

An Analysis of Students' Reading Comprehension in Narrative Text at Senior High School

Yesica Dwinari¹

Gatot Subroto²

Satria Agust³

English Education Study Program
Teacher Training and Education Faculty
Universitas Maritim Raja Ali Haji

ABSTRACT

The objectives of this study are to find out the students' reading comprehension in narrative text. The target population of this research was tenth grade of SMA Negeri 3 Tanjungpinang. X IIS 3 and X IIS 4 were chosen as the sample by using purposive random sampling technique. To collect the data, 60 multiple choice were prepared as the instrument. The validity test was done by using Person Product moment. It required 32 questions were valid and 28 questions were invalid. The reliability was done by Cronbach's Alpha method. The reliability test gained score $0.9789 > 0.80$ which meant that the instrument was reliable. The research was focused in generic structure and specific information. The result showed that the students' reading comprehension in SMA Negeri 3 Tanjungpinang was low. Related to the result, the writer suggests the students to participate actively in discussion while teacher is building their background knowledge, so they can solve their problem in comprehending narrative text. In addition, the English teachers have to be able to organize teaching reading activities and have to give suitable and interesting materials to the students in order to rise their enthusiasm.

Keywords: Reading Comprehension, Narrative Text

INTRODUCTION

Reading is one of four skills in learning English that can encourage students to get information, recent facts and knowledge for future success in school and their lives. In other words, it's necessary for the teacher to concern on students' reading

skill first which can build other skills in mastering English such as: speaking, listening and writing. According to Westwood (2001), reading is a process for readers to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

In reading acquisition, students should not only learn how to decode and identify words, but they also should discuss, reflect upon, ask, and answer the question about what they have read or what has been read to them. He also states that the central focus of teaching students to read is comprehension. Agust et.al. (2013) explains that reading is a constructive visual activity process to comprehend and to derive meanings from a text by using readers' perceptual skills, experiences and background knowledge. Wolley (2011) defines that reading comprehension is the process of making meaning from text which has a goal to gain an overall understanding of what is described in the text rather than to get an activity to identify the words and understand the read text that requires students' careful and critical skill.

Broughton et al. (2003) explain when reading a text, students have to relate what the text conveys through its vocabulary and grammar and its logical structure, the attitudes and the cultural meaning which it has to their own experience. Furthermore, they state that it will become impossible to learn reading without at least the capacity of an acquired language. This limitation becomes the students' problem to learn English as a foreign language. Reading is getting more complex since the students' language proficiency does not boost their reading comprehension better towards English text.

Based on researcher observation at SMA Negeri 3 Tanjungpinang, the researcher found several problems related to students' reading comprehension achievement. Mostly while reading a text, students found some problems to comprehend a longer text due to their lack of vocabulary and grammatical knowledge. They could not analyze the plot of the story and the message of the text which they read well. Consequently, it caused students had difficulty to find the main idea and some supporting details of a text. Furthermore, students tended to translate a text word by word instead of using strategies to guess meaning through context or relate the sentence or text to their background knowledge. It made students have to read the text over and over again to find the answer, so students would waste so much time.

Another problem that occurred in the classroom was that teacher still used a conventional strategy which made students difficult to find out the aims of learning reading. Students commonly were asked to read a text and then to answer its questions or probably translate the text on their notebook. The use of a conventional strategy made students got bored and unmotivated easily. Students did not pay attention properly and did not interact actively during teaching-learning processes of reading and tended not to complete their task. The teacher also tended to explain the generic structure and the language features of a text more than one time which cause students were seldom to participate in their class.

Based on the problem above, the researcher focused on student' reading comprehension in Narrative Text in generic structure and specific information.

METHODOLOGY

According to Pearson (2012) descriptive quantitative is simply a set of procedures for describing, synthesizing, analyzing, and interpreting quantitative data that indicates the average score of some sample. The target population in this study was students in tenth grade of SMA Negeri 3 Tanjungpinang in the academic year of 2018/2019. SMA Negeri 3 itself is located in Jalan Tugu Pahlawan, Tanjungpinang. The researcher took X IIS 3 and X IIS 4 as the sample by using purposive sampling technique.

The data were collected by testing students' reading comprehension in Narrative Text. The instrument was an objective test which consisted 30 questions. The reading comprehension was arranged based on the syllabus which are identifying the main idea, the purpose of the text, general information and specific information. The writer asked the students to answer the questions in 60 minutes. The correct answer would be graded 1, and the wrong answer would be graded 0.

