# AN ANALYSIS OF THE TENTH GRADE STUDENT'S READING COMPREHENSION OF NARRATIVE TEXT AT SMA N 1 PAINAN KAB. PESISIR SELATAN

## THESIS

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## THESIS

*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English Department, Teacher Training and Education Faculty, Bung Hatta University*
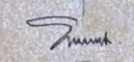


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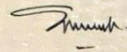
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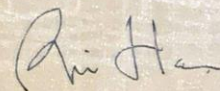
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# ABSTRACT

Sepvina, Felya, 2024.**The Tenth Grade Students Reading Comprehension of Narrative Text at SMA N 1 Painan Kab. Pesisir Selatan.**

Advisor: Dra. Ernati, M.Pd.

The purpose of this research was to describe the tenth-grade students' reading comprehension of narrative text at SMAN 1 Painan Kab. Pesisir Selatan. The design of this research was the descriptive research. The population of this research the number of population is 269 students was all of the tenth-grade students' at SMAN 1 Painan Kab. Pesisir Selatan. Stratified cluster random sampling was used on this research and number of samples was 49 students. The data were collected through a reading test. The reability index of the test was 0.69 (high correlation). It means thar the test was reliable. Then, the test was valid in terms of content because it had covered the material that the students had learned.

In general, this study revealed that the comprehension of the tenth grade students at SMAN 1 Painan Kab. Pesisir Selatan was very poor. It was found that 43 students (88%) students had very poor comprehension of narrative text. In detail, the students comprehension on the orientation of the narrative text was very poor comprehension. It is supported that 37 students (76%) students had very poor comprehension. The students' comprehension on the complication of narrative text was very poor comprehension. It is supported that 42 students (86%) students had very poor comprehension. The students' comprehension on the resolution of the narrative text was very poor comprehension. It is supported that 39 students (80%) students had very poor comprehension. And the students comprehension on the reorientation of the narrative text was very poor. It is supported that 41 students (84%) students had very poor comprehension.

By having known that the students had very poor comprehension of 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 to do more exercise on reading narrative text And for the future researcher, it is ssuggested to find out the causes of students' very poor comprehension in reading narrative text.

UNIVERSITAS BUNG HATTA

# TABLE OF CONTENTS

UNIVERSITAS BUNG HATTA

UNIVERSITAS BUNG HATTA

# LIST OF TABLE

UNIVERSITAS BUNG HATTA

# LIST OF APPENDICES

UNIVERSITAS BUNG HATTA

UNIVERSITAS BUNG HATTA

# CHAPTER I

# INTRODUCTION

In this chapter, the researcher discusses the introduction.It consists of problem background of problem, identification of problem, the limitations of problem,the formulation of problem, the research question, the significance of the research, and definitions of the key terms.

## 1.1 The Background of the Problem

In this technological era, we understand how important it is to learn foreign languages for people because technological developments need people who master foreign language including Indonesian people. The foreign language for Indonesian people is English and it is very important to communicate with people in the world because it is International languange. This has also become an important issue in all aspects such as economy, culture, social, and education. So all people in the world including Indonesian people should master English in order they can communicate with interlocuter all over the word.

To master English the students should learn the four basic language skills.They are listening, speaking, reading and writing. These language skills are conversational skills that allow people to express them selves clearly and accurately. With these basic language skills, it can be learnt not only to speak well, but also to listen carefully. Another important skill in a professional situation is the ability to write clearly and concisely. Reading helps people understand a huge amount of information and knowledge. Should be in last

9

paragraph of background. Choses reading skills as one of language skills because reading is very important and reading skill can help us in various situations, such as studying, working, or having fun.

Reading is to understand a written text. It is a complex activity involving perception and thinking. Reading consists of two interrelated processes: word recognition and comprehension. Word recognition refers to the process of understanding written symbols related to write and spoken language. Comprehension is the process of understanding words, sentences and related text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with texts, and other strategies to help them understand written texts. (Bamford, J., & Day, R. R. 2020:124-141). There are many kinds of reading text.They are descriptive text, text exposition text, and narrative text.Narrative text is improtan because it is almost found every life.

According to Setyosari (2012: 221-223), Narrative text is a text in the form of a story that tells something or a fictional event, but sometimes it can also be a fact in oral or written form. In addition, the purpose of the narrative text is to cultivate or imitate the moral values contained in the story, so that by understanding the story of the narrative text, students can have fun and build their own moral character because the narrative text. contains an assignment full of values.

Based on the observations on 14 January 2024 in SMA N 1 Painan Kab.Pesisir Selatan and the English teacher of SMAN 1 Painan stated that students still have four literacy problems, especially in understanding texts.

