

NARRATIVE TEXT COMPREHENSION BY EIGHTH YEAR STUDENTS OF SMP NEGERI 3 SALUPUTTI

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ABSTRACT

The purpose of this study is to determine how proficient the eighth-year students of SMP NEGERI 3 Saluputti are in comprehending narrative text. This research used a quantitative method with a written test. The population of this research was the eighth year students of SMP Negeri 3 Saluputti academic year 2017-2018. Because the population is large, the writer used cluster sampling and chose 22 students as a sample. The writer collected the data using written tests. The written test was used to determine the students' competence in comprehending narrative text. The data analysis revealed that the eighth-year students of SMP Negeri 3 Saluputti are capable of comprehending narrative text. This can be proved through the mean score of 69.31 and categorized as sufficient. Based on the result of the data analysis, the writer concludes that the eight-year-old students of SMP Negeri 3 Saluputti have sufficient competence in comprehending narrative text.

Keywords : *Students' Competencies, Quantitative, Narrative Text, Comprehension*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui seberapa mahir siswa kelas VIII SMP NEGERI 3 Saluputti dalam memahami teks narrative. Penelitian ini menggunakan metode kuantitatif dengan tes tertulis. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 3 Saluputti tahun pelajaran 2017-2018. Karena populasinya besar, penulis menggunakan cluster sampling dan memilih 22 siswa sebagai sampel. Penulis mengumpulkan data dengan menggunakan tes tertulis. Tes tertulis digunakan untuk mengetahui kemampuan siswa dalam memahami teks naratif. Analisis data menunjukkan bahwa siswa kelas VIII SMP Negeri 3 Saluputti mampu memahami teks naratif. Hal ini dibuktikan dengan nilai rata-rata 69,31 dan dikategorikan cukup. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa siswa SMP Negeri 3 Saluputti yang berusia delapan tahun memiliki kompetensi yang cukup dalam memahami teks naratif.

Kata Kunci: *Kompetensi Siswa, Kuantitatif, Teks Narasi, Pemahaman*

Introduction

English as the international language has important role in our life. Learning in mastering English is a necessary think for us, not only in Indonesia but in all countries around the world. It is learned and used by people all over the world. English international momenttously to get international communication.

Indonesia government determines English as the first foreign language and decides English into the curriculum. It is taught start from elementary school until senior high school and even in the university. It is also become a special department at the university.

English involves four language skill namely: speaking, listening, reading, and writing. The others elements, namely: grammar, vocabulary, and pronunciation, these elements are expected to enable people to master the language quickly. Reading as one element of English because there still many students have low motivation to read English text, so that they yet difficulty in comprehending English reading.

Reading is one of the language skills. Through reading, we will be able to improve our English anywhere, anytime because reading can be carried out easily without partner. Reading can also be considered as communication. There are, new ideas, political situations, new inventions the problem and incidents of other countries can all be known by reading, books, newspaper, magazines, etc.

Most of the students are lacking of understand vocabulary and also they are not interest to study about reading. The students competence in one main aspect that support learning successfully. Considering the importance of reading ability and the way that expected to motivate students to read English text and students can improve their language skill.

The writer used narrative text because it can make reading topics interact so that students have interest and talent to read stories and of course they want to know about the content of the story. In addition, students are usually more interested in reading fictional stories than text orders. In addition, by reading we can get information and find out the main idea in the reading.

Based on the explanation above, the writer formulates the research problem as follows : To what extent is the competence of the eight year students of SMP NEGERI 3 Saluputti in comprehending narrative text?

Referring to the problem, the objective of the research is to find out the competence of the eight year students of SMP NEGERI 3 Saluputti in comprehending narrative text.

Materials

A. Definition of Reading

Reading makes people know and understand. The written symbols as meaning information. The written summarizes that reading is a bridge to knowledge. Widdonson in Rubin state that (1982 : 154) Reading is not a reaction to a text but an interaction between writer and reader medicated trough the text. Reading is an active process in which the reader must make an active contribution by drawing upon and using concurrently various abilities he has acquired.

In addition, is concerned mainly with learning to recognize the printed symbols the represent language and to respond intellectually and emotionally when being asked about the content of the text she/he has read. It's clear that reading is a process interaction whith writer and reader to get information from the text.

Reading is an exercise dominated by the eyes and the brain. The eyes receive massage and the brain then has to work out the significance of these massage. The reading to confirm expectation technique is highly motivation and successful since in interest students, createst, expected, and gives them a purpose for reading.

