

STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT: AN ANALYSIS STUDY

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ABSTRACT

The purpose of this research is to find out students' reading comprehension in narrative text at the ninth grade of SMPN 13 Tanjungpinang. The reasearcher has 20 students'. From the result of the test the mean score of students' reading comprehension in narrative text was calculated. It was 43.22 which categories in to low grade. The instruments in this study were multiple choice and reading tests as supporting data. Thus, the researcher conducted a descriptive quantitative analysis research. Multiple choice data analysis technique is descriptive data analysis in reading comprehension. The results of the analysis concluded the reading comprehension in narrative text is low.

Keywords: Comprehension, Reading, Narrative Text

I. Introduction

There are many obstacles in reading comprehension of narrative texts, especially for students who do not master English. Abidin (2010) reading comprehension can also be interpreted a series of processing carry out reader to find information and understand the information contained in reading text. There are five aspects of reading comprehension to Nuttal (2000) cited in Kumelia (2017) which help the students' to comprehend the English text: Identifified main idea, identiyied specific information, determined reference, make inference, undertand vocabulary. Rakhmi (2012) narrative text is central to learning, especially for young children who develop their understand through make up stories about what has happened and what might happen.

Researchers have practiced teaching and observing students at SMPN 13 Tanjungpinang for the 2021/2022 school year. During the observation, the researcher found that the students at the school faced many problem in learning English, including reading comprehension of narrative texts. The problem consists of several cases. First, many students lack vocabulary. This case makes it difficult for students to improve reading comprehension. Second, students found it difficult in getting the information in the text. Third, students feel boring with same method every time they learn English. The problem must be analyzed to find a solution.

According to Satori and Komariyah (2014) analysis is an attempt to break down a problem into parts. From the results of the analysis, the problem will be resolved because the researcher will look for the source of the problem and know what to do. Therefore, analysis is also known as the process of analyzing an event or phenomenon based on data collection to make a decision. The result of research by Buhairah, et al (2017) show that the results of the ability on reading comprehension in narrative text of the first year students' of MAN Mandah Indragiri Hilir was in

very low category with the mean score 40.81. The purpose of this research to get find out students' reading comprehension in narrative text at the ninth grade of SMPN 13 Tanjungpinang.

II. Method

Research Design

The researcher was the descriptive quantitative research. It aimed for know students' comprehension in reading narrative text. According to Sugiyono (2017) quantitative research method can be interpreted as research method based on the philosophy of positivism, used to certainly examine population or sample, sampling technique are generally carried out randomly, data collection using research instrument. According to Sugiyono (2014) descriptive research is a research that describe a phenomenon, event either using quantitative and qualitative data. The quantitative data were obtained by analyzing students answer sheets. Quantitative data obtained by analyzing student answer sheets. first, the researcher planned the questions through the google form, after that the researcher shared the link to the question through the ninth grade English subject teacher within 2 days the researcher got answers from the ninth gradeThe researcher got the data from the result of the test that researcher gave to students.

Research Instrument

Reading Test

By giving the reading test researcher tired to find out whether the students were able to answer the question well or not. The right or the wrong answers from the students were used as an indicator of students' comprehension in reading the narrative text. The test can be in question, spreadsheet, etc. which can be used to measure knowledge, skill, aptitude, and ability (Aedi,2010).

In this research, the researcher used the multiple choice. According to Arikunto (2013) stated that, Multiple choice test consist of information part (stem) and the part of the possible answers or alternative (option).

Technique of Analyze Data

Data collected of quantitative data were obtain by analyzing students answer sheets. First, the researcher planned the questions through the google form, after that the researcher shared the link to the question through the ninth grade English subject teacher within 2 days the researcher got answers from the ninth grade.

Result

The results of the analysis concluded the students' reading comprehension in narrative text is low.

Table 1. Students Individual Scores

No.	Name	Score	Classification
1.	S1	40	Low
2.	S2	60	Moderate
3.	S3	30	Failure

4.	S4	65	Moderate
5.	S5	40	Low
6.	S6	35	Failure
7.	S7	35	Failure
8.	S8	65	Moderate
9.	S9	15	Failure
10.	S10	10	Failure
11.	S11	80	Good
12.	S12	90	Very good
13.	S13	50	Low
14.	S14	55	Low
15.	S15	40	Low
16.	S16	15	Failure
17.	S17	40	Low
18.	S18	50	Low
19.	S19	70	Moderate
20.	S20	45	Low
21.	S21	50	Low
22.	S22	80	Good
23.	S23	25	Failure
24.	S24	35	Failure
25.	S25	25	Failure
26.	S26	25	Failure
27.	S27	20	Failure
28.	S28	20	Failure

From the tables above, it can be seen clearly about the comparison of entire score to another score. From the table, the highest score is 90 which can only be obtained by one student and the lowest score is 10 which only obtained by one student also. Then, from result of the test the mean

score of students' reading comprehension in narrative text was calculated. It was 43.22 which categories in to "low" grade. The mean score was calculated based on Sugiyono's formula.

Table 2. Mean Score

No.	Total Value	Total Students	Mean Score
1.	1,210	28	43.22

From the table above, it can be clearly seen the mean score 43.22 of ninth grade, and it can be seen the overall score 1,210 of students and the number of 28 students'.

Discussion

In discussion, the researcher would like to present the result of the data analysis in line with scope of the research that had been previously discussed. From the research, the result of students' overall score were 1,210. Then, from the result of the mean score of students' reading comprehension in narrative text was calculated. It was 43.22 which categories in to "low" grade. the mean score was calculated based on Sugiyono's formula. After conducting the research entitles, the researcher came at this discussion part. The researcher had collected the data through in multiple choice and reading tests. The researcher asked about the aspect of students writing difficulties in writing procedure text face to face and gave the writing test toward 28 students in class 9.A.

From the data in multiple choice and reading test, the researcher was found multiple choice 28 students difficult face when reading comprehension. The student still lacks vocabulary and difficult in getting the information in the text when day reading. All of the students in class 9.A face difficulty in reading comprehension from five aspects based on the syllabus such as identified main idea, identified specific information, determined reference, make inference, and understand the vocabulary.

There are five aspects of reading comprehension to Nuttal (2000) cited in Kumelia (2017) which help the students to comprehend the English text: identified the main idea, identified specific information, determined reference, make inference and understand the vocabulary. According to Snow (2002) the students' difficulties in comprehending narrative text came out from the reading comprehension elements; the readers, the text and the activity. The readers which mean the students itself (students' boredom, laziness, unknowing about the rules of Simple Past Tense, student's limited vocabulary mastery, students' uninterested in reading narrative text, difficulties in finding the information and difficulties in understanding the text).

III. Conclusion

From the research finding, it can be concluded that students' reading comprehension of the ninth grade students of SMPN 13 Tanjungpinang in academic year 2021/2022 is "low" with the score 43.22.

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