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A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 MANDAU DURI IN ANALYZING NARRATIVE TEXTS

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Abstract: The General objective of this study is to know the ability of the second year students of SMAN 1 Mandau Duri in analyzing narrative texts. This research was conducted at SMAN 1 Mandau Duri in September 2012. It is located on Jalan Komplek Pendidikan CPI Sebanga Duri. The sample of the research was 47 students of the second year students of SMAN 1 Mandau Duri. The data were collected by using multiple-choice questions. The writer conducted a try out in another class before the test was given. There are 10 items being revised after doing the try out. 1 item being revised because their facility value scores are lower than 0,30 (difficult), and 9 items being revised because their facility value scores are higher than 0,70 (easy). Among 47 students, 5 students (10.64%) were in *excellent* level, 28 students 59.58(%) were in *good* level, 11 students (23.40%) were in *mediocre* level, 3 students (6.38%) were in *poor* level and no students was in *very poor* level. The mean score of the whole students in analyzing narrative texts is 66.80. In conclusion, the ability of the second year students of SMAN 1 Mandau Duri in analyzing narrative texts was *good* level. Since the research dealt with analyzing narrative texts.

Keywords: Descriptive research, Ability, Narrative Texts.

INTRODUCTION

Zintz (1975) states that reading process involves the interaction between readers and texts. In other words, reading is an activity which makes the reader's mind active. One phase of reading is reading comprehension that is the process of inferring the ideas, concepts, feeling and information that the writer intends to convey.

According to School-Based Curriculum (SBC) for senior high school, the aim of teaching English is to develop students' communication skills. They are listening, speaking, reading and writing. Teaching reading has some time allocation to other skills, such as listening, writing and speaking. It means that the students have short time to comprehend the texts.

Reading has an important role for students in learning a new language. By reading students can feel more comfortable in both spoken and written English. They can express their ideas about the reading texts that they have read. According to Stauffer (1975) reading is a thinking process that is an activity to get information or an idea; so, reading becomes one of the important skills in learning a language. The focus of learning is to introduce reading comprehension. Before comprehending a reading material, students need to be able to analyze main idea or topic of the reading given. It is clearly stated in the decision of the minister of Education and Culture as follows: 'the main objective of teaching English in junior and senior high school is to enable the students to use the language primarily in reading and to comprehend reading materials and other sources of science written in English". The lesson given to the students must be relevant to the text book that is used for each level. However, the main goal of teaching English in Indonesia which is to enable the students to comprehend reading materials effectively by analyzing is not yet fully achieved.

Based on the explanation above, the writer is interested in conducting a research which is entitled: A Study on the Ability of the Second Year Students of SMAN 1 Mandau Duri in Analyzing Narrative Texts.

Based on the background above the writer wants to know their ability in analyzing narrative texts.

There are five types of narrative texts: legend, folktales, fairytales, myths and fables. Here, the writer limits the research to folktales, fairytales and legend because of limited time and finance to carry out this research.

Based on the background, the problem of this study is formulated as follows: How is the Ability of the Second Year Students of SMAN 01 Mandau Duri in analyzing narrative texts?

The General objective of this study is to know the ability of the second year students of SMAN 1 Mandau Duri in analyzing narrative texts.

This study is expected to give valuable contributions as follows:

1. To encourage the students to develop their ability in analyzing narrative texts.
2. To give information to the English teacher about students ability in analyzing narrative texts.
3. The writer can increase her knowledge in research areas, especially in reading. Hopefully, the writer can get experience conducting this research. To the writer's knowledge, nobody has done a research at SMAN 1 Mandau Duri yet on this topic.

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

1. **Ability** is a level of a skill or intelligence, or means power and skill to think, act, make, etc (Hornby, 1995). In this study, ability refers to students' reading skill in analyzing of

plot, setting, character, structure and theme in narrative texts.

2. **Analyzing** means finding clear information about something, somebody or some cases (Suharwinoto, 2001). In this study "analyzing" refers to the students' ability in analyzing the plot, the setting, the character, the structure and the theme of reading material.

