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Abstrak: Penelitian ini adalah tentang analisis kemampuan siswa pada pemahaman teks bacaan narasi oleh Siswa Kelas VIII SMP Kemala Bhayangkari Kubu Raya di Tahun Akademik 2012/2013. Tujuan dari penelitian ini adalah untuk mengetahui seberapa baik kemampuan mahasiswa dalam memahami teks narasi. penelitian ini diharapkan akan bermanfaat bagi guru dan siswa dalam bahasa proses belajar mengajar. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif yang bertujuan untuk menggambarkan karakteristik mata pelajaran. Populasi dari penelitian ini adalah siswa Kelas delapan SMP Kemala Bhayangkari Kubu Raya di Tahun Akademik 2012/2013. Jumlah sampel penelitian ini adalah 30 siswa. Teknik yang digunakan untuk mengumpulkan data adalah teknik pengukuran dan teknik observasi langsung. Alat pengumpulan data adalah tes pemahaman bacaan. Berdasarkan temuan penelitian, para siswa masih lemah dalam memahami bacaan. Mereka lemah dalam menemukan orientasi, komplikasi, resolusi, reorientasi dan kosa kata.

Kata Kunci: teks narasi, analisis, membaca.

Abstract: The research is about analysis on the ability of the students on comprehending narrative text reading of the Eighth Grade Students of SMP Kemala Bhayangkari Kubu Raya in Academic Years 2012/2013. The objective of the study is to know how well the Students' ability in comprehending narrative text. It is expected that the research would be useful for the teachers and students in language teaching and learning process.

The method used in this research is a Descriptive Research which is aimed at describing the characteristics of subjects. The population of the study was the eight Grade Students of SMP

Kemala Bhayangkari Kubu Raya in Academic Years 2012/2013. The number of research sample was 30 students. The technique used for collecting data was measurement technique and direct observation technique. The tool of collecting data was reading test.

Based on the research finding, the students were still weak at reading comprehension. They were weak at finding orientation, complication, resolution, reorientation and vocabulary.

Keywords: Narrative text, analysis, reading.

Reading is one of language skills that should be learned by the students. The purpose of learning reading is to comprehend the writer's ideas or the way the writer communicates with the readers by the written or printed words. Besides, reading is important for the students in order to find out the available information in a passage.

Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering English, Harmer (2001: 39) states "reading is taught from elementary school to university by using many kinds of methods applied by English teachers".

Meanwhile, Nunan (1989) mentioned that there are two aspects of reading, mechanical skill and comprehension skill. Mechanical skill covers the recognition of words sound, phonetics and spellings (reading aloud and reading slowly). Comprehension skill is the recognition of the messages or information in a reading text. The two aspects of reading are very important to learn in order to recognize the word sounds and also to comprehend the information in the text.

SMP Kemala Bhayangkari 1 Kabupaten Kubu Raya was the place where the researcher did a research about reading comprehension. After consulted with an English teacher in this school and as mention by him that the students of this school were weak at reading comprehension especially reading narrative texts. Reading comprehension means how the students find the information from the text. Narrative texts are the texts that must be learned by the students as reading materials. In these texts, they have to comprehend the main idea and other information of narrative text. In narrative text, the students should find the main ideas or contents of Orientation, Complication, Resolution and Reorientation (Cohen, 2000). In Orientation the students need to know the scene and the participants. Then, in complication, the students should find the problems occur in the story. For the resolution, the students will find how the problems are solved. Last, reorientation refers to the conclusion of a story. Comprehending narrative texts, the students need to have enough vocabulary so that they are able to gain

knowledge by reading texts. According to Harmer (2001) one of reading that techniques can be used by the students in order to be able to find the main idea of a text is through skimming. Skimming means reading quickly three to four times faster than normal reading.

In other words, it is not easy for the students to comprehend a narrative text. they have to recognize all the elements of the text such orientation, complication, resolution and reorientation

Besides that, vocabulary must be the other cause of the problem in comprehending a text. It is not easy for the students to find certain word meaning from the text. As a result, they might not be able to find the detail information from the text. With regard to this, the researcher is interested to find out the problems the students might face in reading narrative text. In this case, the researcher focused on the problem in finding out information regarding the generic structure of the text which covers the elements of Orientation, Complication, Resolution and Reorientation.

LITERATURE REVIEW

To comprehend narrative text means to find out all information in the passage itself. According to Olson and Diller (1982:42), what is meant by comprehending narrative text is a term used to identify those skills needed to understand and apply information contained in a written material. It means that the students should be able to know the information in narrative text.

Comprehending narrative text is not as easy as many students of eighth grade student think. Most of the problems faced by them are the lack of vocabulary that makes them are not familiar with the words available in the text or passage, difficult to understand the main idea, unable to conclude the content of paragraph and so on. Therefore, the teacher may apply some techniques of reading to the students. Some of those are skimming, scanning and cooperative learning. According to Harmer (2001), skimming is used to quickly identify the main ideas of a text. When the students read the text, they're probably not reading it word by word, instead they are scanning the text. Skimming is done at a speed three to four times faster than normal reading. Students often skim when they have lots of material to read in a limited amount of time. In order to know the students' ability in comprehending narrative text, the writer did a research and assessing the students of SMP Kemala Bhayangkari 1 Kabupaten Kubu Raya. In this case, the writer analized the students' problems in comprehending texts aspecially narrative texts. Narratives texts tell stories in chronological order.

