

**AN ANALYSIS OF STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT WITH ONLINE READING RESOURCES
AT THE FIRST GRADE OF SMA NEGERI 6 PEKANBARU**

A THESIS

*Intended to fulfill One of the Requirments for Award of Sarjana Degree in English study Program of
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ABSTRACT

Velisia Lilis Saputri Simamora 2021. An Analysis of Students' Reading Comprehension of Narrative Text With Online Reading Resources At The First Grade SMA NEGERI 6 PEKANBARU.

Key Words: *Reading Comprehension, Narrative Text*

Reading comprehension is how someone can understand the story or information from a text, in order to understand the meaning or intent of a text. Narrative text is an imaginative story or non-fiction story that can entertain the reader. The purpose of this study was to analyze the students' reading comprehension ability of narrative texts by giving students' comprehension tests with narrative text.

The type of test used is multiple choices at SMA NEGERI 6 PEKANBARU. This research is a quantitative and qualitative research, the research sample consists of 40 students of class X MIPA 6. Data collection uses 20 multiple-choice tests from 1 narrative text to analyzed students' reading comprehension of narrative text.

The results showed that the students' score in reading comprehension of narrative text was the highest score of orientation with a percentage of 100%, meaning that the category was very good. Students did not face problems in finding characters, setting and time in narrative texts. Second, while being complicated is getting a percentage of 92.5%, it means that it is good that

students do not face so many problems to find the main problem in the narrative text.

Third, student evaluations get a percentage of 75%, meaning that the fair category students do not face many problems to find goals in narrative texts. Fourth, the students got a percentage of 70%, meaning that the fair category of students was not so difficult to find the ending and moral values in narrative texts, and the last was the re-orientation of students who got a percentage of 62.5% a story in a narrative text.

