

**THE ELEVENTH GRADE STUDENTS' ABILITY TO COMPREHEND
A NARRATIVE TEXT AT SMAN 2 VII KOTO SUNGAI SARIAK
KAB. PADANG PARIAMAN**

THESIS

*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree
at English Department, Teacher Training and Education Faculty,
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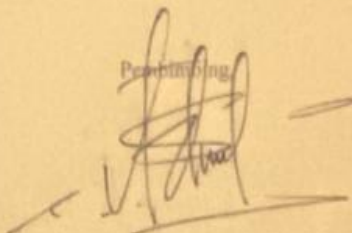
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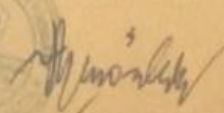
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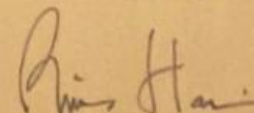
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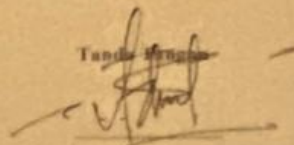
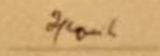
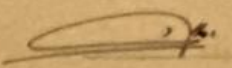
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Padang, August 2023
The Researcher

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ABSTRACT

Utami, Lara Diah, 2023. The Eleventh Grade Students' Ability to Comprehend a Narrative Text at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman.

Advisor: Drs. Adzanil Prima Septy. M. Pd., Ph. D

The purpose of this research was to describe the eleventh-grade students' ability in reading a narrative text at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman. The design of this research was the descriptive research. The population of this research was all of the eleventh-grade students' at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman. Stratified cluster random sampling was used on this research and number of samples was 60 students. The data were collected through a reading test. The reliability index of the test was 0.88 (very high correlation). It means that the test was reliable. Then, the test was valid in terms of content because it had covered the material that the students had learnt.

In general, this study revealed that the ability of the eleventh grade students at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman was low. It was discovered that 39 students (65%) students had low ability to comprehend a narrative text. In detail, the students' ability to comprehend the orientation of the text was low. That supported that 31 students (51%) students had low ability. The students' ability to comprehend the complication of text was low. That supported that 38 students (63%) students had low ability. The students' ability to comprehend the resolution of the text was low. That supported that 33 students (55%) students had low ability. And the students' ability to comprehend the reorientation of the text was low. That supported that 40 students (67%) students had low ability.

By having known that the students had low ability to comprehend a narrative text, the researchers would like to give some suggestions to English teacher, students, and for the future researchers. English teachers are suggested to review material about narrative text. The students are suggested keep practice to know more vocabulary so it can be more easily to know the meaning English text. And for the future researcher suggested to find out the causes of students' low reading ability in narrative text.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction. It consists of the background of the problem, the identification of the problem, the limitation of the problem, the research question, the purpose of the research, the significance of the research, and the definition of the key terms.

1.1 The Background of the Problem

In Indonesia English as a foreign language is very important. English is an international language that is not only used to connect between countries, but also used to deepen and develop science because most science books are imported from abroad. (Izzan and Mahfuddin, 2007:1). English is an international language spoken by the people on the earth to communicate with others. It is one of the languages used for acquiring information or transferring knowledge by most people. English is meant for teaching in almost books, internets, and public. Thus, it is necessary to acquire or to master English especially for Indonesian students in order to compete in the globalization era.

It is vital to have a good reading skill in language learning as stated by Nunan (2003:69) that as a second language reading as important skill ought to be acquired by students to ensure success in both learning English and any content area. Reading skills are very important in human life. Reading skills can be developed through formal education, namely school, which starts from elementary school to college. At the basic education level, reading skills require a good and maximum learning process. In English, to understand it requires good reading skills, one cannot understand what others mean in their writing. English learning is one of the subjects that is considered difficult because English is not the mother tongue or national language used

daily, this causes boredom. This condition has implications for the low level of student mastery of English learning materials. Reading skill would be best appropriate for students but it is affected by tasks difficulty, student need, student motivation, and teacher resources (Grabe and Stoller, 2000).

Some factors influence students reading comprehension including motivation and background knowledge and concentration (Wainwright, 1972). In fact, the students of senior high school usually lack motivation in learning reading as stated by Nuttal (1996:3) that the condition is aggravated by the students' low motivation in learning language including reading. Students can understand a text to the level of their understanding. Some of them can understand every word, sentence and paragraph of the text and the whole text because they have different general background knowledge. Moreover, their individual reading strategies and comprehension in the process of understanding a text are rarely constant. Therefore, every student can understand to the limit of his/her reading rate. It means that these factors lead to the difference between strategies used by students who are slow or weak in understanding text and strategies used by students who are good or strong in understanding text.