METHOD

This research uses descriptive method as suggested by Borg (1981:129) descriptive method is aimed at describing the characteristics of subjects of the science.

The population of this research was the eight grade students of SMP Kemala Bhayangkari Kabupaten Kubu Raya in academic year 2010/2011. In the sampling study, researchers referred to the opinion of Arikunto (2006: 134) which states that if the study subjects totaled less than 100 is better taken all, if large numbers it can be taken between 10% - 15% or 20% - 25% or more. Based on these opinions, then the sample used in this study was 32 students of class VIII A. Based on the calculation of sampling, it was obtained that the number of samples used were 32 students narrative text. The sample in each grade was selected by using purposive sampling because the writer believed that the sample has the needed information for the writer in order to get the data to fulfill the purpose of this research.

Technique used in this research is measurement technique. The measurement technique is applied to collect the data by administering a reading test which was constructed for the purpose of this research.

The tools of collecting data in this research was multiple choice item test from which the students' mean score would be analyzed using the formula as follows :

M = the average of students' score

$\sum X$ = the sum of total score

N = the number of students being observed

RESEARCH FINDINGS AND DISCUSSION

Referring to the research questions, the following data are:

1. Mean score

= 35,42

2. The mean score of each item

Table I

The students' Percentages

No.	Items of Narrative texts	Right Answer	Wrong Answer
Comprehension			
1.	Orientation	33.75%	66.25%
2.	Complication	40%	60%
3.	Resolution	34.44%	65.56%
4.	Reorientation	45.83%	44.17%
5.	Vocabulary	30.5%	60.95%

The most the difficult item for the students in comprehending narrative text was at vocabulary. Complication referred to the problems that happened in the story.

DISCUSSION

The finding shows the data that the researcher got during the research. The researcher needs to discuss all of the result in order to know how the students comprehend narrative texts related to the contents in each structure such: orientation, complication, resolution, reorientation and vocabulary. By giving multiple choices as the instrument of getting data, the researcher can see the students' ability in reading comprehension, especially in gaining information from narrative text.

The first idea that the students should learn from narrative text is orientation. Orientation prepares the ideas about knowing the setting of story, time and characters. Orientation begins with the attempts to sketch in or create the possible word of this particular story. At this part, the writer introduces the characters and the setting. In this part of questions, the students seemed not to know what main contents. If they know, of course, they will not get difficulty.

The next, the result tells that most of the students had the events in narrative text or in Complication part. The complication will involve the main character and often serves to prevent them from reaching their goal. In addition the complication might include an accident that sets off a chain of cause and effect, character development, a response by the characters to what is happening. We can conclude that these parts mostly about problems happen in a story. Based on the students' answers, only some students got right answers. So, the other student did not know how the problems happen in the story.

As the other parts of narrative text, the students also got bad result at finding the information in resolution part. Resolution is a part in narrative text that prepares or tells how the problem or event be solved. Events for the resolution are, a punch-line or sudden reversal, a surprise twist, a drawing-together of different

story threads, a broadening-out effect, pulling back from close-ups of characters and action and a focus on an image that resonates with the meaning of the piece.

With regard to the structure of narrative text, the students were weak at vocabulary especially synonym and antonym. Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. Teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge. In related to the purpose of teaching vocabulary and how the important it is, one reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students are assigned to read. If students do not know the meaning of many of the words that they encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

Briefly, the student needs to learn more about narrative texts. To help them, the teacher can teach how they learn reading by scanning or skimming techniques so that they are able to comprehend the texts.

CONCLUSIONS AND SUGGESTION

Conclusions

Based on the analysis of the result of the research, the writer described the conclusion. (1) Based on the research finding, the students are weak at comprehend narrative text by which the mean score for all item was 35.42. It means that the students have not been able to comprehend narrative texts so far. (2) The problems faced by the students are:

1. The students' vocabularies were weak at vocabulary. It can be seen from the percentages of as many as 30.05% of the students that were able to answer correctly
2. The orientation was answered correctly by 33.75% of the students. It shows that more than 66.25% of them failed.
3. It seems that the students were difficult at resolution
4. The 40% among the students answers correctly at complication in narrative text.. It proves that only 34.44% of students answered correctly at this category. The other 65.56% students failed.

The students still got difficulties in finding information in narrative texts. In other words, most students were difficult at all part of generic structures at narrative texts.

Suggestions

In reference to the research findings, the writer puts forward suggestion in Increasing Students' reading comprehension of narrative text. The suggestions are that the teacher should improve the students to read by: Providing various interesting not only narrative texts but also the others, asking the students to do some home work done in group on reading texts, helping the students in improving their ability in learning narrative text and mastering contains of narrative text well through some appropriate techniques of teaching reading. The teachers also are expected to apply cooperative learning strategies in teaching and learning process.

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