

THE ANALYSIS OF STUDENTS' ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE TENTH-GRADE OF SMAN 5 PURWOREJO IN THE ACADEMIC YEAR 2021/2022

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Abstract

This research are to analyze students' ability of identifying five aspects of narrative text and to analyze difficulties of the students in identifying the content of narrative text. It belongs to qualitative research. The researchers used the results of test about narrative text done by tenth-grade students of SMAN 5 Purworejo on 29th March 2021 as the data source. The unit of analysis in this research were students' abilities in comprehending purpose, generic structure, grammatical feature, detail information, and vocabulary of narrative text. In collecting the data, the researcher prepared documents, accessed permission to SMAN 5 Purworejo to give the document that was reading comprehension test of narrative text to the students, and gave test of reading narrative text. In analyzing the data, the researcher scored students' comprehension, calculating them individually, and classified them based on their score into categories. In conclusion, the mean score of comprehending the purpose of the text is 78.3; comprehending generic structure is 81.7; grammatical feature is 64.4; detail information is 69.4; and, vocabulary is 68.9.

Keywords: *Reading, Narrative Text, Aspects of Narrative Text, Tenth-grade Students.*

1 INTRODUCTION

In learning English, students get some skills related to the proficiency of students. There are four basic skills that can be mastered by students. They are listening, speaking, reading and writing as a paramount importance.

Reading is one of the most important skills in English Subject. It is very important for the students to get information from what they read. Reading is a process of obtaining or constructing meaning from a word or cluster of words. It means that reading is an activity that need skill to comprehend the text. The readers will try to understand meaning from the words that they are reading in order to get message and information that expressed by the writer.

[1] defines reading ability as comprehending ability to understand printed words and sentences seen. In other word. Reading ability is capable to know, understand, and comprehend about what writer writes. In addition, readers read the text and try to understand what they see. [2] dividing four components; the component necessary for reading comprehension is being able to decode a word. The second components are being able to decode an unfamiliar word effortlessly and quickly. This called automaticity. The third component is having a broad background knowledge. Background knowledge provides the student with enough information he/she will be able to make inferences if needed. The four component is fluency using decodable books will help your students' reading fluency.

The researcher only focused on narrative text [2]. states that narrative is present in our lives almost from the moment we begin putting words together. It means that narrative is even or moment that happened in our life in the past [3].

In learning process, the students must understand and read many examples of narrative text. It can be seen in English syllabus of Senior High School at tenth grade, the basic competence of teaching reading to express meaning text as accurate, fluent, and received in the life context to find knowledge in the narrative text. The students can understand the text based on the generic structure, language features, and it must refer to the purpose of the text.

In teaching reading a teacher should give explanation and guidance during the students reading. Process in fact. There is always challenge appater in classroom

Based on the fact above, the researcher was interested to analyze on the students' ability in reading comprehension of narrative text especially for the tenth grade with the paper entitled "The Analysis of Students' Ability in Reading Narrative Text at the Tenth-grade of SMAN 5 Purworejo in the Academic Year 2020/ 2021".

2 METHODOLOGY

There are about some students' reading comprehension researches. The researcher took some previous studies as inspiration and consideration in conducting the research. There are five researches about reading comprehension of students which have been conducted and have been becoming inspiration.

The first study is a thesis by [4] entitled "*The Analysis of Students' Difficulties in Reading Comprehension of Sixth Semester Students of Muhammadiyah University of Purworejo in the Academic Year of 2015/2016*". This thesis was conducted under consideration that grammar and morphology, drawing inference and vocabulary skills play important role in students' reading comprehension skill. The result of the research showed that the students' skills of Muhammadiyah University of Purworejo in the academic year of 2015/2016 in reading comprehension are in sufficient level with mean score 61.81. Moreover, the result also showed that in reading comprehension test, most students had difficulties in 3 major skills, even though in the different percentage. Those difficulties are grammar and morphology with 36.8%, inference with 33.17% and vocabulary with 30.03%. The other result of this research shows that the most dominant difficulty made by students in reading comprehension test was grammar and morphology with 36.8%.

The second study is a thesis by [5] entitled, "*Analysis on the Students' Linguistic Problems in Reading Comprehension (A Case Study at Second Grade Students of Mts. Baiturrahmah Sukabumi)*". The objective of this research is to find out some linguistic difficulties under the students' comprehension in reading faced by second grade students of Madrasah Tsanawiyah Baiturrahmah and how to solve or overcome those difficulties. From the research, it was found that in reading comprehension test there were 38.13% students who find difficulties in vocabulary under the students' comprehension in reading, 48.33% students who find difficulties in grammar and morphology under the students' comprehension in reading, 31.25% students who find difficulties in spelling under the students' comprehension in reading.