According to Setyosari (2012: 221-223) Narrative is a type of text in the form of a story that tells something or an imaginary event but sometimes it can also be factual in oral or written form. In addition, the purpose of narrative text is to educate or emulate the moral values contained in the story, so that by understanding the narrative text story students can be entertained and form their moral character, because the narrative text contains a mandate that is full of values. Based on the description above, it is revealed that in learning there must be a process of interaction between students and teachers and learning resources. The teacher's control toward the students is necessary. Teachers not only teach but also measure the

students' achievement. They administer a variety of test. Evaluation is an effective way to evaluate the teaching and learning performance in language program and to enhance the teaching process. Test is a means of measuring the students' ability.

Based on the researcher's experience while doing this research at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman, the students still had four reading skills problems, especially in comprehending the text. First, students' reading comprehension was still low. Second, the students had difficulty understanding the text. Third, they had a hard time understanding the outlines of the types of narrative text. Fourth, the students need a lot of time to understand the text. Basically, all students can read, but only some students can understand what they have read, especially English texts, so the students can understand what they have read, especially English texts, so the students assume that English is a very difficult subject and are confused because the meanings and letters are different.

From the teacher's point of view, the way teachers teach reading affects students' reading comprehension. Talking too fast, unclear explanations, and monotonous techniques used by the teacher make students drop out of reading learning.

Based on the explanation above, the researcher was interested in conducting the research entitled "The Eleventh grade students' Ability to Comprehend a Narrative Text at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman".

1.2 The Identification of the Problem

Based on the researcher's doing this research, it was clear that most students had still having problems, especially in terms reading comprehending of narrative text. The problem can be identified as follows: (1) The Students have no motivation to read (2) Some of students are not able to find the detail information of the narrative text (3) some of students know the

generic structure of narrative text, but they cannot identify it in the text. (4) some of students need a long time to get the implicit information from the narrative text.

Narrative text describes legends, fairy tale, folktale, myth. Narrative text is a text that tells about sequence of events in the past. According to Barbara as cited in Khusnul (2017), the purposes of narrative text are to entertain, to express the feelings, to inform and to persuade the readers.

1.3 The Limitation of the Problem

Concerning the identification of the problem above, the researcher limited her research to the eleventh grade students' ability to comprehend a narrative text. The researcher focused on comprehending text fairy tale from the point of view the orientation, complication, resolution, and reorientation of narrative text.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem of the research as; "How is the eleventh grade students' ability to comprehend a narrative text at SMAN 2 VII Koto Sungai Sariak Kab. Padang Pariaman?".

1.5 The Research Questions

By the formulation of the problem above, the researcher proposed some research questions to be answered as follows:

1. How is the eleventh grade students' ability to comprehend the orientation of narrative text?
2. How is the eleventh grade students' ability to comprehend the complication of narrative text?

3. How is the eleventh grade students' ability to comprehend the resolution of narrative text?
4. How is the eleventh grade students' ability to comprehend the reorientation of narrative text?

1.6 The Purposes of the Research

Based on the problem above, the general purpose in this research was to describe the ability of the eleventh grade students' of SMAN 2 VII Koto Sungai Sariaak Kab. Padang Pariaman to read narrative text by using Mind Map. In more specific the purposes of this research were:

1. To find the eleventh grade students' ability to comprehend orientation of narrative text.
2. To find the eleventh grade students' ability to comprehend complication of narrative text.
3. To find the eleventh grade students' ability to comprehend resolution of narrative text.
4. To find the eleventh grade students' ability to comprehend reorientation of narrative text.

1.7 The Significance of the Research

After doing this research, researcher hopes it gives useful information to the teacher, students, and future researcher. For the teacher, they got information about the students' ability to comprehend narrative text. For the students', they know their ability to comprehend a narrative, can improve their motivation and knowledge to study reading. This study can also be a reference and input for the next research.

1.8 The Definition of the Key Terms

To avoid misunderstanding of the key terms used in this research, the researcher defines them as follow:

1. Reading ability is defined as the students' competence to comprehend a narrative text.
2. Narrative text is one of the text imaginative to tells about sequence of events in the past.
3. Orientation is sets the scene: where and when the story happened and introduce the partipants of the story: who and what is involved in the story.
4. Complication tells the beginning of the problems which leads to the crisis (climax) of the main participants.
5. Resolution is the problem (the crisis) is resolved, either In a happy ending or in a sad (tragic) ending.

Re-orientation this is a closing remark to thestory and it is optional. It consists of a moral lesson, advice or teaching from the writer