types of validity is content validity. It means that the test is valid if it fixes with the materials that have been given to students. To validate the test, the researcher constructed it based on syllabus and teaching material, and did discussion with English Lecturer at English Department of BungHatta University.

Before giving the real test on May 13th the researcher did the tried out test on May 6th to the students out of the sample. The researcher gave try out test to the students in order to make sure wheter the time allocation is enough or not. The result of the try out test was used to find out the reliabilty index of the test, to analyze item difficulty and item discrimination.

To find out whether the test was good or not, the researcher analyzed the item difficulty and item discrimination. The item difficulty analysis was conducted to know whether each item is easy or difficult. To do that, the researcher used the following formula:

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

Where:

P= Item difficulties

B= Total number of students who answer correctly

JS= Total number of student

The item difficulties range between 0,00 – 1,0 and it is symbolized as”P” that refers to “proportion”. The result of difficulty index is classified into the following (Arikunto, 2012:225).

P= 0.00-0.30 is difficult

P= 0.31-0.70 Is moderate

P= 0.71-1.00 is easy

According to Brown (2010:71), appropriate test items will generally have item difficulty in the range between 0.15-0.85. He also adds two good reasons to include easy items and difficult items. The easy items are to build some affective feelings of “success”among lower students and to serve as warm up test, and for difficult items can provide a challenge for the highest students. Based on these statements the researcher took the test items which had item difficulty index between 0.15-0.85.

The item discrimination analysis is done to find out whether the items can differentiate between bright and low students. Relating to this, all students were divided into two groups; upper and lower group. According to Arikunto (2012:227) for small size of sample, students who get score half above is classified as upper group and the students who get score half below is classified as lower group. To find out the

index of discrimination, the researcher used the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D= item discrimination

BA= sum of students in the high group who answer the item correctly

BB= sum of students in the low group who answer correctly

JA= sum of students in the high group

JB= sum of students in the low group

Item discrimination is symbolized as “D” that refers to “discrimination”.the result of item discrimination is classified into the following (Arikunto, 2012:232).

D: 0.00 – 0.20 = poor

D: 0.21 – 0.40 = satisfactory

D: 0.41 – 0.70 = good

D: 0.71 – 1.00 = excellent

Arikunto (2012:232) says that a good item of the test is an item that has discrimination index between 0.40-0.70, but the discrimination index 0.20-0.40 can be accepted.

According to Brown (2010:71), practical use for item discrimination indices is to select items from a test that includes more items than you need. He also states, you might decide to discard or improve some items with lower items discrimination because you will not be as powerful an

indicator of success on your test. Therefore, among the ranges of items discrimination above the researcher used the items that have  $D > 0.21-1.00$ .

After analyzing the students' tried out test the researcher found that the difficulty index of the test item was appropriate. It is proved that the lower range is not lower than **.15** and not bigger than **.85**. After analyzing the item discrimination, the researcher found that 5 items should be discarded. As the result, the real test the researcher took 25 items. The researcher thought the number of the item is enough to measure the students' problems in previewing by title, picture and heading.

Reliability is the degree to which a test consistently measures what it measures (Gay 1987:135). To find out the reliability of the test, the researcher used split half method. It means that researcher separated the test items into odd items and even items, and then she calculated the correlation between the odd item scores and even item scores. To do this, she used Pearson Product Moment Formula (Arikunto, 2012:87) as follow:

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

Where:

- $r_{xy}$  = The coefficient correlation
- $n$  = the numbers of the students who
- $\sum xy$  = the total scores of cross product
- $x$  = the odds items test

$y$  = the even items test

$x^2$  = the sum square of  $x$

$y^2$  = the sum square of  $y$

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

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

Where:

- $r_{ii}$  = the reliability coefficient for the total test.
- $r_{xy}$  = the coefficient correlation between odd and even items

To classify the coefficient correlation of the test, it is categorized as follows (Arikunto, 2012:89):

0.81-1.00 = very high

0.61-0.80 = high

0.41- 0.60 = enough

0.21- 0.40 = low

0.00- 0.20 = very low

As the result of the try out test the researcher got the "r" counted was **.93** (see appendix 4). between variable  $x$  and  $y$  was categorized as very high correlation. It could be concluded that the test was reliable and could be used as research instrument in gathering data.

The researcher collected data by giving multiple choice test to the students. The

procedures of gathering data were as follows:

1. The researcher gave the test to the students.
2. The researcher asked the students to do the test in 60 minutes.
3. The researcher collected the students' answer sheets
4. The researcher checked the students' answer sheet
5. The researcher gave the score 1 for correct answer and 0 for error answer. So, the highest score was 25 and the lowest one was 0.
6. The researcher counted the total score for each student.

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 Arikunto (2012: 264):

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

Where:

M = mean

N = number of the sample

x = total score of the students

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

Where:

SD = standard deviation

x = the total of x

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

2. The researcher classified the students into group of students who had problem and who had no problem. The students were said to have problem if their scores were less than mean plus 0,5SD and they have no problem if their scores were more than mean plus 0,5 SD.
3. The researcher concluded the percentage of the students who had and had no problem by using the following formula:

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

Where:

P=Percentage of students who have or have no problem

F=Frequency of students who have or have no problem

n=Number of students

Finally, after getting the result of analyzing the data by using the formula above, the researcher described the third year students' problems in previewing narrative text in English Department of Bung Hatta University.

## FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses the result of the research. It consists of findings and discussions.