UNIVERSITAS BUNG HATTA

First, students' reading comprehension is still low. Second, students have difficulty in understanding the text. Third, they have difficulty in understanding narrative text types. Fourth, students need time to understand the text. Basically all students can read, but only some students understand what they read, especially English texts.Information given by English teacher at SMAN 1 Painan inspired the researcher to know the student's comprehension of narrative text scientifically.

Based on the descriptive above, researcher is interested in conducting research on the topic" an analysis of the tenth grade student's comprehension of narrative text at SMA N 1 Painan Kab. Pesisir Selatan"

## 1.2 The Identification of the Problem

Based on the background of the problem, Students still have problems, especially in terms of reading comprehension of narrative text. Kinds of narrative text are fairy tales, animal stories, myths, legends, folklore, and mysteries. some of students' problems are: First, students' reading comprehension is still weak Second, students have difficulty in understanding the text. Third, they have difficulty in understanding narrative text types.

Besides the students have problems in comprehending the main ideas of the text such as orientation, complication, resolution, and reorientation (organization of the text

## 1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limitd her research to the comprehension of tenth-grade students' in narrative texts

11

especially legend,fairy tale and folklore, because the tenth grade students have learnt three kinds 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 ; "How is the tenth-grade students' comprehension of a narrative text at SMA N 1 Painan Kab. Pesisir Selatan ?".

**1.5 The Research Questions**

Based on the formulation of the problem above, the researcher proposesd some research questions to be answered as follows:

1. How is the tenth-grade students' comprehension on the orientation of narrative text at SMAN 1 Painan?

2. How is tenth-grade students' comprehension on the complication of narrative text at SMAN 1 Painan?

3. How is the tenth-grade students' comprehension on the resolution of narrative text at SMAN 1 Painan?

4. How is the tenth-grade students' comprehension on the reorientation of narrative text at SMAN 1 Painan?

**1.6 The Purposes of the Research**

Based on the problem above, the general purpose of this research is to describe the comprehension of the tenth-grade students of SMA N 1 Painan Kab. Pesisir Selatan in reading narrative text. Specifically the purposes of this research are:

UNIVERSITAS BUNG HATTA

1. To find out the tenth-grade students' comprehension in orientation of the narrative text at SMAN 1 Painan.

2. To find out the tenth-grade students' comprehension of complications of narrative text at SMAN 1 Painan.

3. To find out the tenth-grade students' comprehension of resolution of narrative text at SMAN 1 Painan.

4. To find out the tenth-grade students' comprehension of reorientation of narrative text at SMAN 1 Painan.

## 1.7  The Significance of the Research

After doing this research, the researcher hopes this research result gave useful information to teachers, students, and future researchers. For the teacher, they got information about the students' comprehension of narrative text. The students knew their comprehension of narrative text. This study can also be a reference and input for the future 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 follows:

1. Reading comprehension is a process of obtaining information from the context and combining different elements into a new whole.

2. Narrative text is one of the texts imagined to tell about the sequence of events in the past.

3. Orientation is the scene; where and when the story happened and introduces the participants of the story; who and what is involved in the story.

13

4. Complication is the beginning of the problems which leads to the crisis (climax) of the main participants.

5. Resolution is when the problem (the crisis) is resolved, either In a happy ending or in a sad (tragic) ending.

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

# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter, researchers discuss reading comprehension, the definition of reading, reading strategies, the purpose of reading, narrative text, the definition of narrative text, the structure of narrative text, review of relevant previous research, and theoretical framework.

## 2.1 Reading Comprehension

According Tatipang (2022), Reading comprehension is one of the skills in reading that needs to be increased during the student learning process in this case learning English. In short, it can be said Reading comprehension is a process of obtaining information from the context and combining different elements into a new whole. In the process of learning, a good understanding of reading will greatly assist in understanding the various types of reading texts provided by the teacher.

According Bamford (2020), Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Pointed out that meaning, learning and pleasure are the ultimate goals of learning to read. Reading

15

comprehension is a multi-component, highly complex process that involves the content of the text (previous knowledge, use of strategies) brought to the text by the reader and the reader, and variables related to the text itself (interest in the text, understanding of the text type).

### 2.1.1Reading Strategies

According to McKee, S (2021), reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspecs of comprehension. Teachers often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar. The context would be a word in the text that has low frequency or (more generally) is not in the reader's mental lexicon. The strategic behavioral actions would be to hunt for a dictionary and to locate the word in the dictionary by turning pages. The strategic cognitive actions would be to read the word's definition to reread the sentence in the text with the word, and then to comprehend the sentence as a whole.

