

An Analysis of Students' Ability to Identify Intrinsic Elements in Reading

Narrative Text

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ABSTRACT

This research aimed to know students' ability to identify intrinsic elements in reading narrative text. This research is intended to know how students ability to identify intrinsic elements in reading narrative text. The subject of this research is the tenth grade students' of SMAN 4 Tanjungpinang. The researcher using multiple choice test that use 5 narrative text. The result of students ability to identify intrinsic elements in reading narrative text is in Low level. It can be seen from the students' mean scores which is 57,5 from 30 students. There are 4 (four) students (13,3%) in good level, 11 students (36,6%) in moderate level, 13 students (43,3%) in Low level, and 2 students (6,6%) in failure level. So, most of the students are in Low level.

Key Term: Analysis, Narrative Text, Intrinsic Elements.

INTRODUCTION

Narrative text is a kind of text to retell the story. Dietsch (2003) stated that the purpose of narrative are to reflect, entertain, tell, clarify, or influence. In addition, it allows students to know the past event or history about something. There are many types of narrative. They can be imaginary, factual or a combination of both. They

may include, fairy stories, mysteries, science fiction, romances, horror stories, fables, myths, legends, novel, etc.

To improve students knowledge, it's important for them to comprehend reading passages well. Comprehension is the most important aspect of reading. In fact, many students in SMA got difficulties when they read reading passages. That is because the students primary language is not English.

In reading skills, the students' are expected to be knowledgeable and familiar with the reading context. It means that the students' are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is purpose of reading to get some information from the text.

Based on the researcher observation in SMAN 4 Tanjungpinang, most of them had some problems in learning reading narrative text. when the researcher asked them to read a text, most of them could not read narrative text well. First, they lacked vocabularies; they were unable to read and comprehend the texts well. Second, the students found it difficult to express their ideas. Third, the students found it difficult to find the main idea of the text, and they found difficult to analyze the generic structure, intrinsic, and extrinsic elements of narrative text and got difficulties to answer the questions related to the text.

So, based on the problem above, the researcher is interested in analyzing the students' ability to identify the intrinsic element in reading narrative text. Intrinsic element has some important points for the students to know and to master.

METHOD

In this research, qualitative method was used by the writer to collect the data of this study. According to (Myers, 1997), qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. The data were usually not in the form of numbers. Qualitative research was an inductive approach, and its goal is to gain a deeper understanding of a person's or group's experience. The researcher used descriptive method to expose the result. The descriptive method was appropriate with this research since it described the students' ability to identify intrinsic elements in reading narrative text. The data of this research was collected by giving a multiple choice test.

The subject of this research was the first grade students in SMAN 4Tanjungpinang in the academic year of 2018/2019. The researcher chose this school because the researcher did the Praktik Pengalaman Lapangan (PPL) there.

In this research, the researcher gave reading test to the students to find out whether the students can answer the question well or not. The multiple choice test was used as an indicator of students' comprehension in reading narrative text.

The researcher did a multiple choice test to know students' ability. The test was a tool to survey students' understanding of certain material. When did the research, the students was given a text, and then they answer the question related to the text. Test is used to measure basic skills and achievement (Arikunto, 2014). The test can be in question, spreadsheet, etc which can be used to measure knowledge, skill, aptitude, and ability (Aedi, 2010).

The scores will be classified in accordance with the level proficiency (Harris, 1974).

Table 1. The Classification of Level Proficiency

No.	Classification	Score
1.	Very Good	90 – 100
2.	Good	80 – 89
3.	Moderate	60 – 79
4.	Low	40 – 59
5.	Failure	0 – 39

RESEARCH FINDING

The researcher got the data about the Students' ability to identify the intrinsic elements in reading narrative text at the tenth grade students of SMAN 4Tanjungpinang in the academic year of 2018/2019. In this research, the researcher chose multiple choice test type as a research instrument. The total of the items is 20 items that consist of 5 narrative text. The researcher put the questions from LKS Bahasa Inggris SMA Kelas X Semester 2 Intan Pariwara.

