AN ANALYSIS ON THE PROBLEMS OF THE SECOND YEAR STUDENTS OF SMP KARTIKA 1-6 PADANG IN COMPREHENDING A NARRATIVE TEXT

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Abstract

The purpose of this study was to describe the problems of the second year students at SMP Kartika 1-6 Padang in comprehending a narrative text. The design of this research was descriptive in nature. The population of this research was 168 second year students at SMP Kartika 1-6 Padang. In selecting the sample, the researcher used cluster random sampling technique. The number of sample was 32 students from $VIII_3$ class. The researcher foundthe reliability of the test by using split-half method. It was found that the coefficient correlation was high (.80). It means that the test was reliable.

Based on the result of analyzing data, it was found that students had problems in comprehending a narrative text. It was indicated by the fact that the number of students who had scores below mean was 17 out of from 32 students (53.12%). Moreover, 23 out of 32 students (71.88%) had problem in comprehending the orientation a narrative text. Furthermore, 20 out of 32 students (62.5%) had problem in comprehending the complication a narrative text. Finally, 23 out of 32 students (71.88%) had problems in comprehending the resolution a narrative text.

Finally, it can be concluded that the students had problems in comprehending a narrative text. Because of that, the researcher proposed some suggestions. First, the teacher has to give more explanation and exercises to the students about the narrative text in order to make them have more understanding about it. Second, students are suggested to learn more about narrative text, and do more exercises in order to improve their understanding of narrative text. Last, the next researcher is suggested to do a research about the aspects that causes the students get difficulties in understanding narrative text.

Key words: *Students' Problems, Reading Comprehending, and Narrative Text*

Introduction

Reading is one of the most important language skills. Throughreading,we can get informationabouteverything. Wecan also understandcertainparts of the world, withoutvisitingthe site. Wecanunderstandall thesciencejust byreading.In a word, basicallyreadingcan contribute to the improvement of thequalityof a nation.Harrison (2004: 3) says that reading not only increases our life skills and extends our knowledge; but it also determines how we are able to think. It has a fundamental effect on the development of the imagination and thus exerts a powerful influence on the

development of emotional and moral as well as verbal intelligence.

Reading is a process where the reader can find the information of the text and understand about the text based on their knowledge about the text. In other words, reading is the process of looking at a series of written symbols and getting meaning from them.

There are some kinds of reading skills that involved in reading; word attack skill, comprehension skill, fluency skill, and critical reading skill. Word attack skill is skill needed to be able to make sense of an unknown word in the context of reading. Word attack skill relies on the ability to recognize the sounds that make up words and to put those sounds together (phonemic awareness). Comprehension skill is an interaction between word identification, knowledge and comprehension. Fluency skill is the act of constructing meaning with text the reader plays an active role–filtering, organizing, interpreting and generating relationships with incoming information. Critical reading skill is reading with the goal of finding deep understanding of a material, whether it is fiction or nonfiction. It is the act of analyzing and evaluating what you are reading as you progress, or as you reflect back.

Manzo (1995: 9) states that the act of reading is said to be composed of two parts: the process and the product. The "process" refers to the functions, or operations, that one goes through in deriving meaning, whereas the "product" or more appropriately "products" refers to the actual information and insights reached as a result of reading.

A reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure (Torgesen in Wetostood 2012: 23). The intention isto be able toreadproperlyare many factors thataffect students, the factorsof the studentorexternalfactors.

Readingis notpreferred activitiesbyallstudents.Studentsare notinterested in readingso thattheywill neverknoworunderstand of a text. Therefore, teachers must be able toimprovestudents'desireto read. It can be withaninterestingtext which makesthem happy. Then, teacher can use all the will be helpful to improve readers'/ students' understanding of various reading materials.