According to Subadiyono (2014), the reading process reading strategy is divided into three, namely the bottom up reading model, the top down reading model, and the interactive reading model. The following is a description of each reading strategy:

### 1. Bottom-up Reading Model

This reading model is built on the assumption that the process of transferring writing into meaning begins with something printed. The process begins with reading symbols towards meaning. Thus, for first readers identify

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the characteristics of letters; connecting the features together to form letters; combining the letters as a spelling pattern; linking spelling patterns to words; then continue to sentences, paragraphs, and text-level processes.

**2. Top-Down reading model**

The top down reading model is built on the concept that the process of transferring writing into meaning begins with the reader's initial knowledge. This process begins by making predictions or guessing the meaning of a number of written units. readers read graphic symbols into sounds to control hypotheses of meaning. The top-down model emphasizes that information processing during reading is triggered by the reader's prior knowledge and experiences related to the author's message.

**3. Interactive Reading Model**

The reading process in this interactive model is a combination of two reading process models, namely bottom up and top down. The interactive reading model is built on the assumption that the process of transferring writing to meaning involves the use of both prior knowledge and writing. This process begins with making predictions of meaning and/or reading graphic symbols. Readers formulate hypotheses based on information interactions from syntactic semantic aspects. Prior knowledge and graphic information are not used exclusively by readers when reading. This process begins with formulating a hypothesis of meaning and simultaneously reading letters and words.

17

**2.1.2 Tecnique of Reading Comprehension**

Teaching reading or how to comprehend is not easy. Teachers should have some knowledge of techniques to make students able to interpret or to understand the idea and thought of the whole text. Technique is implementation – which actually takes place in a classroom. It is particular trick, stratagy or contrivance used to accomplish an immediate objective. Iskandarwassid and Sunendar (2008), state that there are various techniques that can be applied in teaching reading comprehension, they are brainstrorming,summarizing technique,close procedure,group work technique and technical communications,semantic mapping.

**1. Brainstorming**

Brainstorming is an activity which usually used by teachers before going to the main topic of a lesson. If the teacher is going to teach about reading, this means the teacher will use the brainstorming before going to the reading part as the main topic in the class. Brainstorming is usually used by the teachers to encourage students and to generate the students thinking and mind about the topic which will be discussed. According to Iskandarwassid and Sunendar (2008), brainstorming is problem to students which must be answered by them so that the problem rounds into new problem. It is used to generate the flow of ideas in a class. Then it is also intended to make the students realize their background knowledge about the topic to be read and to activate their memory and expectation since there are a lot of students in a class and this can make a various thinking or idea about something if there is no brainstorming before

18

coming to the main topic or subject. From this explanation, it can be concluded that in brainstorming the readers need to use their memory in order to memorize their previous knowledge related to the topic, so that they may have some expectations and idea that might be discussed in the text.

**2. Summarizing Technique**

Summarizing can be highly effective for helping students to identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. In this process, teachers will monitor, evaluate and organize their understanding while reading. After students write what they get in reading, they realize how far they have understood the text. If understanding is impaired, they can read the text. In addition, this technique is usually used after the students read the whole text in the class, and they have to make a summary of the text so that it can be easier to understand what the text is discussing about.

**3. Close Procedure**

Close procedure is a technique in which words are deleted from a passage according to a word-count formula or various other criteria.The purpose of close procedure are to identify students" knowledge and understanding of the reading process, to determine which cueing system readers effectively employ to construct meaning from print, to assess the extent of students" vocabularies and knowledge of a subject, to encourage students" to monitor for meaning while reading, and to encourage students to think critically and analytically about text and content.

19

**4. Group Work Technique and Technical Communications**

According to Iskandarwassid and Sunendar (2008), group work can help students to discuss subjects that they have never talked before about English. Group work technique is the heart of a student–centered course in that they allow students to interact with each other without the interference of the teacher they give students" time and space to learn, to solve the problem, and to make their choices. Because of students" diverse knowledge of English skills, even in stratified class such as "advanced" or "high" intermediate". They can help each other when working together to solve a reading problem. If this group needs the teacher"s knowledge, they will ask for it. In order each group does their work, they must know specifically what is to be done. The teacher needs to be clear and detailed in his / her objectives for the groups. If the students understand what to do, they should be able to do it alone.

