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ACADEMIC JOURNAL

**A STUDY ON THE ABILITY OF THE THIRD YEAR STUDENTS
OF SMPN 2 KUANTAN HILIR IN COMPREHENDING NARRATIVE
TEXT**

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ABSTRACT

This descriptive research was aimed at knowing the ability of the third year students of SMPN2 kuantan hilir in comprehending narrative texts. In other words, it is intended to investigate a variety of educational problems. This study consists of one variable. A set of test is given to get the students scores. There are 30 items in the test, and the duration is 60 minutes in which the students needed to answer the questions. Before the test is given to the sample of the research, from the participant it has been tried out to 30 students class VIII I and real test 30 students class VIII 2 of SMPN2 Kuantan Hilir to check whether it is valid and reliable. The result of this research showed that the ability of the third year students SMPN2 Kuantan Hilir in comprehending narrative texts fall into Average to good level because the mean score was 64.8. It means that the students have ability in comprehending narrative text, but they still got problem in comprehending this kind of text. Based on the research, there are some suggestions of the research; the writer hopes that this study gives valuable contribution to the students, and for the teacher and readers in term of reading comprehension especially reading narrative text which include five components of reading comprehension. And the writer has recommended for English teacher and Researcher considering that the students' ability level in comprehending narrative text are at "average to good" level, it is suggested that the students must to do more practice in reading, read any book to improve reading skills, especially in guessing meaning of vocabulary and finding factual information and main idea of the text well

Keyword: Narrative texts, comprehending text, Reading

INTRODUCTION

English is one of compulsory subjects in junior high schools and senior high schools. Teachers are expected to use English in the teaching and learning process.

Learner should master four basic language skills in learning English; listening, speaking, reading and writing. Reading is one of the skills that the students should master in order to get the information from the English paragraphs. The students have to be able to read the paragraph effectively and efficiently. Furthermore, the implementation of genre approach in School Based Curriculum is focused on getting the specific competencies such as discourse competence, actional competence, linguistic competence, socio-cultural competence and strategic competence. The genre approach emphasizes on the students' mastery in various genre of the target language both in oral and written language forms.

Every school in Indonesia has applied school based curriculum (KTSP) since 2007. Based on this curriculum, there are four literacy levels; *performative, functional, informational, and epistemic*. Junior high school students are expected to reach functional level. It implies that they are expected to be able to use the language to fulfill their daily needs. The purpose of reading in junior high school level is to understand the meanings of various interactional and monolog written texts based on —genre. The text types which are introduced at junior high school are descriptive, narrative, spoof/recount, procedure, report, and anecdote.

Among the genres taught in the third junior high school, the writer only focuses this research on the narrative text. A narrative text is a story genre. It is a text in which an agent relates a narrative. Landan (1990) states that narrative text is a semiotic representation of series of an event connected in a temporal and causal way. Films, plays, comics, strips, novels, chronicles, and treatises of a

geological history are all narratives in this widest sense. Narrative can be constructed using a wide variety of semiotic media: written or spoken language, images, gestures and acting.

Most students have personal responses to the stories. When instructors ask them their reaction, instructors honor their opinions, focus on enjoyment, and raise self-esteem (Richek; Caldwell; Jennings; & Lerner. 1996: 157). In this way, instructors can foster students' higher-level thinking and imagination through narrative texts.

METHODOLOGY

This is a descriptive research. It has only one variable which is the ability of the third year students of SMPN2 Kuantan Hilir in comprehending narrative text. Gay (2007) states that descriptive research involves collecting data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study. Therefore, this research only emphasizes on the students' ability in comprehending Narrative text.

The specific objective of this study is to find out whether or not the third year students of SMPN2 Kuantan Hilir have good ability in comprehending Narrative text. The location of this research is a Pasir putih Koto rajo Baserah. It will be conducted in January-July 2013, in the academic year 2013/2014. The population of this research are the third year students of SMPN2 Kuantan Hilir in academic year of 2013/2014 they are about 90 students spreading in three classes. The population is homogenous where the students have the same characteristics. It means that the students have the same materials and they are in the same class level (third year)

The purpose of this research was to know the students' ability in reading comprehension. Some test had been given to know their scores. In addition, each topic contained 5 questions. There were 6 texts of narrative had been given to

them all the material was taken from any kinds of reading material below is the blue print of the test.