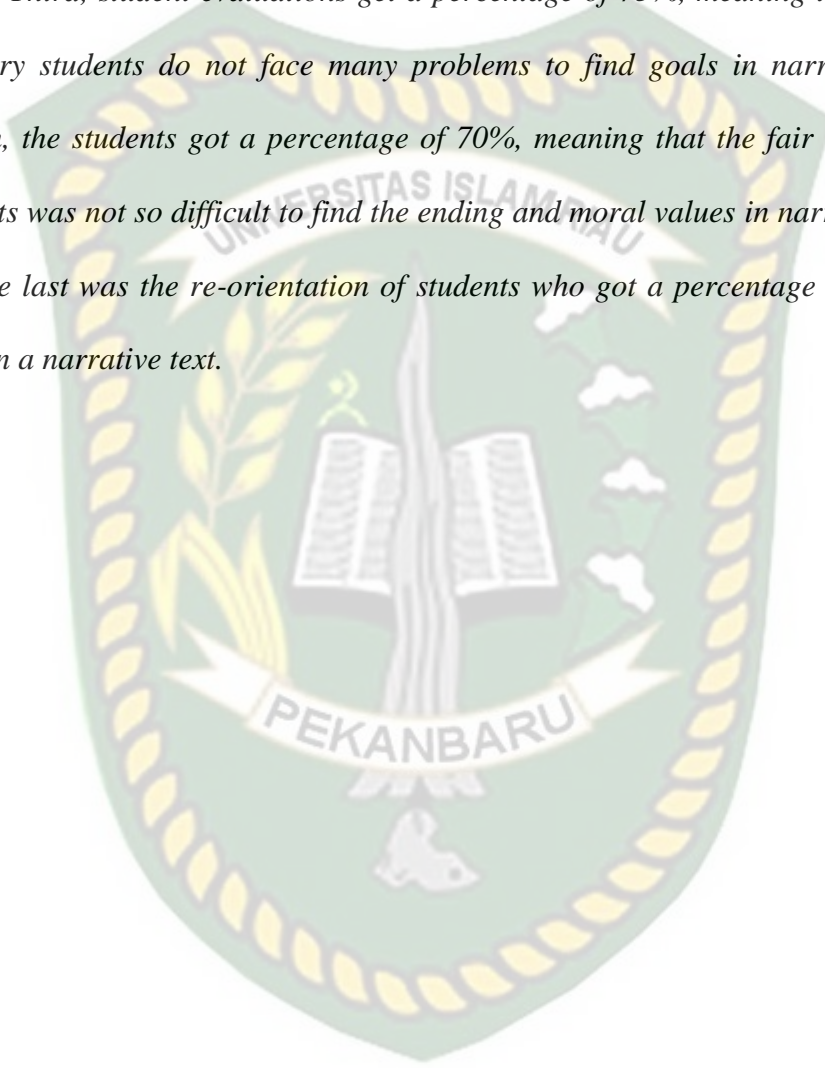


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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In learning a language, there are four language skills that students must learn, one of which is reading. Reading is one of the most important lessons in learning English, because by reading students can improve their reading ability about a text or a story and can understand the meaning in a story.

According to Ebru (2015), reading can be referred to as a self-discovery process in which the reader interacts with written material to obtain information. Reading is one of the most important skills for every student. By reading, readers can gain information and knowledge because reading has a descending process that makes it easy for readers to get ideas from their writings. Reading skills are very important in education. This is also something important and indispensable for the success of their studies depending to a large extent on their understanding of reading. If their reading skills are poor, they are very likely to fail in their studies or at least they will have difficulty making progress. In conclusion, reading is the process of understanding written language into information that can build a meaning from the text and can provide important ideas in each paragraph to improve reading skills.

Based on the curriculum of SMA, students are taught to understand some types of text. Students are expected to understand the meaning and purpose of a text that they read. Based on the researcher primary observation in the second

grade of SMA Negeri 6 Pekanbaru, in reading, students have lack vocabulary, it may influence for ability students. The other effect, students cannot convey the idea in identifying of the text, then the teacher do not use appropriate strategy to solve the problem that students face in teaching reading. Learning reading still use the konvensional learning strategies.

Based on the student problems above, innovative learning is needed to help teachers and students in the teaching and learning process. In this case, the researcher tries to use online reading resources as media to make it easier for the reader to understand the content of the text. Because this read online is easier to understand because there will be explanations that are easily understood by students, can have a positive effect on students' interests and motivation and improve their reading skills.

Finally, by seeing all of that phenomenon, the researchers are interested in conducting a study entitled **“AN ANALYSIS OF STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT WITH ONLINE READING RESOURCES AT THE FIRST GRADE OF SMA NEGERI 6 PEKANBARU”**.

1.2 Setting of the Problems

Based on the researcher’s observation, the researcher found some problem. First, students are expected to understand the meaning and the purpose of a text that is read. Based on the researcher primary observation in the second grade of SMA Negeri 6 Pekanbaru. Second in reading students have lack vocabulary, it

may influence for ability students. Third, students cannot convey the idea in identifying of the text, then the teacher do not appropriate media that students face in teaching reading. Fourth learning reading still run in konvensional learning.

1.3 Focus of The Research

The researcher would like to research about students' reading comprehension of narrative text with online reading resources at the first grade of SMA Negeri 6 Pekanbaru. The most difficulty student in this research is student comprehension.

1.4 Research Question

Based on the focus of the research above, the researcher formulates the problem of this research as follows:

How good is the students' reading comprehension of narrative text with online reading resources media at the first grade of SMA Negeri 6 Pekanbaru?

1.5 Objectives of the Research

The objective of this researcher to find out how good student level of reading comprehension narrative text at the first grade of SMA Negeri 6 Pekanbaru?

1.6 Needs of the Research

The main of this research can be presented as follows:

1. To motivate the students in learning reading because reading is important in English study language.
2. To develop the researcher's knowledge about student's reading comprehension.
3. To inform the lecture or the teacher what is the activity of students' result of reading comprehension with online reading resources media by using narrative text at the first grade of SMA Negeri 6 Pekanbaru?
4. To inform the other researcher what is the activity of students' result of reading comprehension with online reading resources media by using narrative text at the first grade of SMA Negeri 6 Pekanbaru?

