

# OBJECTIVE OF THE RESEARCH IS TO IDENTIFY THE STUDENTS' ABILITY IN COMPREHENDING READING OF NARRATIVE TEXT

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## ABSTRACT

Reading comprehension is Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension. From the definition above, the writer can conclude the reading is not just saying the word. To reach the goal, the researcher used descriptive quantitative or survey. The population Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced. This study was aimed to The objective of research to investigate ability in comprehending reading of narrative text find out of this research is all students at the seventh grade of MTs Al-Huda Banjarmasin consisted of 132 students while the sample is all students at the seventh grade A of MTs Al-Huda Banjarmasin with number of students are 34. To collect the data the researcher used document analysis (result of their reading comprehension test conducted by the English teacher). Then To analyze the data the researcher used descriptive statistics formula with the help of SPSS version 16. to find out the mean score, standard deviation, median score, mode score, minimum score, maximum score and percentage. Result of analysis shows that the mean score is 78.38, standard deviation is 8.766, median score is 77.50, mode score is 75, minimum score is 65, and maximum score is 95. Meanwhile for the percentage, the result shows that 17.65% students are in excellent category, 32.35% students are in very good category, 50% students are in good category, but 0% student is in average and also in bad category. Based on the result of analysis it can be concluded that students' ability in reading comprehension is in reading category. Therefore it is suggested to the English teacher to should teach strategies of reading to the students in order to increase their ability in comprehending reading of narrative texts.

**Keywords:** Ability, Reading Comprehension

## 1. INTRODUCTION

Reading is one of the four language skills (listening, speaking, reading and writing) is important to be learned

and mastered by every individual. Reading is a way to get information from something that was written. Reading involves the introduction of symbols that make up a language.

Reading is difficult skill in language especially the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answer of the existing text with aids namely English dictionary and the students do it individually or work with their partner.

In addition, there are five main problems that are frequently faced by the students during reading comprehension process and they are vocabulary, sentence problem, reference (rhetorical structure), and background knowledge (Sutarsyah, 2013). These problems are assumed as the main factors that make the students fail to comprehend the content of text.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible (Supramaniam, 2011:22). In other word, reading comprehension is the process of understanding the text and finding out the information in a text.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Reading is what happen when people look at a text and assign meaning to the written symbols in that text. It means that reading is the process of reader's mind or process of mind activity in trying to interpret the perception of symbols that present language. Besides, reading comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical

knowledge, experience with text and other strategies to help them understand written text (Rahemi, 2013).

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

Additionally, students' reading comprehension means how far they can understand what they are reading and usually the students make use their background knowledge, vocabulary, and grammatical knowledge, experience with the text and strategies to help them understand a text. In addition, there are five main problems that are frequently faced by the students.

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Anderson, M and Anderson, K (1998) state that narrative text is a text that tells a story and, in doing so, entertains the audience. The communicative purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narratives text can be presented as written texts. Written narratives often take the form of novels. The story is usually told by a narrator.

According to Anderson, M and Anderson, K (1998) narrative text was divided into five events, they are: (a) orientation in this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on, (b) complication this is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger, (c) sequence of events this is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator includes point of view, (d) resolution in this part of narrative the complication is sorted out or the problem is solved, (e) code the narrator includes a code if there is a moral or message to be learned from the story.

According to Nurhadi Ningsih (2017:2) Students of junior high school have to be able to read text types in English subject. In general, students of junior high school do their task by reading as fast as they can until they find words that they do not know the meaning. They will skip the words and move to the other sentences or jump to the other text, when they do not understand the content of the text. This is worst reading activity. In fact, student needs to get information in order to comprehend the text that they read.

Student who does not read comprehensive will influence their achievement of getting information and will get low scores as an outcome in learning.

## 2. METHOD

Quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. (Creswell, 2012: 376).

