

AN ANALYSIS OF STUDENTS READING COMPREHENSION ON NARRATIVE TEXT AT SMP PENCAWAN MEDAN

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ABSTRACT

The researchers applied descriptive qualitative method in this research to describe the students' ability in reading comprehension narrative text in this research at grade VIII of SMP PENCAWAN MEDAN. Consequently, the purpose of this research is to find out the students' difficulties in reading comprehension narrative text. The researchers used a reading test and interview instruments in this study. There was 18 students of class VIII SMP PENCAWAN MEDAN was done the research.

Based on the result obtained, it was found only 4 students managed to get >90, and most students get <55. It is known that their ability in reading comprehension was poor. It caused by the lack of vocabulary and lack of desire to read narrative text.

Keywords : *Reading Comprehension, Narrative Text*

INTRODUCTION

Language is the ability that used by humans to communicate with others by using signs, for example words and movements. Wibowo (2001:3) said that language is a communication system as a symbol that produces sound freely and is a habit to communicate with others. According to Owen (2006:1), Language can be defined as a communication system that combines symbols as a condition for conveying communication with one another as desired. According to Edward Sapir, Language is having a relationship and influence on others. We cannot understand what the people say if we don't have language. So, language is very necessary so that humans can interact with others. There are several countries use English as their language. English is very important to learn and is an international language. So we have to know English well.

English is studied in all countries in the world including Indonesia as a foreign language. It is studied from elementary school to university students and have to study hard to understand it. In learning English occur four foundational skills namely: Speaking, Listening, Writing and Reading. Students have to know these four basic skills and develop their knowledge so can communicate and expression their feelings with others in English well. Reading is one important skills. By reading, students can find out information and increase their knowledge. So, it is very helpful for students.

Reading is the activity of expressing something in writing that can be verbalized or silently by reading. Reading is very important to learn in increasing knowledge. In reading activities, it requires understanding and assessment of the text that is read so as to give rise to a thought

process. Reading can obtain previously unknown information and can train brain function and strengthen memory. So that the students are able to provide ideas or responses from the text they read. Mikulecky (2011:5) states that reading is the process of capturing the meaning carried out by the reader mentally consciously and unconsciously. In addition, Elizabeth (2008:1-2), Reading is build meaning from writing or other symbols. According to Johnson (2008:3), Reading is the process of making meaning using text. In addition, a good reader must have a good ability or comprehension to know the meaning of the text they read.

However, students are difficult to understand the text they read. Some students have limited ability in terms of reading and have difficulty capturing or mastering information from the text they read. There are several factors influence students' reading interest that lack of communication or disire to read. Besides that, in the enviroment a person's mindset and personality will be formed so that if affects one's reading interest and teaching methods also affects students in understanding the text.

This difficulty occurs due to a lack of communication or reciprocal interaction between teacher and students and how delivery of material is too monotonous and innacurate. So that it affects students reading comprehension. The purpose of teaching reading comprehension is to increase students' insight in understanding the text, and students are able to find messages and interpret the contents of the reading in the text.

Students should practice reading to improve their reading comprehension. Strategy needed to increase students' ability in reading comprehension. So that, the students easier to understand the text they read. Reading comprehension is the ability to understand text that has been read and be able to process or develop the text. Snow (2002:11) defines reading comprehension as the process of building an taking meaning simultaneously in social relations through written texts. According to Duke (2003), stated that Reading comprehension is a process of understanding the readings that have been read and the information obtained before and after obtaining information related to the text. Duffy (2009:14) simply defines Reading comprehension as to understand the text by drawing conclusions from the text that has been read.

In English, there are several types of text are Descriptive text, Recount text, Procedure text, Recount text and Recount text. The researcher discusses about Narrative Text. Narrative text is non-fiction story with the aim to entertain chronologically and are related. According to Rebecca (2003), a Narrative text is a text, a plausible collection of events with a chronological flows caused by several events.

