


Terbit online pada laman web jurnal : <http://e-journal.sastra-unes.com/index.php/JIPS>

 <b>Fakultas Sastra</b> <b>Universitas Ekasakti</b>	<b>JURNAL JIPS</b> <b>(Jurnal Ilmiah Pendidikan Scholastic)</b>	
	Vol. 3 No. 1 ISSN : 2579-5449 (media cetak)	E-ISSN : 2597-6540 (media online)

## AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT SECOND GRADE AT SMAN 1 TALAMAU

**Yessy Marzona, Muhammad Ikhsan**

Universitas Ekasakti

[Yessy.marzona@gmail.com](mailto:Yessy.marzona@gmail.com), [mhdikhsan62@gmail.com](mailto:mhdikhsan62@gmail.com)

### Abstract

*This research was conducted based on the problems found during the teaching and learning process in class IX IPS 1 of SMAN 1 Talamau, specifically about students' understanding of narrative text. The problem found is that students cannot determine the main ideas and topics in narrative text, understand the meaning of words, understand implied information, and understand the general structure and features of language in narrative texts. This research is included in quantitative descriptive research. The population in this study were students of class IX SMAN 1 Talamau, amounting to 159 people, divided into 4 classes. While this sample is class X8 of SMAN 8 Padang. The instrument used was an objective test. Data from students' objective tests are analyzed based on indicators and then interpreted and become research findings. Based on the results of the study showed that students of class IX IPS 1 SMAN 1 Talamau: 1. The ability to write students in determining the main ideas and topics in the narrative text showed at the intermediate level of 14 people out of 23 students (60,875%). 2. The ability to understand the meaning of words in the narrative text shows at the intermediate level that is 15 people out of 23 students (65.22%). 3. The ability to understand the information implicit in the narrative text shows that at the intermediate level, there are 14 out of 23 students (60.87%). 4. The ability to understand the general structure and language features of narrative texts shows that at the intermediate level, there are 16 students out of 23 students (69.57). From the results of the above research, it can be concluded that students still experience many difficulties in understanding a text, especially in narrative texts in accordance with applicable rules. Furthermore, based on the results of this study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities.*

*Keywords: Students, Reading Comprehension, Narrative*

© 2019 Jurnal JIPS

## I INTRODUCTION

Reading is one of the four language skill that should be mastered by students. They get many benefits from the store of knowledge in the printed materials. It is aimed at getting contents of the printed materials. Mastering reading can improve the other language skill, such as speaking, writing, and listening. Reading is also one of the most important tools for students to gain knowledge and fulfills their need for

information. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. In learning reading in Senior High School, the students are required to understand the text to get the information. They are not required to understand each individual part of the sentence or paragraph, but they should

[doi.org/10.5281/zenodo.3364332](https://doi.org/10.5281/zenodo.3364332)

Jurnal JIPS (Jurnal Ilmiah Pendidikan Scholastic) Vol. 3 No. 1 (2019) ISSN : 2579-5449

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

understand the message the writer is trying to convey. All of those purposes need reading skill that will help students to develop their ability in English. Concerning with the language teaching based on Curriculum 2013 syllabus in Senior High School, especially for the first year students, reading is one of the language skills that presented in the teaching learning process of English. The aims of this material are to identify the main idea, generic structure, and understanding the meaning of the sentences of the text. Among the texts which are mentioned above, narrative text is considered as the most interesting text.

According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener. The story can be imaginative and factual. It can be folk tale, legends, fable, short stories and science fiction. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of whole the text.

The students are difficult to comprehend the text, it makes them confused. Finally, the students do not understand the plot of the whole story. Based on the explanation above, the researcher wants to analyze the tenth grade students' reading comprehension in narrative text.

### **1. Reading Comprehension**

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Nuttall (1982: 14) states that reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

In reading, the readers should use their background knowledge; means the reader bring their knowledge, emotion, experience, and culture to what they read. Ur (1996: 138)

continued that when learners beginning to read a text, or where there is a little or no helpful context, we depend on decoding letters to understand words; but as soon as there is a meaningful context we tend to bring our own interpretation to the word. That is some way how to make a connectivity with a text, and how learners understanding the meaning in a text.