**5. Semantic Mapping**

Semantic mapping is a technique that can be used in all disciplines to demonstrate the relationships between ideas. Semantic mapping represents the knowledge which is related to each other. It is also a visual representation of knowledge, a picture of conceptual relationship. According to Iskandarwassid and Sunendar (2008),semantic mapping can be applied not only to improve students" vocabulary but also to improve their reading comprehension and written expression. Semantic mapping also can help the student in the conceptualization of the ideas in the paragraph so that it is easy the students to read.

UNIVERSITAS BUNG HATTA

**2.1.3 The Purpose of Reading**

Iskandarwassid and Sunendar (2008), said that the purpose of reading is to connect the ideas on the page to what already known. There are some aims of the reading:

**1). Reading for Pleasure**

Was reading for pleasure have enjoyment and preparing for reading such as to decide sit on your comportable chair or prop yourself up on bed ready to relax with your book and finding out what happens.It means that when people read to enjoy they have to get comfortable place. They can read in bedroom or wherever which makes relax.

**2). Reading for Meaning.**

Reading for meaning is used to get something or message from the writer.It means reading use to get something from the text. Reading is an activity to relate the ideas that have two aims. They are reading for pleasure and reading for meaning. Reading for pleasure means when people read to enjoy and they have to get comfortable place. Reading for meaning means reading is used to get something from the text.

**2.1.4 Types of Reading**

According to Iskandarwassid and Sunendar (2008), there are three types of reading as below.

**1). Perceptive Reading**

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Perceptive readings involve attending to the components of larger stretcher of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

**2).Selective Reading**

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

**3).Interactive Reading**

Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

**4).Extensive Reading**

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.

Based on statement above, we know that there are four types of reading included perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading is asking the students to analyze the letter, word and symbol separately. Selective reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading ask the students to read some text and find the information from the text. Meanwhile extensive reading deals with longer text, this requires students ability to understand the whole text.

UNIVERSITAS BUNG HATTA

**2.2 Narrative Text**

According to Setyosari (2012), Narrative text is a text in the form of a story that tells something or a fictional event, but sometimes it can also be a fact in oral or written form. In addition, the purpose of the narrative text is to cultivate or imitate the moral values contained in the story, so that by understanding the story of the narrative text, students can have fun and build their own moral character because the narrative text contains an assignment full of values.

**2.2.1 The Structure of Narrative Text**

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focused on a text on a series of action (Purba 2018:29). Generally, there are four steps for constructing a narrative text, such as:

**1. Orientation**

It is the opening part of a narrative text story. This section introduces the characters in the story (characters) and the background of the story which includes place, time, atmosphere and social conditions (setting).

**2. Complications**

This section contains problems that occur in a story. In more detail, complications are divided into 3 parts, namely:

Escalating action: Problems start to emerge

Climax: The climax of the problem

23

Decreasing action: The tension of the problem begins to decrease, and begins to find a resolution point.

**3. Resolution**

This section contains the completion or end of a narrative text story. A story can close with a happy ending, a sad ending, or a cliffhanger.

**4. Reoriention**

The final part of the narrative text structure usually contains a conclusion, a moral message (moral values), or a change in character's character at the end of the story. This reorientation is optional because it does not always have to be present in a narrative text. Below is the example of narrative text.

**The Lost Baby of Orangutan**



**Orientation**

One day at the forest in Borneo Island, there was a baby orangutan who lost his parents. He was so sad and he did not know how to find his parents.He lost his parent after some humans broke the forest and his home to make an oil palm plantation. The baby orangutan was very angry and he disliked human so much.

**Complication**

He walked somewhere to find his parents even he did not know where. It was not easy for him because along of his trip, he found some predators that wanted to eat him.Luckily he was safe and could run and hide at a high tree. In the night, he was lonely and he cried along the time. The cry made some birds felt pity of him.In the morning, there was a bird that told him about his parents. The bird had seen his parent after traveling from the west side of the jungle. The bird said that his parents were caught by some humans and brought them at a house.The baby orangutan was so angry hearing that story. He decided to walk to the west side to find the place where his parents were.

In his mind, he thought that all human was cruel and bad. He was afraid that the human would kill his parents. After long time walking, finally the baby orang utan came at a beautiful forest in which there was a human house with some big cage. The baby also saw a lot of orang utan lived there happily with some humans.

**Resolution**

He walked closer to the cage and saw his parents there. The baby orangutan cried and ran quickly to his parents. They were so happy because they could finally meet again.The parents told the baby that the place was a home for all

orangutans that had no home after the forest was torn down. They asked the baby whether he liked to stay there. He quickly agreed.