The kinds of narrative text are Personal Experience, Fairy stories, Fables, Legend, Myth, Romance, Mysteries, Science fiction, Horror Stories, Adventure Stories, Historical narratives, and Slice of life. Based on research conducted by Siti Aisah Aminah (2017) at the Second Grade of MA Sholatiyah Petir-Serang District, The writers found that the students' difficulties to catch information from the text is 27.31%, the students' difficulties to make conclusions from the text is 30.38 %. The students' difficulties to analyze, make questions or provide an assessment of the text they read is 40.77 % .So, the result the students difficulties are on highest percentage, namely to analyze, make questions or provide an assessment of the text they read that is 40.77%.

Based on research conducted by Dian Hervi Novita (2019) at Senir High School 8 Mandau, The writers found the problem in identifying the orientation, complication and resolution of narrative text. The students was poor in identifying the orientation, complication and resolution

of narrative text was (54.28%) and the writers found that the problem caused of the students difficulty in reading narrative text. There was (75.14%) of students that have difficulties in reading narrative text.

Based on research conducted by Sutriyono (2018) at The Eleventh Grade of SMA Negeri 1 Sekampung East Lampung, the highest percentage of the case in reading comprehension there are 7% students can find the generic structure, 20% students cannot identify the main idea a text, 20% students can identify the reference, 20% students can specific information, and 33% students know about the synonyms of word.

Based on results the previous research above it can be concluded that the students' ability in reading comprehension is still low. So, in this research, the writers discuss reading comprehension in narrative text. Reading comprehension helps students to understand the text they read and improve students' vocabulary.

The Problems of Study are : (1) The difficulties faced by students in reading comprehension at SMP PENCAWAN MEDAN, (2) The reason of the students of SMP PENCAWAN MEDAN have difficulties in reading comprehension, and (3) The overcome of difficulties experienced at SMP PENCAWAN MEDAN in reading comprehension.

RESEARCH METHOD

Research Design

The researchers applied qualitative descriptive research in this research. According to Sandelowski, Qualitative descriptive research should be describe data simply and not in the form of numerics or numbers by collecting field observation because is does not require making detailed data and does not require the quality of its design like other research. This research had a purpose to find out the students ability in reading comprehension on narrative text at SMK PENCAWAN MEDAN. The researchers used one class in this research to examine how students' progress in reading narrative text used the qualitative descriptive method at the eighth grade students of SMP PENCAWAN MEDAN. In this research the researchers conducted qualitative descriptive method. The researchers gave the test to students in the form of a story of narrative text.

Location and Time of the Research

The research was located at SMP PENCAWAN MEDAN at Jln. Bunga Ncole no 41 Medan Tuntungan. The researchers found the problem which is related to the title of the research. The researchers want to find out what difficulties faced by the students in reading comprehension narrative text.

Subjects of the Research

The Subjects of this research were the student at SMP PENCAWAN MEDAN in academic year 2020-2021. The researchers took a sample from students of class VIII at SMP PENCAWAN MEDAN.

Instrument of the Research

The researchers gave the reading test as instrument of this research. The researchers used objective test namely multiple choice test in this study. In collecting data, the researchers uses the procedures, namely:

1. Test

The test is conducted so that the researchers know the students' ability in reading comprehension. The researchers gave the text to students and find out information from the test based on researchers' instruction. The purpose to find out the students' reading comprehension by using qualitative descriptive method.

2. Interview

Researchers asked students what difficulties they experience when reading narrative text and motivate students to understand more in reading comprehension.

Technique of Collecting Data

The researchers collected data directly at school even though during the pandemic, the school still enters and students are divided into 2 parts per class and take turns attending every day and the school continues to carry out health protocols. The type of this test to collect the data that used by researchers is multiple choice. The test consists 20 questions are given to the students in directly at school. And the time for doing the questions 90 minutes.