The third is a thesis by [6] entitled "*Students' Difficulties in Comprehending English Reading Text: A Case Study at Ninth Grade Students in SMPN 1 Gunungsari Academic Year 2015/2016*". The research objective of this research was to find factors that cause students' difficulties in comprehending reading English text at ninth grade students in SMPN 1 Gunungsari. The result of this research showed that the students had difficulties in comprehending personal text, especially in finding the main idea in the text because their reading comprehension were very low. The lack of vocabulary knowledge also became a factor that caused students hard to find specific name in the text.

The fourth study was conducted by [7] entitled "*An Analysis of Students' Reading Comprehension Ability by using Listen – Read – Discuss (LRD) Strategy in Narrative Text*". This research is intended to find out whether Listen – Read – Discuss (LRD) improved the students' reading comprehension ability in narrative text. The mean score of pre-tests was 50 and the post-test was 67. This means that the mean score of post-tests was higher than the pre-test. The t-score was 3,294 and the critical value of t-score for 15 degrees of freedom on the level significant 0,05 was 2,131.

The fifth study was conducted by [8] entitled "*A Descriptive Study of Grade-7 Students' Reading Comprehension Ability Tested by Using Authentic Reading Materials from Internet at SMP Islam Kunir Lumajang*". This research was intended to describe the grade-7 students's Reading Comprehension ability tested by using authentic reading materials from internet. Based on the results of the data analysis, 80,21% of the students were fine in reading comprehension ability tested by using authentic reading materials from Internet and 19,61% were failed in reading comprehension ability tested by using authentic reading materials from Internet. Based on the results of the data analysis, it was found that among 4 indicators, the highest achievement on the students' reading comprehension trough authentic reading materials from Internet was on text comprehension (76,74%), it was lied on excellent category. Then, it was followed by sentences comprehension (58,13%), it was lied on excellent and

good category. Next, it was followed by word comprehension (53,48%), it was lied on excellent and good category. In contrast, the lowest achievement among the indicators was paragraph comprehension (44,18%), it was lied on poor category and failed category.

The difference between this research and the first previous study is the subject of the research. The subject of the first previous study was sixth semester Student of Muhammadiyah University of Purworejo, while the subject of this research was tenth-grade student of SMA N 5 Purworejo. The similarity between this thesis and the first previous study are on the focus (difficulty/problem/ability) and skill of the research (reading comprehension). The difference between this research and the second previous study is the subject of the research. The subject of the second previous study was second-grade students of MTs Baiturrahmah Sukabumi, while the subject of this research was tenth-grade student of SMA N 5 Purworejo. The similarity between this thesis and the second previous study are on the focus (difficulty/problem/ability) and skill of the research (reading comprehension). The difference between this reseach and the third previous study is on the subject. The subject of the third previous study was the ninth-grade students of SMPN 1 Gunungsari in the academic year 2015/2016, while the subject of this thesis was the tenth-grade student of SMA N 5 Purworejo in the academic year of 2021/2022. The similarity between this research and the third previous study are on the skill and the focus. The skill is about reading comprehension. The similarities between fourth previous research and this research are about the focus on analyzing the students' reading comprehension ability. The difference is that the fourth previous study used strategy to analyze the students' reading comprehension ability while this research was without using strategy. The similarities between the fifth previous research and this research are about the focus on analyzing the students' reading comprehension ability. The difference is that the fifth previous study used media to analyze the students' reading comprehension ability while this research was without using media.

Reading Comprehension

[9] states that reading is defined as getting information from the text and interpretation. According to Daiek, at. all (2004), reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. Grabe and Stoller (2002) defines reading as the ability to draw meaning from the printed page and interpret the information appropriately.

According to [10] , the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

[11] divides the purpose of reading into five: (1) to search for simple information; (2) to skim quickly; (3) to learn from texts; (4) to integrate information, write and critique text; and (4) for general comprehension.

[12] argues that reading is important because the ability of reading can open up new worlds and opportunities. According to Harrison (2004:3), reading not only increase the life skills and extends the knowledge, it can develop emotional and moral as well as verbal intelligence.

According to [13], comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension. [14] said that when the students can understand more what they read, the more they read, the better they get at it. According to [15], reading comprehension is much similar verbal communication involves the ability to think critically about the author's message so the exchange of the ideas and the building of the new ideas can continue. According to [16], reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses.