**Reorientation**

The sanctuary staff later found the family in a corner and put the baby into the rescue program. It made the baby orangutan believe again that there was still humanity in a human.

### 2.2.2 Languange Feature of Narrative Text

The language feature of narrative texts involve characters with defining personalities/identities, and create images in the reader's mind and enhance the story, also focuses on the text of a series of actions (Purba 2018:29). In general, there are four feature of language used in narrative texts, such as:

1. Using Simple Past Tense

Narrative text usually uses simple past tense because it will tell events or stories that have happened. That way, readers can understand the sequence of events clearly, and help them to get lost in the story.

For example:"Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazing, he inches closer."(Once upon a time, in a small village, there lived a kind and generous old man. One day, when he was walking towards the forest, he found a giant pumpkin. Surprised, he approached.)

So, in the piece of text above, there is a past tense form of live –> lived, he was walking –> he was walking, inch –> inched, which describes that the event has already happened.

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2. Using Adverbs of Time

Adverbs of time are words that provide information regarding when an event occurs, how long, and how often the event occurs. In narrative text, adverbs of time help clarify the context of the sequence of events in the story. This allows readers to more easily follow the storyline and feel drawn into the story they are reading.Examples of adverbs of time include today, yesterday, one day, tomorrow, last year, later, and so on. You can check examples of adverbs of time in narrative text in the following piece of text:

"Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them."(Early in the morning, Sarah decided to go jogging in the park. As she jogged, the sun began to rise, casting golden light over the trees. Later that day, she met her friends for lunch and told them about her morning adventure.)So, in the example above, there are several adverbs of time, namely early one morning, later that day, which are used to show the sequence of events that occur.Also Read: Getting to Know the Types of Adverbs in English

3. Using Adjectives

Adjectives are words used to describe nouns and pronouns, which can be people, places, animals, objects, colors, smells, or other abstract concepts. We can also call adjectives adjectives.In narrative text, adjectives help to create a more detailed or descriptive story. That way, it will stimulate the reader's imagination, so they can get lost in the story.

27

For example:

"The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead."(A Knight who dares to enter a dark and mysterious forest, ready to face all the challenges that await him.)In this example, there are adjectives in the form of brave, dark, and mysterious, which give readers a clearer picture of the knight's personality and the atmosphere of the forest.

4. Using Noun Phrases

Noun phrases are words that function as nouns. It can be a place, person, living creature, etc. So, just like adjectives, noun phrases are used to provide a more detailed description of a narrative text.

For example:"The bright morning sun casts a golden glow on the calm waters of the lake, creating a breathtaking view."(The bright morning sun casts golden light on the calm water of the lake, creating a mesmerizing view.)In the example text above, there are several noun phrases, namely the bright morning sun and the calm waters of the lake, which help provide a more detailed picture of the atmosphere and time in the story.

Texts has generic structure and language features according communicative purpose of the text it self. However, there are certain similarities within the texts with the same purpose. The generic structure of narrative of text should be mastered by the students for learning the genre. Because genre is tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts

### 2.2.3 Kinds of Narrative Text

This kinds of narrative text involves characters with defining personalities/identities, and creates an image in the reader's mind and enhances the story, and also focus on action sequence texts (Purba 2018). In general, narrative text has 5 types, such as:

**(1). Fictional narrative**

A fictional narrative is a story that is not based on real events or real people. It can be a novel, short story, fable, or fairy tale.

**(2). Autobiography**

An autobiography is a narrative text that tells the life story of the author, written from a first-person perspective.

**(3). Biography**

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person perspective.

**(4). Memoir**

A memoir is a narrative text that focuses on a particular period or event in the author's life, often written from a first-person perspective

**(5). Legend**

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular culture or society.

### 2.3 Review of Related-Research

There was three studies related to this research. The first study was conducted by Velisa (2021). The title is An Analysis of Students' Reading

Comprehension of Narrative Text with Online Reading Resources At the First Grade SMAN 6 Pekanbaru.it can be concluded that the first year students had no problem in reading a narrative text.

The second study conducted by Bayu (2021), entitled An Analysis on Students' Reading Comprehension of Narrative Text at Tenth of SMAN 2 Pangkalan Kerinci. The results showed the first year students of SMAN Pangkalan Kerinci had no problem in reading comprehending of narrative text.

The third study was conducted by Sri (2019). Entitle An Analyis in Students' Ability in Writing Narrative Text at Senior High School 1 Pinggir. The objective of this research was to know the students' ability in writing narrative. It can be concluded that the eleventh-grade students of SMAN 1 Pinggir have a very good category in writing narrative text. So students had no problem in writing a narrative text.