According to the

English Curriculum for Junior High School, kinds of text that should be studied by students are transactional/interpersonal text, functional text and monolog text like procedural, descriptive, narrative, recount and report text. Narrativetextis akind ofgenrethattells a seriesof eventsorstoriesfromtimetotimedescribedinthe orderbeginning,middleandend. It aims at entertaining andattracting readerswitha storyoreventthathas theproblemsthatlead to conflictand end with a happystoryorevenpathetic. Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways.

However, based on the researcher's informal interview with Mrs. Yunita Dewi as English teacher and some students of SMP Kartika 1-6 Padang who had studied narrative text in second grade, she found that many students were unable to comprhend narrative text especially in comprehending orientation, complication and resolution. When the teacher gave students exercises about narrative text, they could not catch the massage in the each part of the text. When the researchers asked some questions to the students "what problem do they have in reading narrative text? and "what things make them unable to comprehend narrative text?, they answer or

told that they did not understand it because they did not have enough or sufficient vocabulary, they had lack of knowledge about grammatical structure, and they had lack of prior knowledge about text.

Based on the discussion above, the researcher was interested in conducting a study entitled "An analysis on the Second Year Students'Problems in a Comprehending Narrative Text at SMP Kartika 1-6 Padang".

In general, the purpose of the study wasto describe the students'problems in comprehending narrative text. Specifically, the purposes of this study were as follows:

(1) To find out whether the second year students of SMP Kartika 1-6 Padang had problems in comprehending the orientation of narrative text.
(2) To find out whether the second year students nof SMP Kartika 1-6 Padang had problems in comprehending the complication of narrative text.
(3) To find out whether the second year students of SMP Kartika 1-6 Padang had problems in comprehending the resolution of narrative text.

Research Method

This research was descriptive in nature. According to Gay (1987: 189), descriptive research involves collecting data in order to question concerning the current status of the subject of the study. According to Arikunto (2013: 3) descriptive research is a research intended to investigate the situations, conditions or other issues that have been mentioned. In this research, the researcher described the problems of the second year students of SMP Kartika 1-6 Padang in comprehending a narrative text.

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 generalized (Gay: 1987: 101).The population of this research was the second year students at SMP Kartika 1-6 Padang. The total number of population members was 168 students. They wereseperated into five classes.There are many sampling techniques that can be used in taking a sample, but the researcher used cluster random sampling technique.To select the sample, the researcher wrote the names of classes on pieces of paper (VIII$_1$,VIII$_2$, VIII$_3$, VIII$_4$ and VIII$_5$), and put them into a box. Then the researcher took one piece of paper with closed eyes. The class selected as the class sample was class VIII$_2$ and all members of the class sample became the sample of this research. Then, she used the same procedure to select sample for try out.

In this research, the reseacher used reading test. The researcher used reading test to find out the students's problems in comprehending narrative text. In this test, the researcher used multiple choice test with 30 items; 8 items on identifyingthe student's problems in comprehending orientation, 12 items on identifying the students's problems in comprehending complication and 10 items on identifying the student's problems in comprehending resolution. The students had 45 minutes to do the test.Data of this research were from students' scores on reading test. The procedures in colleting the data were as follows :

(1) The researcher gave the test to the students.

(2) The researcher collected the students's answer sheet.

(3) The researcher gave score on students'answer sheet. In grading the student's answers, the researcher gave the score one if the answer is correct and zero if the answer is incorrect.

(4) The researcher counted the total score of each student.

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

1. The researcher presented the total score for each student.

2. The researcher calculated the mean (M) by using this formula (Arikunto, 2012: 289): $M = \frac{\sum x}{N}$

   Where:

   M = Mean

   $\sum x$ = The total score of the students

   N = Number of students

3. The researcher calculated the formula below (Arikunto, 2012: 289) :

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

   SD = Standard Deviation

   $\sum x$ = The total score of the students

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

   N = Number of students.