Reading Comprehension

Reading is one of aspectsof the language skills that is very usefull activity for everyone,especially for students, because by reading students can extend the concept of knowledge impronve the language, and enlarge their insight from the information they get reading materials. In the way, the students not only read but they also to comprend the written text or reading material that tehy read, that's reading comprehension.

Klinger, and Vaughn (2007:8) assert that reading comperehension is a multicomponent, higly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself. There has been many other definition of reading comprehension. According to Smith (1973:118) it depends on many factors as follows: (a) The reader's ability to attend the ideas. (b) The

readers background knowledge to which new information must be added. (c) The quality of the writer itself. (d) The reader's purpose or goals in reading material. Wiryodijoyo (1989:41), explain that "Reading in one way to communicate with the other people and for alone". According to Hornby (19987:17), "Reading is the act of one who reads, knowledge, especially of book: the way in which something as is interpreted".

In other words by reading on can communicate with the writer through his or her writing or an activity to try to get knowledge of text and messages from reading. Procter (1973:9), states comprehension is "The act understanding: the ability of the mind to understand". Further, Kustaryo (1998:31), said: "Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgments and evolving". Based on the two concepts of comprehension mentioned above reading can classified as reading for comprehension. So, by looking above description, we can say in short that there was there reasons why we read, because reading for information, reading for pleasure and reading for comprehension.

It is fairly clear, in reading comprehension the readers will getting meaning and information out of text. It is also contribute to the text. Reading comprehension most like to occur when students are reading what they want to read or at least they see some good reasons to read. To read text with comprehension to ultimate goal and hopeful the end result of reading. Reading without comprehension it is impossible to called reading.

It means, when we are reading some text we must know, understand and comprehend what we read. As a students needs to read many books in order to increase his, knowledge. The students only read without knowing or understanding the main idea or they don't we can say that the students problems, about vocabulary building structure, concerning with the semantic of the language being studied.

2. Narrative text

According to Mark and Katty in Tandukallo (2014: 8), narrative is a chain of events in cause-effect relationship occurring in time and space. It means that narrative deal with time, place and problematic events which lead to a crisis or

turning point of some According to Mark and Katty in Tandukallo (2009:9), narrative text meaningful sequence of events told in words. It means narrative relate a sequence of events that consist of problem between participant with one purpose to amuse readers.

According to Thomas S. Kane (2000: 363), the narrative text is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need no be factual and may be written from perspective of a character in the text. According to Thomas S. Kane (2000:363), a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded.

Meanwhile, Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of their story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes) resolution or story ending. Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events

will happen.

3. Comprehending Narrative text

To comprehend narrative text to Olson and Diller (1982:42) the passage itself. According to Olson and Diller (1982:42), what is meant by comprehending narrative text is a term used to identify those skills needed to understand and apply information contained in a written material. It means that the students should be able to know the information in narrative text. Comprehending narrative text is not as easy as many students of eighth grade students think. Most of the competence faced are: (a) The lack of vocabulary that makes them are not familiar with the words available in the text or passage, (b) The experts in the field of reading mention the existence of the opinion that not all understanding is obtained from the words written. In other words, an understanding of something can be derived from words or observations of an object in question but nevertheless, they also recognize that obtaining understanding in such a way is not sufficient.

A very important activity that can be used to gain a more adequate understanding is reading. The following will be explained in the opinion of experts on understanding the text of reading. Understanding the text of reading is the reader's ability to retell the content of the argumentation, exposition, or reading of a description of a particular topic explaining the essence of reading is understanding. This means that reading activities that are not accompanied by understanding are useless activities. Thus, a real reading product is to understand the content or message the author has poured in the reading.

Method

The instrument would use of this research namely written texts, consist are multiple choice item. The researcher would give a short narrative text for students to reading. After read, the students will answer the written texts from multiple choice.

1. Technique of analysis data

The data which collected from the writer test would be analyzed in item by item from the students using the following formula:

a. Students score is counted with the formula: $\frac{\text{correct answer}}{\text{total items}} \times 100$

b. students mean score is determined with the formula: $x = \frac{\sum x}{n}$

where: X = The mean score

$\sum X$ = Total score all students

N = Total number of students

(L. R. Gay,1981)

Tabel 1. Score and Classification

Score	Classification
80 – 100	Excellent
70 – 79	Good
60 – 69	Sufficient
50 - 59	Low
<49	Poor

Result and Discussion

To find out every student's score, the writer applied the students' score formulated namely correct answer divided by 20 times 100.