The place of the research is MTs Al-Huda Banjarmasin. It is located at Jl. Kuin Selatan Gang Darul Huda. Kelurahan Kuin Selatan, Kecamatan Banjarmasin Barat. Kota Banjarmasin. This research was be done on May to June 2020.

According to Arikunto (2010:186) population is entire group or persons to whom the results of a study are intended to apply. The population of this research is all students at the seventh grade of MTs Al-Huda Banjarmasin. They are divided into four classes, class VII A, class VII B, class VII C, and class VII D. Total number of population is 132 students. The sample of this research was seventh grade A of MTs Al-Huda Banjarmasin with number of students' are 34 students'.

The data in this research was taken from the English teacher who taught the seventh grade A in the form of document analysis. The researcher did not give a test to the students directly. Their reading comprehension score was given by the English to the researcher.

To analyze the data the researcher used descriptive statistics formula with the help of SPSS version 16. to find out the mean score, standard deviation, median score, mode score, and percentage. Meanwhile to interpret the students' individual score, the researcher used the table of category as presented below.

**The categories of Students' score Interpretation**

Number	Score	Category
1	90-100	Excellent
2	80-89	Very good
3	65-79	Good
4	55-64	Average
5	0-54	Bed

## 3. FINDINGS AND DISCUSSION

### Finding

As stated on chapter I, the research question will be answered on this research "How is the students' ability in comprehending reading comprehension?".

The table above shows that 6 or (17.65%), students are in excellent category, 11 (32.35%) students are in very good category, 17 or (50%) students are in good category,

but no or (0%) student is in average and also in bad category.

- Mean = 78.38
- Standard Deviation = 8.766
- Median = 77.50
- Mode = 75
- Minimum = 65
- Maximum = 95

The diagram above shows that the lowest score is 65 with 5 frequencies, the highest score is 95 with 2 frequencies, the mode score is 75 with 9 frequencies.

### Discussion

Based on the findings it could be clarified each items as follows:

So, those who score 90-100 with excellent category are 6 students, who score 80-89 with very good category there are 11 students, who score 65-79 with category good there are 17 students, who score 55-64 with category average 0 students, and those who get grades 0-54 with bad category 0 students.

And then so those who get a value of 65 are 5 students', so those who get a value of 70 are 3 students', so those who get a value of 75 are 9 students', so those who get a value of 80 are 6 students', so those who get a value of 85 are 5 students', so those who get a value of 90 are 4 students', so those who get a value of 95 are 2 students' .

So those who get a value of 65 are 5 students', so those who get a value of 70 are 3 students', so those who get a value of 75 are 9 students', so those who get a value of 80 are 6 students', so those who get a value of 85 are 5 students', so those who get a value of 90 are 4 students', so those who get a value of 95 are 2 students' .

And Mean = 78.38 , Median = 77.50 , Mode = 75 , Minimum = 65 , Maximum = 95 , Sum = 2665

## 4. CLOSING

### Conclusion

Based on the result of analysis as presented on Chapter IV it can be concluded that students' ability in comprehending reading comprehension at the MTs. Al-Huda grade of seven is in reading category. The conclusion is based on the result of analysis where the mean score is 78.38, standard deviation is 8.766, median score is 77.50, and mode score is 75.

### Suggestion

For Students :

1. The students should evaluate their learning strategies in order to increase their ability in comprehending reading of narrative texts.
2. The students should have some efforts to learn English by reading the kind of English books.

3. The students should be active participants in learning English by asking some questions.
4. The students can understand clearly about narrative text.
5. The students must be creative in order to easily understand the lesson.

For Teacher :

1. The teacher should teach strategies of reading to the students in order to increase their ability in comprehending reading of narrative texts.
2. The teacher should implement various strategies in learning English especially in reading comprehension.
3. The teacher should be as a partner for the students in learning process and care to the students.
4. The teacher should be prepared to give the learner a more meaningful role. They support and encourage the learner's desire to learn.
5. The teacher should be creative to master the class became alive and interest.

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