

**AN ANALYSIS OF THE NINTH GRADE STUDENTS'
ABILITY TO ANSWER QUESTIONS IN READING
NARRATIVE TEXT AT MTsN TIKU**

THESIS



By:

RANNY HANDAYANI HERMAN
1210013121060

Advisor I : Dra. Fatimah Tanjung, M.Hum

Advisor II : Lailatul Husna, S.Pd, M.Pd

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
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ABSTRACT

Herman, Ranny Handayani. 2017 “ *An Analysis of The Ninth Grade Students’ Ability to Answer Questions in Reading Narrative Text at MTsN Tiku* “Thesis. English Department, Teacher Training and Education, Bung Hatta University.

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2. Lailatul Husna, S.Pd, M.Pd

The aim of this study was to describe the students’ ability to answer questions in reading narrative text. Relating to this, the researcher used descriptive method. The population of this research was the ninth grade students at MTsN Tiku. The total sample was 28 students. To get the sample, the researcher used cluster random sampling. The number of population was 173 students. The data of this research were gathered by using reading test in the form of essay test. To find out the reliability of this test, the researcher used inter-rater technique, refers to reliability of two (or more) independent scorers. The result of the two scorers was used to know the reliability of the test. It was found that the reliability of the test was very high 0.97. (See appendix 6)

Based on the result of data analysis, it was found that the students’ ability in answering questions in reading narrative text was bad. Specially, it was found that 1 student (3.57%) had very good ability, 5 students (17.86%) had good ability, 8 students (28.57%) had moderate ability, and 14 students (50%) had bad ability. (See appendix 12). It means that the ninth grade students should learn more about answer questions narrative text.

Based on the findings, it can be concluded that the ninth grade students’ ability in answer questions narrative text was bad. Relating to this conclusion, the teachers are suggested to improve students ability to answer w/h questions and yes/no questions in narrative text since the result of study shows that the students’ ability to understand narrative text was bad. The teachers are suggested to find out and employ the more effective techniques of teaching reading.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction. It covers background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and the definition of key terms.

1.1 Background of the problem

Language is the vehicle for effective communication. As an international language, English is used as means of communication with other people almost all over the world. In Indonesia, English is also taught at every level of school from junior high school until college. It is intended to make students to be able to communicate in English, and help students to communicate in international atmosphere. Basically, English has four skills that should be mastered by students. They are listening, speaking, reading and writing. All of them are integrated each other. Reading is one of important language skills in English because the activity of reading is always a center of students activity at school and university.

Reading is one of the first and most important academic skills taught to students for school success and accomplishments in the basic activities of daily life. Many students can get benefit from more practice in reading. Reading can be seen as an “interactive” process between a reader and text which leads to automaticity or reading fluency. Sulaiman (2005:2).

Thanuskodi (2011) states that reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units. More simply states, reading is a psycholinguistics in guessing game. It involves an interaction between thought and language. In reading, we have to be able to find out any kinds of information. Reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Therefore, through reading they will get any information that they don't get yet before. Reading also makes the students gain more knowledge, experiences, pleasure, and useful information.

1.2 Identification of the problems

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation maneghetti et.all (2006:291).

Text is a sequence of paragraph that represents an extended unit of speech. Narrative text is a text which contains about story (fiction, nonfiction, fable, folktales, and myths) and its plot consists of climax of the story (complication) then following with the resolution. There are many kinds of text. They are descriptive text, narrative text, recount text, report text, procedure text, analytical exposition text, hortatory exposition text, news item text, spoof text and anecdote text. Based on the syllabus which used by English teacher of MTsN

Tiku, there are three kinds of text that should be learned by ninth grade students. They are descriptive text, narrative text and recount text.

According to Day (2005:65), there are five types of questions. They are yes/no questions, alternative questions, true or false, wh-questions and multiple choice. *Yes/no* questions are simply questions that can be answered with either *yes* or *no*. Alternative questions are two or more *yes/no* questions connected with *or*. Alternative questions refers to questions that have choice and students have to choose one of them. While *Yes/No* questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. Wh-questions beginning with *where, what, when, who, how, and why* are commonly called *wh*-questions. In particular, *wh*- questions with *how/why* are often used to help students to go beyond a literal understanding of the text. And the last *Multiple-choice* questions are based on other forms of questions. *Multiple-choice* questions may be used most effectively, in our experience, with literal comprehension. They can also be used with prediction and evaluation.

Based on English teacher's information of MTsN Tiku, some students still had difficulties to answer questions, students often get low score when they answer question. Generally, it was caused by the lack of vocabulary, spelling and grammatical knowledge. They also get the problem to identify the generic structure and language features of narrative text. To classify the English teacher information above, the researcher interview some students at MTsN Tiku about English subject, and many of them told me that English subject very difficult,

because they lack of vocabulary, how the correct grammar and how to understand the English subject.

Based on the problem above, the reasearcher was interested in conducting research to investigate the ability of the ninth grade students of MTsN Tiku to answer questions in reading narrative text.

1.3 Limitation of the problem

Based on identification of the problems above, the writer limited her research on the ability of the ninth grade students of MTsN Tiku to answer questions reading narrative text. The researcher focus on W/H-questions and Yes/No-questions in narrative text. The researcher chose W/H-questions and Yes/No-questions because they are lower level of questions because it refers to check students comprehend about a text. And the researcher chose narrative text because according to her some students more interested read narrative text because the content of the story more interesting. In narrative text the researcher choose personal experience and legend as the in reading test.

1.4 Formulation of the problem

Based on limitation of the problem above, the researcher formulated the problem as: “How is the ability of the ninth grade students of MTsN Tiku to answer questions in reading narrative text”.

1.5 Research Questions

Based on formulation of the problem of this study, the researcher purposes some research questions as follows:

- 1) How is the ability of the ninth grade students of MTsN Tiku to answer W/H Questions in reading narrative text?
- 2) How is the ability of the ninth grade students of MTsN Tiku to answer Yes/No Questions in reading narrative text?

1.6 Purposes of the Research

The general purpose of this research is to describe the ability of the ninth grade students' of MTsN Tiku to answer questions in reading narrative text. Especially, the purposes of the research are follows:

- 1) To describe the ability of the ninth grade students of MTsN Tiku to answer W/H Questions in reading narrative text?
- 2) To describe the ability of the ninth grade students of MTsN Tiku to answer Yes/No Questions in reading narrative text?

1.7 Significance of the Research

The results of this research are expected to be able to provide scientific information for the better process of teaching reading. It is benefit for the students of MTsN Tiku and for English teacher of MTsN Tiku. Therefore, the students will overcome their problem to answer questions in reading narrative text and through W/H questions and Yes/No questions students will motivate to understand English subject. Then, for English teachers, they get empiric information about their students' ability to answer questions in reading narrative text and they can use it as an input for improving their way of teaching reading.

1.8 Definition of Key Terms

To avoid misunderstanding, the researcher clasify the key terms use in this research as follows:

1. Ability is the students' competence to answer questions in reading narrative text.
2. Reading is a way of getting information on reading narrative text.
3. Answer questions means to give response about the questions in reading narrative text.
4. Narrative text is text that used as topic in this research
5. Wh-questions is a question starting with *where, what, when, who, why, and how*.
6. Yes/no questions is a question that is answer by saying yes/no.