Based on the previous related studies above, there are similarity and differences with this research. The similarity is that the previous study and this research discussed about reading narrative text. The difference is that this research conducted at SMAN 1 Painan.

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## 2.2.6 Theorical Framework

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                          ┌──────────────────┐
                          │     READING      │
                          └──────────────────┘
           ┌──────────────┬────────┴────────┬──────────────┐
  ┌────────────────┐ ┌────────────┐ ┌──────────────┐ ┌──────────────┐
  │  DESCRIPTIVE   │ │ NARRATIVE  │ │   RECOUNT    │ │  EXPOSITION  │
  │     TEXT       │ │   TEXT     │ │    TEXT      │ │    TEXT      │
  └────────────────┘ └────────────┘ └──────────────┘ └──────────────┘
              ┌───────────┼───────────────────┐
     ┌──────────────┐ ┌────────────┐ ┌──────────────┐
     │    LEGEND    │ │  FOLKTALE  │ │  FAIRY TALE  │
     └──────────────┘ └────────────┘ └──────────────┘
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| ORIENTATION | COMPLICATION | RESOLUTION | RE-ORIENTATION |

AN ANALYSIS OF THE TENTH GRADE STUDENT'S COMPREHENSION OF NARRATIVE TEXT AT SMA N 1 PAINAN KAB. PESISIR SELATAN

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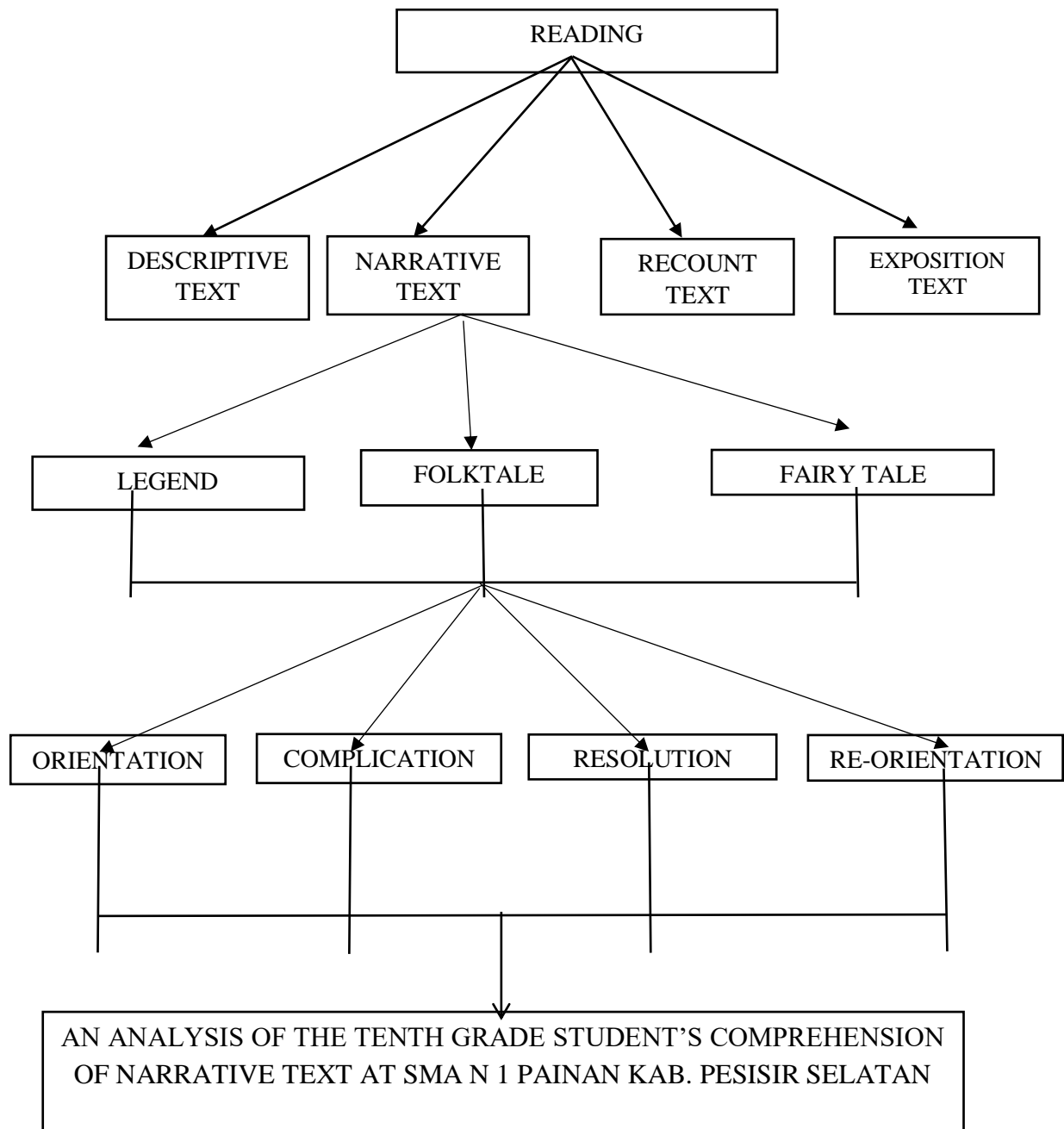
# CHAPTER III