Based on the language assessment theory of [17], there are some aspects of reading comprehension commonly used in measuring students' reading comprehension ability: main idea (topic); scanning for specifically (detail information); reference (grammatical features); vocabulary in context; expression/idiom/phrase in context; inference (implied detail); excluding facts not written (unstated detail); and, supporting idea(s). In this research, the researchers only focused on five aspects which mostly appeared in the students' book, which are purpose, generic structure, grammatical features, detail information, and vocabulary of the text. The purpose of a text is simply the writer's reason for writing. Readers have the job of determining the purpose of the text and understanding why the writer

is writing and what the writer wants the reader to do with the text. Generic structure is a pattern that is presented in a step of mapping ideas or information of the text. The reader can understand the contents of the text because each idea is arranged systematically. Grammatical features of narrative text are the use of simple past tense, like closed, locked, double-locked, took off, put on, sat down. There are verbs that carry the story along and recount the events that happen one after the other. Narrative texts also use conjunctions. The succession of events in time is reinforced by using of adverb, like: thus, then, and by enjoying clauses together with and. The sequence of event is mirrored by the sequence of clauses, and as readers we understand these follow one another in time. Narrative text usually begins with a description of time. Then spesific participant, character in the story is that there are spesific use of adjective to clarify the noun for example, use past tense sentence patterns simple sentence is used for telling the events that happened in the past them. Conjunction that is often used is when, then, suddenly, next, etc to connect with one another groove to trace and easy to follow. In reading comprehension, the students have to find out the detail information of the text. [18] said that the questions of detail information consist of who, what, where, when, and how of the story. In finding the detailed information of the text, the students can do the scanning. Vocabulary is one of the important aspects of reading comprehension skills. The student is able to understand the text if they are familiar with the vocabulary. [19] stated that the classification of vocabulary is receptive and productive. Receptive is someone understands the words, when others use them. Productive is someone understands the words that someone uses. Hence, it is a very important matter of how many students know the vocabulary of the text. [20] stated that the key of comprehending the text is having large the vocabulary. It means that many words students know, it makes students easily understand the text.

Narrative Text

According to [21], narrative is a text that tells a story and in doing to entertains audience. Alan Meyers argues that narrative is telling a story and to be interesting for readers to respond to some event in your life as if it were their own. [22] states that in every narrative text, someone can give opinion about the passages about the events.

According to [23], the generic structure of narrative text are orientation, complication, and resolution. [24] states that the generic structures of narrative text are orientation, complication, resolution, and re-orientation.

The characteristics of narrative texts according to [25] are highlighting elements of the act or acts, arranged in chronological order, trying to answer the question "what happened?", and there is a conflict.

[26] explains that language features of narrative text are action verbs, temporal connectives, written in the past tense unless quoting direct speech, and in action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicised) predominate. The grammatical features of narrative text are: nouns, pronouns, noun phrases, time connectives and conjunction, adverb and adverbial phrases, material processes (action verbs), and verbal processes (saying verbs).

3 FINDING AND DISCUSSION

[27] states that qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. Reporting the result is by means of detailed description. Based on the statement, this research belongs to descriptive qualitative research.

Data Source

[28] explains that data source is the subject from which the data can be obtained. The data source used in this research are the results of test of narrative text done by the tenth-grade students of SMAN 5 Purworejo in the academic year 2021/2022.

Unit of Analysis

[28] defines unit analysis as a certain unit that is measured as the subject of the research. In this research, the unit analysis includes the students' reading comprehension ability in reading narrative text which is focused on the aspects of reading comprehension.

Research Instrument

According to [29], in qualitative research, the researchers as human instrument has a function for research focus, chooses the informant as data source, collecting and analyzing the data, and making conclusion. Therefore, the instrument of this research is the researchers themselves as it is impossible to investigate the data without the interpretation of the researchers. The researchers collect, identify, classify, interpret, and conclude the data by themselves. However, the researchers also needed some supporting tools, such as laptop, internet, and books to help the researchers to collect the data. The researchers also use a written document in the form of narrative text test sheets to be done by the students.

Technique of Collecting and Analyzing Data

[29] points that researcher will not get the data that is fulfill the standard of the data without knowing the technique of collecting data. In collecting the data, there are several steps carried by the researchers, which are prepare the document, ask permission to the teacher of SMA N 5 Purworejo to give the document that is reading comprehension test of narrative text to the students, and give the test of reading narrative text.

The techniques which are used by the researcher to analyze data:

a) Scoring the students' written test

The researcher used five aspects of reading comprehension in this test. The five aspects of reading comprehension were identifying the purpose of the text, generic structure, main idea, detail information, and understanding meaning of words or vocabulary. Then, the researcher categorizes the result of the students score based on the level ability.

Based on [28], the levels of ability are the following:

Table 1. The classification of the students' reading ability

Value	Grade	Level of Achievement
80- 100	A	Excellent
66- 79	B	Good
56- 65	C	Sufficient
40- 55	D	Fairly Sufficient
< 39	E	Poor

b) Analyzing the data and classifying the ability of students

The data was analyzed by calculating the students' score individually and found out the mean score. In analyzing the data, the researcher finds the percentage of the students' abilities. The data was presented by using graphic.