3. **Narrative** is storytelling, It tells a true story or fiction. A narrative essay give one account or more experiences (Stenzel, 1986) In this study, narrative texts are reading materials that are given in a set of test to know the students' ability.

METHODOLOGY

This is a descriptive research with one variable. It tries to describe data in order to get a generalization or a conclusion of a certain population. Gay (1987) describes that a descriptive research is also carried out to find an answer to questions concerning the current status of the subject of the study. So, this research is to describe the ability of the Second year students of SMAN 1 Mandau Duri in analyzing narrative texts.

The specific objective of this research is to know the average ability of the second year students of SMAN 1 Mandau Duri in analyzing narrative texts, in terms, of plot, setting, characterization, structure, and theme. The research was conducted at SMAN 1 Mandau Duri. It is located on Jalan Komplek Pendidikan CPI Sebanga Duri.

In this study, the writer took the sample by using cluster sampling. Wiersma (1995) mentions that the cluster is a procedure of selection in which the unit of the selection is called the cluster.

The number of the students was 47 and one class was used as a sample. To collect the data, the researcher gave a set of test the students. They asked to answer some comprehension questions about narrative texts. The test consists of 20 items where the students should select one correct answer for each item. The students had 60 minutes to complete the reading comprehension test. The form of the test is multiple choices. According to Azhar (2007) multiple choice tests is very effective for the participants in large number.

Before the writer distributes the test to the respondents, the writer tried out on the second year students of SMAN 1 Mandau Duri. The number of the students is 47 students. The try out was conducted to find out the validity and reliability of the test.

From the try out, the writer knows the items which are too difficult or too easy for the students:

$$FV = \frac{R}{N} \times 100\%$$

FV   = The difficulty level
R   = The number of the correct answer
N   = The number of students taking the test

(Heaton, 1975)

If the facility value is between 0.30 and 0.70, the item is accepted. On the other hand, if the facility value is lower than 0.30 or higher than 0.70, the test is rejected because the test item is too difficult or too easy for the students.

After knowing the difficulty level of the try out test, the researchers measured the central tendency by calculating the mean score. To know the average score of the students' in analyzing the texts, the writer presented the data by using the formula:

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

Where: M   = The mean score for each topic
       N   = The number of students

$$\sum FX = \text{The sum of the respondents' scores.}$$

(Heaton, 1975)

The mean score describes an individual student's ability but it does not tell about the highest and the lowest scores and the spread of the scores. To know about them, the researchers used Standard Deviation (s.d) formula. The Standard Deviation is one way to show the spread of marks. The Standard Deviation formula is:

$$SD = \sqrt{\frac{\Sigma D^2}{N}}$$

Where: SD   = Standard Deviation
      ΣD^2 = The square of the total individual deviation
      N   = The Total number of students

(Heaton, 1975)

The next step is to compute the reliability of the test. According to **Heaton (1975)**, reliability is a necessary characteristic of a good test. In order to find the reliability of the test, the following formula is use:

$$Rii = \frac{N}{N-1}\left(1 - \frac{m(N-m)}{Nx^2}\right)$$

Where: Rii   = The reliability of the test
             N   = The number of item in the test
             M   = The *mean* score of the test for all test
             x^2 = The standard of deviation of all test score

Tinambunan (1988) states that the reliability of a test is considered as follows:
When the coefficient is 0.00-0.20: the reliability is low
When the coefficient is 0.21- 0.40: the reliability is sufficient
When the coefficient is 0.41- 0.70: the reliability is high
When the coefficient above 0.70: the reliability is very high

In analyzing the data, the researcher used the procedure as follows: the score of the students were summed up and then the total number was divided by the number of the students as samples. According to **Wayan and Sumartana (1986)** the individual score and levels ability can be scored by using the following formula:

$$M = \frac{X}{N} \times 100$$

M=Individual score
X= Correct answer
N=Number of items

To know the percentage of the classification of the students' ability in analyzing narrative texts, the writer used the following formula:

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

Where:　　　P= Percentage
　　　　　　F= Frequency
　　　　　　R= Number of students

<div align="right">**Hatch and Farhady, (1982)**</div>

According to **Harris (1974)** student scores can be grouped into some levels as in the following:

Tabel 1
The classification of the students' ability level

No	Ability scores	Ability classification
1	81- 100	Excellent
2	61- 80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very poor

RESULT AND DISCUSSION

In order to find out the individual scores of each student, the writer divided the number of the correct answers with the total number of items and then multiplied it by one hundred. The description of the student scores can be seen in table 2.