4. The researcher classified the students into group of the students who had problems and who had no problem. The students were classified as having problemsif their scores were less than mean plus .5 SD and they were classified as having no problems if their scores were more than mean plus .5 SD.(5) The researcher countedthe percentage of students who had no problems and had problems in understanding orientation, complication, and resolution by using the following formula:

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

Where :

P = percentage of the students who had or had no problems.

F = frequency of students who had or had no problems.

N = total of students

Findings

The result of analyzing data gathered from reading test showed the highest score was 18 and the lowest was 5, and the mean was 11.5 and the standard deviation was4.25. It was found that 15 students (46.87%) had no problem and 17 students (53.12%) had problems in comprehending narrative text.

Based on data in reading test, the researcher found that the highest score was 6 and the lowest score was 2. The mean was 3.75 and the standard deviation was 1.29. The researcher found that 9 students (28.12%) had no problems and 23students

(71.88%) had problems in comprehending the orientation a narrative text.

Basedon the result of analyzing the data, researcher found that highest score was 8 and the lowest score was 1. The mean was 4.31and the standard deviation was 2.09.It was found 12 students (37.5%) had no problem and 20 students (62.5%) had problems in comprehending the complication a narrative text.

Basedon the result of analyzing the data, researcher found the high score was 6 and the lowest score was 1. The mean was 3.47 and standard deviation was 1.87. It was found 9 students (28.12%) had no problem and 23 students (71.88%) had problems in comprehending the resolution a narrative text.

Discussions

As already discussed before, it was found that the students (71.88%) had problem in comprehending the orientation a narrative text. The finding of this research indicates that most of students were still confused about orientation of narrative text. As you know, the orientation of narrative text deals with the characters, time and place where the action is located. It means that many students have very limited knowledge about the message commonly discussed inorientation of narrative text.

As already discussed before, it was found that the students (62.5%) had problem in comprehending the complication of narrative text. The finding of this research indicated that most of students were still confused about complication of narrative text. Some of them did not know what the text have described about. It was probably caused by the lack of knowledge and lack of practice in comprehending narrative text. So, they still got difficulties in comprehending the conflicts brought up by the others in the complication of narrative text.

Another finding of this research was that (71.88%) students had problems in comprehending the resolution of narrative text. The finding of this research indicates that there are students could not understand resolution of narrative text. It was probably caused by the students' limited knowledge to understand the solution of problem offered in the resolution of narrative text. It means that students did not pay attention on problem solve that was included in narrative text.

Conclusions

The conclusion of this research could be stated that the second year students of

SMP Kartika 1-6 Padang had problems in comprehending narrative text. It was founded by the fact that 53.12% students had problems in comprehending narrative text. The specific conclusions could be drawn as the followings.

1. The second year students of SMP Kartika 1-6 Padang had problems in comprehending the orientation of narrative text. It was proved by the result of this study that 71.88% or 23students had problems in comprehending the orientation a narrative text.
2. The second year students of SMP Kartika 1-6 Padang had problem in comprehending the complication a narrative text. It was supported by the fact that 62.5% or 20 students had problems in comprehending the complication a narrative text.
3. The second year students of SMP Kartika 1-6 Padang had problems in comprehending the resolution of narrative text. It was proved by the fact that 71.88% or 23 students had problems in comprehending the resolutiona narrative text.

Suggestion

Base on the conclusion of this research as already discussed previously, the researcher derived several suggestion:

1. Related to students' problems in comprehending narrative text, the researcher suggests the teacher to give more exercises to the students on understanding narrative text. There are some strategy to make students interest in reading. For example, by giving story with picture series, by giving the text about their enviroment, etc.
2. Related to students' problems in comprehending the orientation, complication, and resolution of narrative text, the researcher suggested to the teachers to give the students more explanation or review about the narrative text. In other words, the teachers are expected to discuss in more detail about the orientation, complication, and resolution, and gives more exercises to the students to make them have more knowledge about it.

3. The next researcher is suggested to do the research about the aspects that cause the students have problems in comprehending narrative text.

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