Table 4.1 The result of the research instrument and students' ability to identify intrinsic elements in reading narrative text.

Intrinsic Elements Aspect		Quality of The Intrinsic Elements Aspect				
		Very Good	Good	Moderate	Low	Failure
1.	Theme	1 of 30 (3,3 %)	12 of 30 (40 %)	5 of 30 (16,3 %)	8 of 30 (26,6 %)	4 of 30 (13,3 %)
2.	Plot	-	10 of 30 (33,3 %)	10 of 30 (33,3 %)	7 of 30 (23,3 %)	3 of 30 (10 %)

3.	Character	5 of 30 (16,3 %)	7 of 30 (23,3 %)	10 of 30 (33,3 %)	5 of 30 (16,3 %)	3 of 30 (10 %)
4.	Setting	-	1 of 3 (3,3 %)	15 of 30 (50 %)	12 of 30 (40 %)	2 of 30 (6,6 %)

Based on table 4.1 the researcher discuss the result of this research as follows:

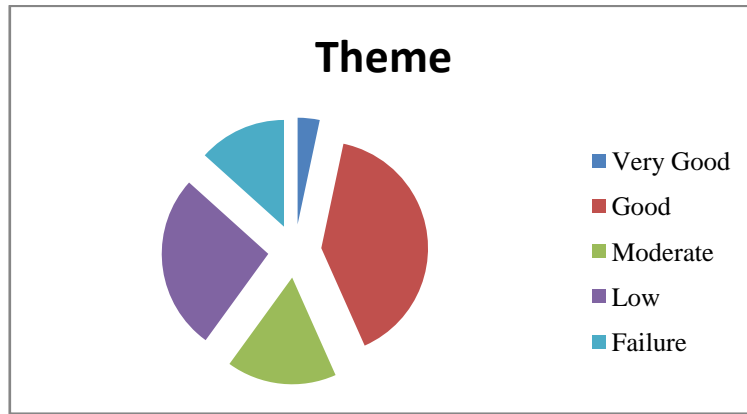


Figure 4.1

For theme there was 1 of 30 students in category very good, 12 of 30 students in category of good, 5 of 30 students in category of moderate, 8 of 30 students in category of low, and 4 of 30 students in category of failure.



Figure 4.2

For plot there was not students in category of very good, 10 of 30 students in category of good, 10 of 30 students in category of moderate, 7 of 30 students in category of low, and 4 of 30 students in category of failure.



figure 4.3

For character there was 5 of 30 students in category of very good, 7 of 30 students in category of good, 10 of 30 students in category of moderate, 5 of 30 students in category of low, and 3 of 30 students in category of failure.

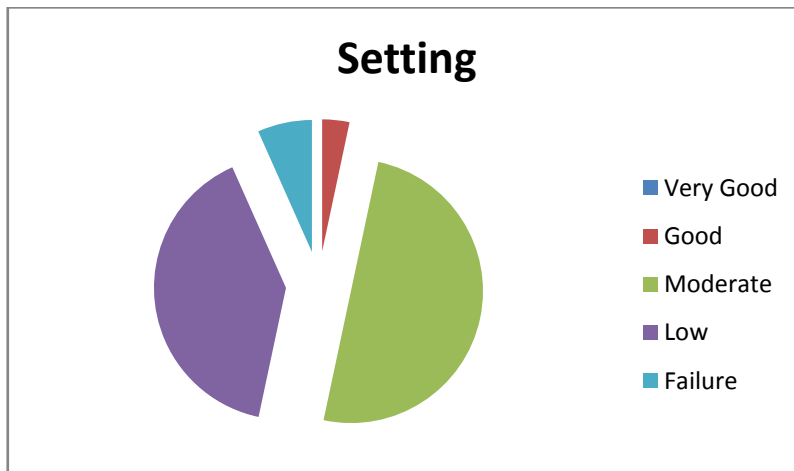


Figure 4.4

For setting there was not students in category of very good, 1 of 30 students in category of good, 15 of 30 students in category of moderate, 12 of 30 students in category of low, and 2 of 30 students in category of failure.