To get average level ability of the students' reading comprehension ability, the researchers used the formula:

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

M : mean

X : raw score

N : number of students

To get the percentage of mean score for each aspect to find the ability of students' reading comprehension, the researcher used the formula:

$$P = \frac{M}{N}$$

P : percentage score of students' abilities

M : mean

N : maximum score

c) Discussing the students' reading comprehension ability

d) Drawing the conclusion and suggestion based on the data analysis

In this part, the researchers are going to present the finding of the research based on the analysis of the data. To make clear, the researchers present the table of the score distribution of students' narrative text reading abilities.

Table 2. Score distribution of students' ability to comprehend purpose of the text

Interpretation Score	Frequency	Percentage (%)	Grade	Category
80-100	28	77.8	A	Excellent
66-79	0	0.0	B	Good
56-65	8	22.2	C	Sufficient
40-55	0	0	D	Fairly Sufficient
<39	0	0	E	Poor
Total	36	100.0		

The mean score of students' ability to comprehend the purpose of the text is 78.3 points.

Table 3. Score distribution of students' ability to comprehend generic structure of the text

Interpretation Score	Frequency	Percentage (%)	Grade	Category
80-100	31	86.1	A	Excellent
66-79	0	0	B	Good
56-65	5	13.9	C	Sufficient
40-55	0	0	D	Fairly Sufficient
<39	0	0	E	Poor
Total	36	100.0		

The mean score of students' ability to comprehend the generic structure of the text is 81.7 points.

Table 4. Score distribution of students' ability to comprehend grammatical features of the text

Interpretation Score	Frequency	Percentage (%)	Grade	Category
80-100	10	27.8	A	Excellent
66-79	0	0	B	Good
56-65	23	63.9	C	Sufficient
40-55	3	8.3	D	Fairly Sufficient
<39	0	0	E	Poor
Total	36	100.0		

The mean score of students' ability to comprehend the grammatical features of the text is 64.4 points.

Table 5. Score distribution of students' ability to comprehend detail information of the text

Interpretation Score	Frequency	Percentage (%)	Grade	Category
80-100	19	52.8	A	Excellent
66-79	0	0	B	Good
56-65	15	41.7	C	Sufficient
40-55	2	5.5	D	Fairly Sufficient
<39	0	0	E	Poor
Total	36	100.0		

The mean score of students' ability to comprehend the detail information of the text is 69.4 points.

Table 6. Score distribution of students' ability to comprehend vocabulary of the text

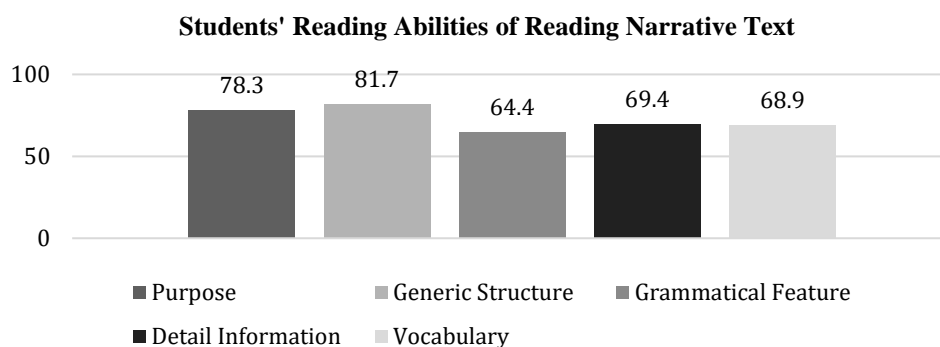
Interpretation Score	Frequency	Percentage (%)	Grade	Category
80-100	18	50.0	A	Excellent
66-79	0	0	B	Good
56-65	16	44.4	C	Sufficient
40-55	2	5.6	D	Fairly Sufficient
<39	0	0	E	Poor
Total	36	100.0		

The mean score of students' ability to comprehend the vocabulary of the text is 68.9 points.

Discussion

After analyzing the data, the writer found out that the students' ability in comprehending narrative text is in poor to excellent level.

Figure 1. Chart of mean scores of students' abilities in comprehending narrative text



From 36 students, the mean score of comprehending purpose of the text is 78.3 in good level. The mean score of comprehending generic structure of the text is 81.7 in excellent level. The mean score of comprehending grammatical feature of the text is 64.4 in sufficient level. The mean score of comprehending detail information of the text is 69.4 in good level. The mean score of comprehending vocabulary of the text is 68.9 in good level.

4 CONCLUSIONS

Based on the finding and discussion, the researchers drew some conclusions. Most of the students are in good level. Most of the aspects are in same level of ability. The most difficult aspect in comprehending narrative text is in comprehending grammatical feature of the text, with the mean score of 64.4. Then, the easiest aspect is in comprehending generic structure of the text with the mean score of 81.7..

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