In addition, Grabe (2002) stated that the objectives of reading into several points, they are as follows: 1) Reading to search information, 2) Reading to skim quickly, 3) Reading to learn (from text), 4) Reading to write (or search information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information. Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read.

### **2. The Nature of Narrative Text**

Narrative text is one of English text types. Anderson (1998: 2), narrative is a piece text which tells story and in doing so, entertains the audience. Porter (2002: 19) defines narrative as "the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented." Some examples of narrative text are fantasy novel, historical fiction and stories.

### **Generic Structure of Narrative Text**

According to Gerot and Wignell (1994: 204), the generic structure of narrative text is as follows:

1. Orientation  
This element usually describes scene or the problematic events. It also tells the readers the characters who were involved and where it was happened.
2. Evaluation  
This element contained the sequences of events, which is talk about the activity or event on the past.
3. Complication  
This element of an event that talks about the crisis that arises.
4. Resolution

[doi.org/10.5281/zenodo.3364332](https://doi.org/10.5281/zenodo.3364332)

This element contained of an event that talks about the crisis is resolved (problem solving); even it is for better or worse.

5. Re-orientation

This element contained of a brief summary, which is aimed to give or submit a moral lesson to the readers.

**The Language Features of Narrative Text**

According to Gerot and Wignell (1994: 204) say that language feature of narrative text, a narrative focuses on specific and individualized participants with define identities;

1. They can be written in the first person or third person.
2. They use temporal conjunction and temporal circumstances that describe time and place.
3. They use past tense.
4. They use material process (action verb) and some behavioral and verbal process; Behavioral process usually describes process of physiological and psychological behavior, such as dreaming, smiling, breathing, and etc. verbal process is usually described as the process of saying, such as, telling, warning, talking, and etc.
5. They use relational process of doing or showing what happened and what someone do or what is done ; Relational process is a process of being and having that can be classified whether to identify something and to

assign a quality of something; whereas, mental process is process of sensing, such as thinking, feeling, and perceiving.

**3. Assessing Reading**

According to Brown (2004: 188) define that “the assessment of reading can imply the assessment of a storehouse of reading strategies, as indicated in item”. The brief taxonomy of some principal strategies for reading comprehension, as follows:

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots/suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you aren’t certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic map~ for understanding and retaining information.
9. Distinguish between literal and implied meanings.

Capitalize on discourse markers to process relationships.

**II RESEARCH METHODS**

The design of this research is descriptive design. According to Gay (1987: 189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. The population of this research is the second grade of SMA N 1 Talamau Pasaman because this research wants to see the students’ skill and problems in reading comprehension a narrative text. There were 195 students divided into 6 classes. The number of the students of each class can be seen in the following table:

Table 1  
 Number of the Students in Each Population Class

Class	Number of the Students
XI IPA 1	30
XI IPA 2	30
XI IPA 3	30

[doi.org/10.5281/zenodo.3364332](https://doi.org/10.5281/zenodo.3364332)

XI IPS 1	23
XI IPS 2	23
XI IPS 3	23
Total	159

There are many sampling techniques that can be used in taking a sample, but the writer chose simple random sampling technique. The researcher used reading test (objective test) as the instrument of this research. According to Brown (2004: 3) define that "test is a method of measuring a person's ability, knowledge, or performance in a given domain". The data collected through reading test and scored by two different scorers. Each of students was asked to answer a narrative text. The researcher distributed reading sheet and asked the students to answer the question it. In analyzing the data, the researcher analyzed the data of the students' skill in reading narrative text with such as follows:

1. The researcher presented the raw score from two scorers.
2. The researcher counted the average score of two scorers by using the formula:

$$S_{\text{score}} = \frac{\text{Score 1} + \text{Score 2}}{2}$$

3. The researcher calculated Mean (M) and Standard Deviation (SD)

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

Where:

M = Mean

N = Total number of the sample

$\sum x$  = Total score of the students

SD = Standard Deviation

4. The researcher categories the students' skill into high, moderate, and low skill by using the following categories (Arikunto, 2002: 299)

$>M + 1SD$  = high

$(M - 1SD) \Rightarrow (M + 1SD)$  = moderate

$>M - 1SD$

= low

5. The researcher calculated the percentage of the students who got high, moderate, and low skill by using following formula:

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

Where:

P = percentage of the students' skill

F = the sum of the students who get high, moderate, and low skill

N= the sum of the students' skill

## Findings and Discussion

### Findings

. Based on the finding of the research, it would be described as below:

1. The students' comprehension in reading narrative text

Table 2

The Percentage of Students' Comprehension in Reading Narrative Text

Quality	Number of Students	Percentage
High	4	17.39%
Moderate	16	69.57%
Low	3	13.04%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 90 and the lowest score was 55. Then, the researcher calculated the mean and standard deviation. The result of mean was 75.86 and standard deviation was 9.81. Based on the result of data analysis, the researcher found that 4 students (17.39%) got high ability, 16 students (69.57%) got moderate ability and 3 students (13.04%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension narrative text was moderate.

2. Students' comprehension in determining main idea/ topic in narrative text.

Table 3

The Percentage of Students' Comprehension in Determining Main Idea/ Topic in Narrative text

Quality	Number of Students	Percentage
High	4	26.09%
Moderate	16	60.87%
Low	3	13.04%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the

[doi.org/10.5281/zenodo.3364332](https://doi.org/10.5281/zenodo.3364332)

highest score that the students got 23.75 and the lowest score was 8.75. Then, the researcher calculated the mean and standard deviation. The result of mean was 16.25 and standard deviation was 4.05. Based on the result of data analysis, the researcher found that 4 students (26.09%) got high ability, 16 students (60.87%) got moderate ability and 3 students (13.04%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to determine main idea/ topic in narrative text was moderate.

3. Students' comprehension in understanding the meaning of the words in narrative text.

Table 4

The Percentage of Students' Comprehension in Understanding the Meaning of the Words in Narrative text

Quality	Number of Students	Percentage
High	4	21.74%
Moderate	16	65.22%
Low	3	13.04%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 22.5 and the lowest score was 7.5. Then, the researcher calculated the mean and standard deviation. The result of mean was 18.09 and standard deviation was 3.34. Based on the result of data analysis, the researcher found that 4 students (21.74%) got high ability, 16 students (65.22%) got moderate ability and 3 students (13.04%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to understand the meaning of the words in narrative text was moderate.

4. Students' comprehension in understanding specific information in narrative text.

Table 5

The Percentage of Students' Comprehension in Understanding Specific Information in Narrative text

Quality	Number of Students	Percentage
High	4	17.39%
Moderate	16	60.87%
Low	3	21.74%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 23.75 and the lowest score was 13.75. Then, the researcher calculated the mean and standard deviation. The result of mean was 19.18 and standard deviation was 3.32. Based on the result of data analysis, the researcher found that 4 students (17.39%) got high ability, 16 students (60.87%) got moderate ability and 3 students (21.74%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to understand the specific information in narrative text was moderate.

5. Students' comprehension in understanding narrative text generally

Table 6

The Percentage of Students' Comprehension in Understanding Narrative Text Generally

Quality	Number of Students	Percentage
High	4	26.08%
Moderate	16	69.57%
Low	3	4.35%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 25 and the lowest score was 15. Then, the researcher calculated the mean and standard deviation. The result of mean was 22.32 and standard deviation was 2.6. Based on the result of data analysis, the researcher found that 4 students (26.08%) got high ability, 16 students (69.57%) got moderate ability and 3 students (4.35%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to understand narrative text generally was moderate.

### III RESULTS AND DISCUSSION

Based on the finding above, the ability of the first year students of SMA N 1 Talamau Pasaman to read narrative text was moderate. It was indicated by the scientific fact that 16 students (69.57 %) had moderate ability.