# RESEARCH METHOD

In this chapter, the researcher discusses the research design, population and sample, instrumentation, the technique of collecting data, and the technique of analyzing data.

## 3.1 Research Design

The design of the research was descriptive. According to Patricia (2022:9), research design is the process of building a structure, or plan, for your research project. This study was designed to describe the tenth grade students' comprehension of narrative text at SMA N 1 Painan Kab. Pesisir Selatan

## 3.2 Population and Sample

According to Refnita (2018:74), Population is the group of interest to the researcher, the group to which he or she would like the results of the study to be generalizable. The population of this research was tenth-grade students of SMAN 1 Painan Kab. Pesisir Selatan.The number of the population of this study was 269 students and they are distributed into 8 clasess and they are separated into two majors: Science and Social. Here is the distribution of the population shown in Table 1 below.

**Table 1**

**Of the tenth grade students at SMAN 1 Painan Kab.Pesisir Selatan**

**(Population)**

| NO. | CLASS | POPULATION |
|-----|-------|------------|
| 1. | X Science 1 | 34 |
| 2. | X Science 2 | 33 |
| 3. | X Science 3 | 33 |
| 4. | X Science 4 | 32 |
| 5 | X Social 1 | 35 |
| 6. | X Social 2 | 33 |
| 7. | X Social 3 | 35 |
| 8 | X Social 4 | 34 |
| | JUMLAH | 269 |

According Pitard (2019), Sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a member of the sample. Researchers used a stratified cluster random sampling technique because the population had two stratas, namely Science and Social. The researcher took 2 classes as samples. They are one class from Science and another is from Social.And each class was chosen randomly.

To select the sample, the researcher wrote the name of each class (X Science 1, X Science 2, X Science 3. X Science 4, X Social 1, X Social 2, X

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Social 3, X Social 4) on eight small pieces of paper and put the pieces of paper on different bottles. One bottle is for Science and the other bottle is for Social. After that, the researcher shoke them from each bottle. The researcher took one role of paper from Science and another from Social. Finally, all class members selected became sample and the selected sample was X Science 2 and X Social 4 for real test. Then the two bottles from Science and Social were combined to select sample for try out and the selected sample was X Social 2 for try out. When the researcher administered the test. In the real test, only 49 students were present (73%) from a total of 67 samples because the test was conducted during the semester break.

**3.3 Instrument**

In this research, researchers used a reading test in the form of multiple choices to collect data. There are 60 items for try out test, 17 items are for orientation, 19 items are for complications, 11 items are for resolution, and 6 items for reorientation. Students were given 60 minutes to do the test. The specifications of test are shown in the following table:

**Table 2**
**Specification of try out test**

| NO | Generic Structure of Narrative text | Total Items | Item number |
|----|-------------------------------------|-------------|-------------|
| 1. | Orientation | 19 | 1,2,3,4,11,12,15,21,22,23,31,32,33,41,42,43,51,52,53 |
| 2. | Complication | 20 | 5,6,7,13,14,20,24,25,27,28,34,35,44,45,46,54,55,56 |
| 3. | Resolution | 14 | 9,10,17,18,29,36,37,38,39,47,58,59,60 |
| 4. | Reorientation | 7 | 8,16,30,40,49,50,57 |
|    | **Total** | **60** | **60** |

34

Before giving tests to the sample, the researcher did try out to students outside the sample (X Social 2). After conducting try-out test, the researcher analyzed the validity of the test,the reability and item analysis. Another aim of try out test is to find out whether students understand the instructions or not and whether the time allocation is sufficient or not. Reliability is the degree to which a test consistently measures whatever it measures. To determine the reliability of test, researchers used the split-half method. Researcher found a correlation index between two sets of scores, even and odd item scores.