Table 4.1.2 the score of students ability to identify intrinsic elements in reading narrative text

NO.	NAME	SCORE	LEVEL
1.	Students 1	50	Low
2.	Students 2	50	Low
3.	Students 3	60	Moderate
4.	Students 4	45	Low
5.	Students 5	80	Good
6.	Students 6	75	Moderate
7.	Students 7	70	Moderate
8.	Students 8	40	Low
9.	Students 9	60	Moderate
10.	Students 10	70	Moderate
11.	Students 11	80	Good
12.	Students 12	40	Low
13.	Students 13	45	Low
14.	Students 14	60	Moderate
15.	Students 15	40	Low

16.	Students 16	75	Moderate
17.	Students 17	70	Moderate
18.	Students 18	70	Moderate
19.	Students 19	50	Low
20.	Students 20	60	Moderate
21.	Students 21	55	Low
22.	Students 22	35	Failure
23.	Students 23	55	Low
24.	Students 24	70	Moderate
25.	Students 25	50	Low
26.	Students 26	40	Low
27.	Students 27	35	Failure
28.	Students 28	80	Good
29.	Students 29	80	Good
30.	Students 30	45	Low
TOTAL		1.725	
Mean		57,5	Low

The data were taken from 30 students as the sample of the research. From the data, the highest score is obtained by 4 students i.e 80 while the lowest score was obtained by 2 students i.e 35. Based on the average formula, the researcher get the result of this test is 57,5, it is categorized into low in classification of level proviency.

DISCUSSION

From the data that have been described above, the researcher discusses the result of this research related to the students' ability to identify intrinsic elements (theme, plot, character and setting) in reading narrative text. Stanton (1965) described that the building elements cover; theme, story fact, and literary work. The story fact covers; story, plot, and setting. In previous chapter that have been mentioned four intrinsic elements, they are, theme, plot, setting, and character.

Based on the research finding the researcher got the data about students ability in identifying theme, most of students were in good category and only few of them were in very good, moderate, low and failure category. This result was in line with Aguirre (2018) states that finding theme in literature is a big problem for many people. Young children are often completely lose, middle-level students sometimes find it but can't clearly articulate it, and those in later high school or collage can both find it and articulate it but often lack depth in their ability to clearly explain and expand on the ideas.

Furthermore, in identifying plot, most of students is in good and moderate category and the oder hand was in low and failure category. While in character, most of students is in moderate category and the other students was in very good, good, low, and failure category. Last in setting, most of students is in low category and the other students was in good, low, and failure. These result was in line with Brown (2001) who states that the students sometimes found it difficult to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

From discussion above, the researcher conclude that most of students are able or have capability to identify the intrinsic elements in reading narrative text. From the table 4.1 and Figure 1, Figure 2, Figure 3, and Figure 4 we can see that some students in failure category in all aspect of intrinsic elements. In the oder hand, most of students was in good category in theme and in setting most of students in moderate category.

Meanwhile, some of students have difficulties in some number of questions. It was caused by some factors, the factors are come from the students itself and also from the text and the questions. Based on the students score in table 4.1.2 it shows the result of the students ability is in Low level. It can be seen from the mean score of the students which is 57,5 from 30 students. There are 4 students (13,3%) in good level, 11 students (36,6%) in moderate level, 13 students (43,3%) in Low level, and 2 students (6,6%) in failure level. So, most of the students are in Low level.

CONCLUSION

In relation to the result of the study, the researcher concludes that students ability to identify intrinsic elements in reading narrative text at tenth grade of SMAN 4 Tanjungpinang is low. There are some students who fail in all aspects of the intrinsic elements. It reveals that they have problem to identifying intrinsic elements in reading narrative text because they lack vocabularies and they are unable to comprehend the text well. Therefore, it is necessary for them to improve their vocabulary by increasing their frequency to read.

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