Techniques of Analyzing Data

To give the score of students' answers from the given test by using a formula:

$$S = \frac{100}{N} \times CA$$

The researchers use the percentage grading to know the level of students in reading test narrative text:

Table 1. Score Classification

Score	Classification
90-100	Very good
75 – 85	Good
60 – 70	Fair
< 50	Poor

DISCUSSION

Before the data analysis, authors had given the narrative text story and 20 questions in multiple choice and also interview to 18 students of class VIII at SMP PENCAWAN MEDAN Academic year 2020-2021 in directly at school. From the results of the interview shows that:

- a. Some students didn't interest in learning English so that they were not interested either in reading

- b. Lack of vocabulary which causes students had difficulty and mispronounced when reading narrative text
- c. Most of students found new words from the narrative text they had read
- d. Some students had no difficulty reading the narrative text and could answer multiple choice questions
- e. Some students said they are not used to speaking in English

Based on the results of the interviews conducted, the authors concluded that the difficulty faced by students in reading comprehension narrative text was that some students are not used to speaking in English so that they difficult to read and didn't understand to answer the questions which the authors provided. To addition the interview, the researchers also collected the data from the test scores of the narrative text questions that was given to students. Therefore, the table below the result of the student's correct answer.

Table 3.1 The student' Correct Answers of Class VIII A SMP PENCAWAN MEDAN

No	Initial Names of Students	Correct Answer
1	AK	20
2	FN	20
3	JPG	18
4	HPS	18
5	AFZ	17
6	RS	16
7	OL	15
8	FM	15
9	JG	11
10	ESB	10
11	MVT	10
12	HPS	8
13	OL	8
14	EPN	8
15	GS	7
16	AN	6
17	EWB	5
18	YAH	5

Based on the data above, the highest answer that is obtained with 20 correct answer and obtained by 2 students and the lowest answer with 5 correct answer and obtained by 2 students. The students scores obtained using the formula.

$$S = \frac{100}{N} \times CA$$

S = Score

N = Number of Items

CA = Correct Answer

Table 3.2 The students' Score of Class VIII SMP PENCAWAN MEDAN

No	Initial Names of Students	Correct Answer	Score
1	AK	20	100
2	FN	20	100
3	JPG	18	90
4	HPS	18	90
5	AFZ	17	85
6	RS	16	80
7	OL	15	75
8	FM	15	75
9	JG	11	55
10	ESB	10	50
11	MVT	10	50
12	HPS	8	40
13	OL	8	40
14	EPN	8	40
15	GS	7	35
16	AN	6	30
17	EWB	5	25
18	YAH	5	25

Based on data above, the researchers shown the detail of the narrative text questions score showed the following table:

Table 3.3 The Detail of Narrative Text Questions Class VIII SMP PENCAWAN MEDAN

No	Score	Level	Frequency
1	90-100	Very Good	4 22.2%
2	75-85	Good	4 22.2%
3	60-65	Fair	-
4	<55	Poor	10 55.6%

Hence, based on the data indicated above the researchers find out the students are still low in their skill in reading comprehension narrative text. The table indicated more than a half of students categorized as having less understanding in reading comprehension narrative text. Accordingly, if the students read narrative text stories more often, it will improve their reading comprehension and make it easier to answer questions. They also need to improve and practice their vocabulary to improve their pronunciation.

CONCLUSION

After conducting the research in SMP PENCAWAN MEDAN, the researchers can get some conclusion from this research that is reading comprehension in SMP PENCAWAN MEDAN is still lacking. The students had difficulties and mispronounced when reading narrative text that given by the researchers. And from the interview most of students didn't accustomed to reading English texts so they had difficulty reading in English.

Based on multiple choice test, it is only 4 students managed to get >90, most students get <55. From the analysis of the students reading comprehension ability, it is known that most of students in SMP PENCAWAN MEDAN, their ability in reading and comprehending narrative text was poor.

Some suggestions could be listed by researchers as follows: (a) For students . Students should read narrative text more often so that improve their reading comprehension, moreover could increase their vocabulary and pronunciation. In addition, students must practice a lot of their reading and reading comprehension to make it easier to answer question ; (b) For teachers. Researchers expect English teacher to ask students to read during English lessons to practice their reading skills and reading comprehension and pay attention to their pronunciation. English teacher must to be active in teaching and motivate students in reading because when the researchers interview some students said that they didn't interest in learning English, especially in reading. English teacher must make the learning situation more enjoyable and fun so that the students interest and not bored when learning English include reading narrative text.

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