Table 2
The Students' Scores and Their Level of Ability Classification

Student	Correct Answers	Scores	Level of Ability	Frequency	Percentage
1	18	90	Excellent		
2	18	90	Excellent		
3	17	85	Excellent	5	10.64%
4	17	85	Excellent		
5	17	85	Excellent		
6	16	80	Good		
7	16	80	Good		
8	16	80	Good		
9	15	75	Good		
10	15	75	Good		
11	15	75	Good		
12	15	75	Good		
13	15	75	Good	28	59.58%
14	15	75	Good		
15	15	75	Good		
16	15	75	Good		
17	14	70	Good		
18	14	70	Good		
19	14	70	Good		
20	14	70	Good		

| Student	Correct Answers	Scores	Level of Ability	Frequency	Percentage
21	14	70	Good		
22	14	70	Good		
23	14	70	Good		
24	14	70	Good		
25	13	65	Good		
26	13	65	Good		
27	13	65	Good		
28	13	65	Good		
29	13	65	Good		
30	13	65	Good		
31	13	65	Good		
32	13	65	Good		
33	13	65	Good		
34	12	60	Mediocre		
35	12	60	Mediocre		
36	12	60	Mediocre		
37	12	60	Mediocre		
38	12	60	Mediocre		
39	11	55	Mediocre	11	23.40%
40	11	55	Mediocre		
41	11	55	Mediocre		
42	10	50	Mediocre		
43	10	50	Mediocre		
44	9	45	Mediocre		
45	8	40	Poor		
46	7	35	Poor	3	6.38%
47	7	35	Poor		
Mean scores	**628**	**66.80**	**Good**		

The students' scores and their level of ability classification varied. From 47 students, 5 students (10.64%) got the score of 100 (*excellen*t level). 28 students (59.58%) got the score of 75 (*good* level). 11 students (23.40%) got the score 50 (*mediocre* level). 3 students (6.38%) got the score of 25 (*poor* level). And no student got the score of 0 (*very poor* level).

To find out the *mean* score of the student scores, the writer calculated it by using the formula below:

$$m = \frac{\Sigma FX}{N} = \frac{\Sigma 3140}{47} = 66.80$$

The *mean* score of the second year students of SMAN 1 Mandau Duri in analyzing narrative texts is **66.80** Therefore, it can be stated that the students' *mean* score is ***good* level**. Table 1 also shows that the highest score obtained by the students is 90 and the lowest is 35.

In analyzing each indicators of narrative texts, here is the description:

The Student Mean Scores in Analyzing Narrative Texts
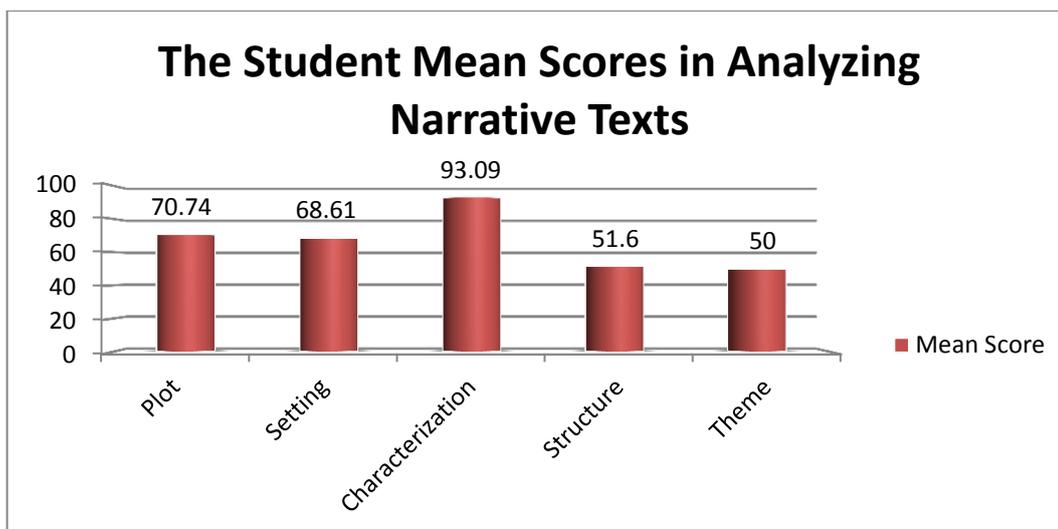
The graph above shows that the *mean* score of the students' for each classification of questions: terms of plot, setting, characterization, structure and theme is in good level. The most difficult aspect in analyzing narrative texts is in term of theme with the score of **50**. Then the easiest aspects are in terms of characterization with the score **93.09**.

From the five terms of reading comprehension, the writer found out that the highest score obtained by the students in analyzing narrative texts is in terms of characterization with the *mean* scores of **93.09**. It is in (*excellent* **level).** The *mean* scores of the students in term of plot are **70.74** (*good* **level**). In terms of setting, the *mean* scores are **68.61** (*good* **level**). The students' *mean* scores of structure are **51.60**, it is in (*mediocre* **level**) and the lowest students' *mean* scores is in terms of theme. It is **50** (*mediocre* **level**).

CONCLUSION AND SUGGESTION

The objective of this study is to find out the ability of the second year students of SMAN 1 Duri Mandau in analyzing narrative texts. Based on the result of the data analysis in chapter IV, the writer makes some conclusions. Among 47 students, 5 students (10.64%) were in *excellent* level, 28 students 59.58(%) were in *good* level, 11 students (23.40%) were in *mediocre* level, 3 students (6.38%) were in *poor* level and no students was in *very poor* level. The *mean* score of the whole students in analyzing narrative texts is **66.80**. In conclusion, the ability of the second year students of SMAN 1 Mandau Duri in analyzing narrative texts was *good* **level**. Since the research dealt with analyzing narrative texts. In terms of **plot**, from 47 students, 12 students (25.53%) were in *excellent* level, 22 students (46.80%) were in *good* level, 8 students (17.03%) were in *mediocre* level, 3 students (6.38%) were in *poor* level, 2 students (4.26%) were in *very poor* level. In terms of **setting**, 11 students (23.40%) were in *excellen*t level, 17 students (36.17%) were in *good* level, 16 students (34.05%) were in *mediocre* level, 3 students (6.38%) were in *poor* level, no student (0%) was in *very poor* level. In terms of **characterization**, 35 students (74.47%) were in *excellent* level, 11 students (23.40%) were in *good* level, 1 student (2.13%) was in *mediocre* level, no student (0%) was in *poor* and *very poor* level.

In terms of **structure**, 3 students (6.38%) were in *excellen*t level, 15 students (31.91%) were in *good* level, 13 students (27.66%) were in *mediocre* level. 14 students (29.79%) were in *poor* level, 2 students (4.26%) were in *very poor* level. In terms of **theme**, 1 student (2.13%) was in *excellent* level, 14 students (29.78 %) were in *good* level, 20 students (42.55%) were in *mediocre* level, 10 students (21.28%) were in *poor* level, 2 students (4.26%) were in *very poor* level.

After doing the research on the ability of second year students of SMAN 1 Duri Mandau in analyzing narrative texts, the writer would like to give two suggestions. First, the English teachers are suggested to find various narrative texts from the reading materials such as magazine, newspaper, internet, etc. Then, they should give more explanation and more exercises in analyzing narratives texts, especially in terms of plot, setting, character, structure and theme. Second, the students should motivate themselves to read more reading materials, especially narrative texts. "Practice makes perfect".

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