1.7 Definition of the Key Terms

To avoid the misunderstanding about the definitions that are used in this research, the research gives some explanation that concern with the definition, they are:

1. The using of online reading resources in language class, it has a number of features that are suitable for growing proficiency in the language. It provide a rich database of authentic materials, offers tools for interactive learning, provide context for collaborative material development, it is conducive to language learning and the material stored in the Web can reach a large audience with relatively low cost
2. Reading comprehension has five aspects to find specific detail, finding main idea, finding the meaning of vocabulary in the context, identifying

reference, and making inference. In other words, in reading comprehension the reader should get the meaning from written words, sentences and texts as whole.



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CHAPTER II

THEORETICAL FRAMEWORK

2.1 Reading

Hong (2013) stated that there is a key, but often overlooked, skill that is essential to academic and professional success is reading ability. Kusumawanti and Bharati (2018) explained, reading skills has very important role for students' language learning since overall language learning activities are started and developed by the reading activity. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, word, sentences, and paragraph that encode meaning. The reader uses knowledge, skill and strategies to determine about the meaning. Further, Tennant (2013) explained that reading is the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text.

Discussing about reading skill, Grabe and Stoller (2011) stated that reading is an essential skill for English learners as it is the language for science, technology, advanced research and so forth. For most learners, reading is the most important skill to master in order to ensure success in learning. Besides, Alfassi (2004) also stated that reading is considered as the most crucial skill for acquiring knowledge and gathering information

for academic accomplishment and beyond. However, due to rapid spread of new technologies, both literacy in technology and literacy in print are important to the students nowadays. Therefore, new reading strategies which are different from conventional reading strategies are required in order for online readers to generate questions, locate evaluate, synthesize, and communicate information on the Internet.

Satriani (2017) explained that reading of foreign language as a source of information is one of the main goals of teaching and learning in education world. The purpose of reading is to get information and new things. Furthermore, Asmawati (2015) stated that reading holds the important rule because reading is one activity which cannot be released in our life to search information or knowledge from textbooks, articles, or magazines written in English. McWhorter (2004) defined that reading is thinking. It is an active process of identifying important ideas and comparing, evaluating, and applying them.

2.2 Reading Comprehension

2.2.1 The General Concept of Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as foreign language. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. The students need to be encouraged in reading activities in order to exercise

their skill reading texts and to enhance reading comprehension. Lapp et al (2009) agreed that reading comprehension skills are particularly critical for students as they progress in school and the focus becomes no longer on learning to read, but rather reading to learn.

Reading is comprehending written discourse. It is an interactive process in which the reader engages in an exchange of idea with an author via the text. It is the process of transferring meaning (message) from the writer to the readers. Ningsih (2015) stated that the process will run if the reader can catch the writer's message. Message itself expresses the idea of writing, opinion, knowledge, fact. Catherine (2002) also explained that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

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. Current models of reading comprehension highlight the importance of considering the role of different cognitive processes during text comprehension. For example, memory both in its short- and long-term components is broadly considered to have a fundamental role.

So, comprehension is a process in other to understand and to get the message from the reading text. In other words, reading comprehension is a goal of reading itself.

2.2.2 Components of Reading Comprehension

There are some reading components that should be focused on comprehending reading texts. According to Stanley M and King in Dewi (2017) states that there are five reading components that may help students to read carefully. Those are: 1) Finding factual information: it requires students to scan specific detail of the text. It usually appears with guessing question word. 2) Finding main ideas: it is the main topic that is being discussed in a paragraph in which help students to guess what paragraph is about. Main idea can be found in the first, middle, or in the last sentence of the paragraph. 3) Finding the meaning of vocabulary in the context: students can guess the meaning unfamiliar word with him/her by relating them to the surrounding words or the words that appear around them. 4) Finding reference: the same words or phrases found in several time in the paragraph. They are usually short and very frequently pronouns, such as she, he, it, they, her, him, and many others. 5) Making inference of reading text: students are expected to make accurate prediction. The prediction can made by correctly interpreting the indicators a writer's gives.

2.3 Online Reading Resources

Satriani (2017) explained that reading online consists of reading texts from a portion of a computer screen. Online is one condition of being connected to a network of computers or other devices. Online reading resources are reading materials that the reader find by online, it can be an

online newspaper, magazine, or television, website such as NBC or CNN, and Peer-reviewed journals, and Web Pages.