Before administering the instrument, the researcher tested the instruments' validity and reliability. The validity test was done by using Pearson Product Moment. According to Cozby (2005), an item will be valid if $r_{\text{count}} \geq r_{\text{table}}$. To judge the validity of the instrument, the researcher used the formula of Pearson Product Moment as follows:

$$r = \frac{N \sum XY - (\sum X) / \sum Y}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Note :

r : Product-Pearson Moment

- N : The number of respondents
 X : The total number of the test items
 Y : The total number of students' score

The Reliability of the instrument was done by using Cronbach's Alpha.

The aim of reliability test is to know whether or not the valid items are reliable. A test can be said to be reliable if the coefficient correlation is not less than 0.80 (Cozby, 2005).

$$r_{11} = \frac{n}{n-1} \left(1 - \frac{\sum \sigma_1^2}{\sigma_t^2} \right)$$

Note :

- r_{11} : Reliability score
 n : The number of the test items
 σ_1^2 : Total variance of each item
 σ_t^2 : Total variance score

The data that are collected was put into a rubric that was adapted from Kartawjaya (2017.)

FINDINGS AND DISCUSSION

The data were collected by administering the valid instrument. The instrument should be valid and reliable. The validity test was done by using Pearson Product Moment, on the otherhand, in this study, Cronbach's Alpha method were used to test the reliability of the instrument.

There were 22 respondents joining the try out of the instruments. Thus, the r.table was 0.413 with the significance level of 5 % or 0.05. Based on validity test, there were 32 valid and the other 28 items were invalid. The invalid questions were removed and the reseacher chose to use 30 valid questions as the instrument of students' reading comprehension.

After testing the validity of the instrument the researcher came to reliability test. A test can be said to be reliable if the coefficient correlation is not less than 0.80 (Cozby, 2005).

Based on the trying out reading comprehension instrument which were followed by 22 respondents, the reability test gained score $0.9789 > 0.80$ which meant that the instrument was reliable. It can be concluded that the instrument of this research which consisted of 30 questions of reading comprehension related to narrative text was valid and reliable.

There were 42 students who joined the test: 21 students were from X IIS 3 and 21 students were from X IIS 4. The students did the test for 60 minutes. The correct answer was graded 1, and the wrong answer was graded 0. The students' score in reading comprehension could been seen in the table bellow:

Table 1.1
Students' Reading Comprehension Score

STUDENT	SCORE	STUDENT	SCORE
S.1	70	S.22	60
S.2	63	S.23	57

S.3	63	S.24	63
S.4	67	S.25	67
S.5	67	S.26	70
S.6	57	S.27	67
S.7	53	S.28	63
S.8	67	S.29	73
S.9	60	S.30	57
S.10	50	S.31	70
S.11	57	S.32	73
S.12	77	S.33	70
S.13	60	S.34	73
S.14	50	S.35	60
S.15	50	S.36	73
S.16	57	S.37	57
S.17	70	S.38	73
S.18	67	S.39	70
S.19	63	S.40	63
S.20	77	S.41	77
S.21	73	S.42	70

The researcher analysed the students' reading comprehension in Narrative Text by putting it into rubric which was adapted from Kartawijaya (2017), as follows:

No	Interval	F	Number of Students	Grade
1.	80-100	A	0	Excellent
2.	75-79,9	B+	3	Very Good
3.	70-74,9	B	13	Good
4.	65-69,9	C+	6	Enough
5.	60-64,9	C	10	Average
6.	50-59,9	D	6	Poor
7.	<50	E	4	Fail

According to the table above, there were 4 students required E grade (fail), 6 students required D grade (poor), 10 students required C (average), 6 students required C+ grade (Enough), 3 students required B grade (very good) in reading comprehension and there was not any student required A score (Excellent.) It was proved that students did not understand the narrative text. Besides that, there were several mistakes that they did in comprehending specific information in narrative text, they could not get the information from the reading text.

CONCLUSION

Based on the result of the analysis, the writer concluded that in general, most students could not comprehend the narrative text well. Related with the data analysis above, it showed the students' ability in comprehending narrative text was low. Based on these findings, it can be seen that the students felt hard to get the information from the text. In this case, the students did not use their background knowledge when

understanding the text, and the students did not know the rules of each text. As a result they failed to understand the text. Most of students also had a difficulty to make a meaning of a read text because the lack of vocabulary. Wolley (2011) defines that reading comprehension is the process of making meaning from text which has a goal to gain an overall understanding of what is described in the text rather than to get an activity to identify the words and understand the read text that requires students' careful and critical skill.

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