### Findings

As already discussed previously, the data were collected by using reading test. The purpose of this research was to describe the

problems of the third year student of English Department at Bung Hatta University in previewing narrative text. Based on the purpose above, the researcher presents the findings of this research as follows:

### **Students' Problems in Previewing Narrative Text**

The result of analyzing data gathered using reading test showed that the students had problems in previewing narrative text. It also revealed that the highest score was 23, the lowest score was 7, and mean and standard Deviation were 16.25 and 11.52 respectively. As already discussed previously the students are said to have problem if their scores are less than mean plus 0.5 SD and they have no problem if their scores are the same with or more than mean plus 0.5 SD. The result of data analysis shows that 4 out of 28 students (14.28%) had no problems in previewing narrative text, and 24 out of 28 students (85.71%) had problems in previewing narrative text.

### **Students' Problems in Previewing by Title**

Based on the result of data analysis, the researcher found that the highest score was 9 and the lowest score was 4. Meanwhile, mean of students' score in previewing by title was 6.75 and standard deviation was 4. The students who had no problems in previewing by title were 9 out of 28 students (67.85%) and 19 out of 28 students (32.14%) had problems in previewing by title. In short, more than half of the students had no problems in previewing by title.

### **Students' Problems in Previewing by Picture**

In previewing picture, the researcher found that the highest score was 8 and the lowest score was 0. The result of analyzing data gathered using reading test showed that mean and standard deviation were 4.78 and 4.30. It also revealed that 15 out of 28 students (53.57%) had no problems and 13 out of 28 students (46.42%) had problems in previewing by picture. It means that more than half of the students had problems in previewing by picture.

### **Students' Problems in Previewing by Heading**

Based on the result of data analysis of previewing by heading the researcher found that the highest score was 8, and the lowest score was 0. It also demonstrated that mean and standard deviation were 4.71 and 2.50 respectively. It also revealed that 12 out of 28 students had no problems (42.85%) and 16 out of 28 students (57.14%) had problem in previewing heading. The result indicated that more than half of the students had problem in previewing by heading.

## **Discussions**

### **Students' Problems in Previewing Narrative Text**

As already discussed, the first finding of this study was that most students had problems in previewing narrative text. It means that students could not use title, picture and heading to preview the message or ideas in narrative text. In chapter II the researcher found that the ways to preview the text. They are; pay attention when and



where the text published, looking at author, reading the title, looking at picture and reading the heading. In this research the researcher only focused to title, picture and heading. When the researcher did the research, the students did not use the title, picture and heading to preview the text. The researcher concluded that the third year students at English Department were not usually to preview the text by using title, picture and heading.

### **Students' Problems in Previewing by Title**

Another finding of this study was that students (67.85%) had problems in previewing by title. It means that some students could not preview by title to find out the content of the text, because preview the title is very important way to preview the text, and also made the readers be easier to find the ideas of the text. For example, question number 2

2. Which statement is TRUE about A Bundle of Troubles? The TRUE statement is ....
  - a. The man got problems in order when he did something
  - b. Someone who always made the imposible things
  - c. He locked in a cage
  - d. She threw her sister

The correct answer is "A" and 20 out of 28 (71%) students answered "correct", and 8 out of 28 ( 29%) answered "incorrect".

### **Students' Problems in Previewing Picture**

The next finding of this research was that most students (46.42%) had problem in

previewing picture, because the finding indicates some students could not know how to preview picture because the students did not use picture to predict the ideas from the text before reading. For example, question number 11

11. Where did the story happen? The story happened ...
  - a. In the forest
  - b. In the museum
  - c. In the park
  - d. In the heaven

The correct answer is "C" and 19 out of 28 (67%) students answered "correct", and 9 out of 28 ( 33%) answered "incorrect".

### **Students' Problem in Previewing by Heading**

The last finding of this study was that some of students (42.85%) had problem in previewing heading. The finding of this research indicates that some of students still difficult to preview heading. Because in chapter II the researcher explained that heading or chapter title had general information not specific information about the text before we read the text completely. For example, question number 23

23. How is the end of the story? The end of this story is....
  - a. Funny
  - b. sad
  - c. happy
  - d. good

The correct answer is "A" and 13 out of 28 (46%) students answered "correct", and 15 out of 28 ( 54%) answered "incorrect".

## CONCLUSIONS AND SUGGESTIONS

Based on the findings of this research as already discussed previously, the researcher draws some conclusions and proposed some suggestions.

### Conclusions

Having known the result of data analysis, the researcher concluded that the students had problems in previewing narrative text. In specific, the conclusions can be seen as follows;

1. The third year students had problems to preview by title. It was proved by the fact 67.85% students had problems in previewing by title.
2. The third year students had problem to preview by picture. It was proved by the fact that 46.42% students had problem in previewing by picture.
3. The third year students had problem to preview by heading. It was proved by the fact that 42.85% students had problems in previewing by heading.

### Suggestions

Based on the conclusions above, the researcher proposed some suggestions as follows: The lecturer is expected to improve students skills in previewing narrative text, by using title, picture and heading. The lecturer have to minimize the problem to preview the text for example narrative text.

1. The lecturers are suggested to improve students' skills in previewing narrative text, by using title, picture and heading. The lecturers have to minimize the problems to preview the narrative text.
2. For the students, they are suggested to do more exercises previewing the text.

3. Further researcher is suggested to do relevant research from different point of view and another kind of text.

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