The Blue Print of Reading Comprehension

Kind of Texts	Title	Reading Comprehension	Total Number	
Fairy Tale	Gulliver and the Tiny People	<ul style="list-style-type: none"> ➤ Finding Factual Information ➤ Finding Main Idea ➤ Guessing Vocabulary in Context ➤ Identifying Reference ➤ Identifying Inference 	5	
	The hen with the silver eggs		5	
Fable	Swwhy dogs chase cats		5	
	The little pig and Big Bad Wolf		5	
Legend	The legend Rawa Bening		5	
	The Legend of Mount Wayang		5	
TOTAL			30	

According to Harris (1969) studets score can be put in range of levels as in :

Table 3.6.1 The Students' Ability Level

No	Test score	Level of Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

DISCUSSION OF THE FINDINGS

After collecting the data, the writer analyzed it to find out the ability of third year students of SMPN 2 Kuantan Hilir in Comprehending Narrative texts. Before the test is given to the research respondents, it was already tried out to make sure that it is validation and reliable.

Based on the test results, the ability of the third year students of SMPN 2 Kuantan Hilir in comprehending Narrative texts can be classified into four categories as presented on the table:

Table

**Students' Individual Score in Comprehending Narrative Texts
(REAL TEST)**

Students	Number of Items	Correct Answer	Score	Classification
1	30	27	90	Good to Excellent
2	30	26	87	Good to Excellent
3	30	25	83	Good to Excellent
4	30	25	83	Good to Excellent
5	30	24	80	Good to Excellent
6	30	23	77	Average to Good
7	30	22	73	Average to Good
8	30	21	70	Average to Good
9	30	21	70	Average to Good
10	30	21	70	Average to Good
11	30	20	67	Average to Good
12	30	20	67	Average to Good
13	30	19	63	Average to Good
14	30	19	63	Average to Good
15	30	19	63	Average to Good
16	30	19	63	Average to Good
17	30	19	63	Average to Good
18	30	18	60	Average to Good
19	30	18	60	Average to Good
20	30	18	60	Average to Good

21	30	18	60	Average to Good
22	30	17	57	Poor to Average
23	30	17	57	Poor to Average
24	30	16	53	Poor to Average
25	30	16	53	Poor to Average
26	30	16	53	Poor to Average
27	30	16	53	Poor to Average
28	30	15	50	Poor to Average
29	30	14	47	Poor
30	30	14	47	Poor
Total		583	1943	Poor to Average
Average		19.4	64.8	

From table above, there were 5 students who could get “good to excellent” level. It means they could comprehend the text well. Then, there were 16 students in “average to good” level. It means they had average ability in comprehending narrative texts. Then, there were 7 students in “poor to average” level, there were 2 students in “poor” level.

The Percentage of the Students’ Ability in Comprehending Narrative Texts

Rank	Category	Frequency	Percentage	Mean
80-100	Good to Excellent	5	16.7%	64.8
60-79	Average to Good	16	53.3%	
50-59	Poor to Average	7	23.3%	
0-49	Poor	2	6.7%	
Total		36	100%	Average to Good

The table above indicated that the students’ ability in comprehending narrative. The highest number of the student gained was in “average to good”

level (53.3%). This number was quite different from the level of “poor to average” level (23.3%). It was because most of the students had ability in comprehending narrative texts. Then the student in “good to excellent” level was 16.7%. It means that 5 students who could reach this level and few of them (6.7%) got “poor” level. The data showed that the students could comprehend the text well in narrative texts because the highest number of students was on “average to good” level. So, it means that the students’ ability was enough from standard of the school.

From the students’ score which is presented in appendix, the writer found that the total mean score of students in comprehending narrative texts was 64.8. It can be concluded that the ability of the third year students of SMP Negeri 2 Kuantan Hilir in comprehending narrative texts was in “average to good” level.

The classification of the Students’ Ability in comprehending Narrative text

After obtaining the individual scores of the students in comprehending narrative texts based on the classification of question as stated in the blue print of the instrument, it is important to know the range score of the students’ ability in statistically. It shows as follow finding factual information, finding main idea, Vocabulary in context, making reference and last Making inference. The summary of the students’ ability in Component of Reading comprehension can be seen from the scores by The Description of Students’ Ability in Each Component of reading Comprehension on the next page.