In general, the students' comprehension to read narrative text was moderate. It meant that all

of students have good ability in comprehending narrative text. Although the result of test, some of them had mistakes, it was probably caused by the lack of vocabularies and less comprehending in language features.

### IV CONCLUSION

Having known the result of data analysis, the researcher concluded that the comprehending of the first year students of SMA N 1 Talamau Pasaman in reading narrative text is moderate. It is proved by the scientific fact that there were 69.57% students had moderate ability. It means that the students had good ability in comprehending descriptive text.

Based on the conclusion above, the researcher proposed some suggestions as follows:

1. The teachers should give more explanation and exercises to the students

about language features of narrative text in order to make them have more good comprehension for narrative text.

2. The students were expected to learn more about language features of narrative text, do more exercises in order to progress comprehending language features and improve their vocabulary in order that the students know the meaning of words that found in narrative text.

The next researcher is suggested to find out other relevant aspects in comprehending narrative text.

### Bibliography

- [1]Arikunto, S. 2002. *Prosedur Penelitian*. Jakarta:Rineka Cipta.  
\_\_\_\_\_. 2012. *Prosedur Penelitian*. Jakarta:Rineka Cipta.
- [2]Beatrice S. Mikulecky and Linda Jeffries. 1996. *Basic Reading Power*. Second Edition. New York: Pearson Longman.
- [3]Chatman, S and B. Attebery. 1993. *Reading Narrative Fiction*. New York: McMillan
- [4]Christine Nuttall. 1982. *Teaching Reading Skill in Foreign Languag*. London: Heinemann Educational Book.
- [5]David Nunan. 2003. *Practical Language Teaching*. First Edition. New York: McGraw Hill Press.
- [6]Gay, L. R. 1987. *Educational Reseach Competencies for Analysis and Application*. . Florida: Boston College Publisher. \_\_\_\_\_.  
2011. *Educational Research: Competencies for Analysis and Application*. New York: Prentice Hall.
- [7]Grabe. W and Stoller, F.L. 2002. *Teaching and Reseaching Finding*. Edinburg: Pearson Education.
- [8]H. Douglas Brown. 2004. *Language Assessment Principles and Classroom Practices 2nd Edition*. Pearson Education Inc.
- [9]H. Porter Abbott. 2002. *The Cambridge Introduction to Narrative*. Cambridge University Press.
- [10]Janette K. Klingner PhD, Sharon Vaughn PhD, Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. The Guilford Press
- [11]John Langan. 2002. *Reading and Study Skills Form A*. Seventh Edition. New York: McGraw-Hill.
- [12]John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich. 2004. *Motivating Reading Comprehension Concept Oriented Reading Instruction*. London: Lawrence Erlbaum Associates, Inc.Linda Gerot and Peter Wignell. 1994. *Making Sense of Functional Grammar*.
- [13]Lorraine. G and Anne Bellert. 2007. *Effective Reading Comprehension Instruction For Students With Learning Disabilities*. Australian.
- [14]Mark Anderson and Kathy Anderson. 1997. *Text Types in English Vol 2*. South Yarra: Macmillan.  
\_\_\_\_\_.  
1998. *Text Types in English Vol 3*. South Yarra: Macmillan.
- [15]Mary, Finocchiaro.1973. *The Foreign Labguage Learner*. New York: Regents Pub,Co.
- [16]Neo, Ernest. 2005. *Narrative for 'O' Level. Malaysia*: Longman.
- [17]Penny Ur. 1996. *A Course in Language Teaching Practice of Theory*. Cambridge University Press
- [18]Porter, H. Abbott. 2002. *The Cambridge Introduction to Narrative*. Cambridge
- [19]Selinger, B. W. And Shohamy. E. 1989. *Second Language Research Method*. Oxford: Oxford University Press.
- [20]Snow, C. 2002. *Reading for Understanding Toward An R&D Program in Reading Comprehension*. Santa Monica, CA: Rand. University Press.
- [21]

[doi.org/10.5281/zenodo.3364332](https://doi.org/10.5281/zenodo.3364332)