Table 2. Score of students through the written test

Number	Number of Total Item	Students Correct answer	Students Score	Students Score
1	20	17	85	Excellent
2	20	17	85	Excellent
3	20	17	85	Excellent
4	20	13	65	Suffice
5	20	18	90	Excellent
6	20	12	60	Sufficient
7	20	12	60	Sufficient
8	20	12	60	Sufficient
9	20	12	60	Sufficient
10	20	12	60	Sufficient
11	20	12	60	Sufficient
12	20	16	80	Excellent
13	20	16	80	Excellent

14	20	16	80	Excellent
15	20	16	80	Excellent
16	20	16	80	Excellent
17	20	16	80	Excellent
18	20	11	55	Low
21	20	11	55	Low
22	20	11	55	Low
		305	1525	

Table above show that the total respondents are 22. The total score from the 22 students is 1525.

To find out the mean score of the students, the writer applies the following formula.

$$X = \frac{\sum x}{N}$$

Where : X = Mean score

$\sum x$ = Total score

N = The total number of students respondent

$$X = \frac{1525}{22} \\ = 69,31$$

From the calculation above, the writer concluded that the mean score of the students in comprehending narrative text is only 69,31. It is categorized into sufficient.

Table 3. The classification, frequency, and percentage of the students' score

Number	Classification	Score	Frequency	percentage
1	Excellent	80-100	10	40,90%
2	Good	70-79	0	0%
3	Sufficient	60-69	7	31,81%
4	Low	50-59	5	22,72%
5	Poor	<0-49	0	0%
			22	100

From table above classification, it can be seen that out of 22 students, 10 students get excellent category, students get good category none, 7 students get sufficient category, 5 students are classified into low category, and none students get poor category.

Discussion

In this section the writer discussed the result of the data analysis. The discussion of the data analysis obtained through the written test is intended to describe the competence encountered by the eight grade students of SMP N 3 Saluputti in comprehending narrative text.

Tanduk (2009) in her research with the title “ The competence of the seventh year students of SMP Negeri 2 Saluputti in learning narrative text”. The writer then concludes that the seventh class students of SMP Negeri 2 Saluputti have good competence in learning narrative text.

The related with previous study is Allo (2014) Christian University of Indonesia Toraja with Title: The competence of the seventh class students of SMP Katolik Mengkendek In Comprehending reading text through picture. The writer then concludes that the competence of the seventh class students of SMP Katolik Mengkendek in comprehending reading text through picture is poor.

Alberty (2005) in his research with title “ Improving students reading comprehension on narrative texts by using story grammar at the eight grade students of SMPN 1 Pondok Kelapa”. The writer then concluded that the eight grade students of SMPN 1 Pondok Kelapa have good improve to read narrative text using story grammar.

With in this the research writer found the different result with this previous study the competence of the eight grade students of smp negeri 3 saluputti in comprehending narrative text sufficient category.

To know the competence in comprehending narrative text by the grade test divided into multiple choice consisted of 20 items. The population of this research was the eight grade students of SMPN 3

Saluputti, consists of 84 students and divided in four classes. The writer used cluster sampling and the writer chose class VIII A which consist of

22 students. The writer find out it table there are 10 students got excellent

category, there are none students got good category, 7 got students sufficient category and 5 students got poor category.

By the result of the data, the writer found out the competence of the eight grade students of SMPN 3 Saluputti in comprehending narrative text that the mean score of students is 69,31 which falls on the sufficient category.

Conclusions

Considering the data analysis and the discussions in the previous chapter, it can show that the speaking skill of the Eleventh Gradestudents of SMA Muhammadiyah 1 Unismuh in Academic Year of 2018/2019 is very poor classification before giving Mind Mapping. It is proved by the mean score of pre-test was 36,8 and standard deviation in pre-test was 16. The speaking skill of the Eleventh Gradestudents of SMA Muhammadiyah 1 Unismuh in Academic Year of 2018/2019 is good classification after giving treatment by Mind Mapping. It is proved by the mean score of post-test 76,8 and the standard deviation in post-test 21,8. Mind Mapping is affective to improve the speaking skill of the Eleventh Grade Students of SMA Muhammadiyah 1 Unismuh.

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