**The Description of Students' Ability in Each Component of Reading
Comprehension**

No	Texts	Components of Reading									
		Factual Information		Main Idea		Vocabulary in Context		Identifying Reference		Making Inference	
		C	%	C	%	C	%	C	%	C	%
1	I	17	57%	13	43%	25	83%	23	77%	18	60%
2	II	21	70%	19	63%	19	63%	22	73%	20	67%
3	III	17	57%	18	60%	15	50%	20	67%	29	97%
4	IV	19	63%	18	60%	22	73%	20	67%	20	67%
5	V	16	53%	22	73%	19	63%	16	53%	25	83%
6	VI	21	70%	14	47%	19	63%	20	67%	16	53%
T. Average		18.5	62%	17.3	58%	19.8	66%	20.2	67%	21.3	71%

The description table above shows the students' ability in each reading comprehension component in each text. It shows that the students' ability in finding factual information was 62%, while the students' ability in finding main idea was 58%, in guessing meaning of vocabulary in context was 66%, in identifying reference was 67% and the last, the students' ability in making inference was 71%. So that, from reality making inference more difficult than factual information, From all the data, it can be inferred that the students' ability in comprehending narrative texts by the third year students of SMP Negeri 2 Kuantan Hilir falls into "average to good" level. Most of the students faced a significant problem in reading comprehension mainly in finding main idea, finding factual information, guessing meaning of vocabulary in context and making inference. The writer concluded that it happens because the students lack of knowledge about the text and they did not recognize the main idea of the text well. Based on description on table and figure, making inference was high score than factual information, from reality making inference more difficult more than factual information, According to Marzano (2010), once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking. As you can see, inference is a perfectly ordinary human capacity. But teach inference we must, because inference is a "foundational skill"—a prerequisite for higher-order

thinking and 21st century skills (Marzano, 2010). So that based on the result scored making inference and based on information from English teacher of SMPN2 Kuantan Hilir the third year student have a additional class on Saturday and Sunday, in here they are lesson about how make a conclusion from the text. It's possible for them to get higher score on Making Inference.

CONCLUSION

After finding the result and analyzing it, the writer comes to the conclusions that the ability of the third year students of SMP Negeri 2 Kuantan Hilir in comprehending narrative texts was at “average to good” level with the mean score 64, 8. Based on the analyses, out of 30 students taking test, 5 students (16.7%) were at *good to excellent* level, 16 students (53.3%) were at *to good* level, 7 students (23.3%) were at *to average* level, and only 2 students (6.7%) were at *poor* level.

Based on the mean score from the results of the test, the students fell into “average to good” level. This was accordance with the general objective of this research was to answer the question “How good is the ability of the third year students of SMP Negeri 2 Kuantan Hilir in comprehending texts?” It can be concluded that 30 students in third year of SMP Negeri 2 Kuantan Hilir could comprehend narrative texts even though still had some mistakes in doing the test. The ability of the students in comprehending narrative texts was still below the standard English score (KKM) for third year of Negeri 2 Kuantan Hilir, which score should be at least 70. So, the students should practice reading more, especially in reading, especially in reading narrative texts.

SUGGESTION

Based on the data that have been found in this research, there are some suggestions the writer hopes that this study gives valuable contribution to the

students, the teacher and the readers in term of reading comprehension especially reading narrative text which include five components of reading comprehension there are Finding factual information, Finding Main Idea, Guessing Vocabulary in context, Identifying Reference, Identifying Inferences.

After knowing the ability of the third year students of SMP Negeri 2 Kuantan Hilir in comprehending narrative texts, it shows that their ability at “average to good” level. Therefore, the writer would like to give suggestions.

1. The first, considering that the students’ ability level in comprehending narrative text are at “average to good” level, it is suggested that the students must to do more practice in reading, read any book to improve reading skills, especially in guessing meaning of vocabulary and finding factual information and main idea of the text well. It is because the students got the lowest scores in answering the three types of questions.
2. The teacher should be more creative and to use or apply any strategies to teach the reading strategies that can be used in answering reading comprehension questions. Then, the teacher also gives the students more motivation and makes them interested in reading narrative texts considering this kind of text is scientific text in which the students will get difficulties when reading the text.
3. The last, it is better for the teacher to give and to introduce a kind of scientific reading material related to hortatory exposition texts which can be taken from various sources such as scientific books, magazines, newspaper, comic books, etc. So, the students will enjoy the text.

Considering the weakness the students faced in answering reading comprehension questions, the writer expects the students can improve their ability in comprehending reading texts, especially comprehending narrative texts. In other word, considering the weakness the students faced in answering reading comprehension questions, the writer expects the students can improve their ability in comprehending reading texts, especially comprehending narrative texts.

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