To calculate the correlation index between two sets of scores, the researcher used Pearson Product Moment Formula (Arikunto, 2021:87) as follows:

$$\text{rxy} = \frac{n\sum xy - (\sum x)(\sum)}{\sqrt{\{(n\sum x^2) - (\sum x)^2\}\{(n\sum y^2) - (\sum y)^2\}}}$$

Where:

$r_{xy}$    : The coefficient of correlation between x and y

X      : Score of the odd item

Y      : Score of the even item

N      : The number of students

$\sum x$    : The total of x

$\sum y$    : The total of y

$\sum xy$   : Total cross product of x and y

To analyze the reability coefficient for the whole test, the researcher used the Spearman-Brown formula as suggested by Arikunto (2021:223):

$$r_{ii} = \frac{2r.xy}{1 + rxy}$$

35

Where :

rii      = the reliability coefficient for the total test

rxy     = the coefficient correlation between odd and even items

To classify the coefficient correlation of the test, the researcher used criteria given by  Arikunto, (2021:110), as follows:

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation

0.41 – 0.60 = moderate correlation

0.21 – 0.40 = low correlation

0.01- 0.20 = very low correlation

Based on the criteria above, the test is realible because the index correlation was high correlation and based on Arikunto (2021) who said that the test has high correlation index is categorized as realiable test. The researcher found the index of correlation was 0,69 (high correlation) ( see Appendix 5).

To find out whether the test items is good or not, the researcher analyze the item difficulties and item discrimination of the test. To analyze the item difficulties, the researcher used the following formula suggested by Arikunto (2021:223):

$$P = \frac{B}{JS}$$

Where:

P = Item difficulty index

B = Sum of the students who answer correctly

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JS = Sum of the students

Then the researcher classifed the test items into three categories suggested by Arikunto (2021:225).

P = .00 – .30 (difficult)

P = .31 – .70 (moderate)

P = .71 – 1.00 (easy)

The research used the item that has .30- .71 index

Item discrimination was measured by separating the students into high and low groups. The researcher was decided the half above as high group and half below as low group.

To analyze the item discrimination, the researcher used the following formula which suggested by Arikunto (2021:228):

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D = item discrimination index

JA = sum of the students in the high group

JB = sum of the students in the low group

BA = sum of students in the high group who answer correctly

BB = sum of students in the low group who answer correctly

The result of the item discrimination is classified into the following categories :

.00 - .20 = poor

37

.21 - .40 = satisfactory

.41 - .70 = good

.71 – 1.00 = excellent

The researcher used item difficulty item that has .40 -.1.00. index.

After analyzing the item difficulties and item discrimination of test it was found that 53 item are accepted and 7 items are rejected (see Appendix 8). The researcher used 53 items for real test. The specifications of real test can be see in the table below:

**Table 3**
**Specification of real test**

| NO | Generic Structure of Narrative text | Total Items | Item number |
|---|---|---|---|
| 1. | Orientation | 17 | 1,2,3,4,11,12,15,21,22,30,31,39,40,41,46,47,48 |
| 2. | Complication | 19 | 5,6,7,13,14,19,20,23,24,25,26,27,32,33,42,43,49,50,51 |
| 3. | Resolution | 11 | 9,10,17,18,28,34,35,36,37,52,53 |
| 4. | Reorientation | 6 | 8,16,29,38,44,45 |
| | **Total** | **53** | **53** |

## 3.4 Technique of Collecting Data

The data of this research was the students' score in reading narrative text. To find out the student's comprehension, the researcher collected the data by doing the following steps:

1. The researcher gave the test.

2. The researcher collected the students' answers. sheet

3. The researcher checked the students' answers.

4. The researcher gave score of 1 for the correct answer and 0 for the wrong answer.

5. The researcher counted the total scores of each student. The highest posibble score is 53 and the lowest one is 0

### 3.5 Technique of Analyzin Data

To analyze the data,the research followed the next steps.

1. The researcher presented the raw scores of each student.

2. The researcher calculated the conversion of students' score using the following formula :

$$Students\ score = \frac{students'score}{maximum\ score} \times 100$$

3. The researcher classified students' comprehension based on the criteria at SMAN 1 Painan as follow:

100-85 = Very good comprehension

84-71  = Good comprehension

70-56  = Fair comprehension

55-41  = Poor comprehension

0-40    =Very poor comprehension

4.The researcher counted the perncentage of the students who have very good, good, fair, poor, and very poor comprehension by using following formula:

$$P: \frac{Number\ of\ students\ who\ has\ very\ good,good,fair,poor\ and\ very\ poor\ comprehension}{Total\ number\ of\ students}$$

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