Lankskhear and Knobel (2006) stated that the Internet has entered our classrooms faster than books, television, computers, the telephone, or any other technology for information and communication. The Internet can be seen as a key means for the ESL learner to participate in both the target language society and his/her native language culture. In addition, both web and digital reading skills can serve as a means of student empowerment.

Much of technology's empowering capacity rests in the natural creative talents of people themselves. Consequently, if one of the key responsibilities of an ESL student is to succeed in the world beyond the classroom, then ESL educators are now placed in the position of providing the student with literacy skills ensuring the ability to negotiate and critically engage with the numerous texts, modalities, and technologies that exist beyond the classroom. Lankskhear and Knobel (2006) said that many studies have been done on reading and researchers are looking for changes in reading patterns due to the widespread use of the internet and the use of alternative reading resources notably using hypertexts and multimedia resources. Online resources provide instant access to reading materials at the point of need. For example, teachers can search for primary source documents and digitized books that support a variety of curriculum areas. Therefore, while we are progressively entering a digital age when information explodes and Internet accessibility enhances,

helping students capture the new literacy skills and strategies to cope with the novel challenges presented in the online reading environment becomes an increasingly urgent and prominent goal for teachers.

Online reading resources can facilitate students to be better readers and to be fluent readers, since it provides considerable grade reading resources followed with several activities accompanied with individualize feedback on students' performance. When reading resources in the library is limited and Wi-Fi facility is available around campus, it is possible for the lecturer to use online reading resources by using internet as mean to help students to be better readers. Nowadays, internet also has become an inseparable part of the life of most university students. They can access internet through cellular phone or wireless facility around campus area. Internet is a source of potential benefit in language classroom provided that availability of free teaching and learning resources that can be used in extensive reading class.

2.4 Narrative Text

2.4.1 The General Concept of Narrative Text

Narrative text are to entertain the readers or listeners through stories. Iwuk (2007) stated that narrative text is a text that contains about fiction, non-fiction, fairy tales, or folklore. Iwuk (2007) also stated that the purpose of narrative text is to entertain and attract the reader's attention.

But narrative text can also be used to teach, inform and change the mind or behavior of the reader.

2.4.2 The Generic Structures and Language Features of Narrative Text

According to Anderson in Mulyaningsih (2013), The generic structure of narrative text includes orientation, complication, evaluation, resolution, and coda. According to Mislaini (2015), language features of Narrative Text are:

- a) Using sentence patterns Simple Past Tense
- b) Usually begins with the adverb of time and
- c) (Adverbs of Time) Such as: long time ago, once, one, once upon a time.

In order to ensure the understanding about generic structure of narrative text, the text below is the example of narrative according to its' generic structure.

PINOCCHIO

Orientation

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long.

Complication

One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

Resolution

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire.

Evaluation

Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream. In the next morning,

he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school.

Re-Orientation

In the end of the story, they went home together and lived happily ever after.

2.5 Relevan Studies'

There are some past studies that researcher use as the references of this this research, the first is the research by Richard Tsan-Jui Cheng (2016) with the title is “Reading Online in Foreign Languages: A Study of Strategy Use”. Scores of studies have established that when learning online, students must be equipped with different sets of strategies and skills than in a physical classroom setting. The present study, by virtue of exploring foreign language learners’ online reading experience, aimed to identify the reading strategies that learners would use when engaged in online reading activities in the target foreign languages.

Data analysis demonstrated the most and least frequently used strategies of the foreign language learners and uncovered a significant difference in the frequency of use among the strategies. However, there was no significant difference found between the use of online reading strategies and learners’ foreign language proficiencies.

Next research is the research that conducted by Estika Satriani (2017) entitled “The Effect of Online Reading Resources Towards Students’ Reading

Comprehension in Extensive Reading Class”. The aim of this research is to find out whether online reading resources has significant effect towards students’ reading comprehension in extensive reading class. This study only consists of two group as experimental class and control class. The finding of this research showed that, the mean score in pre-test was 57.25, and in post-test got 64.67, improvement was 6.61. It could be stated that there is significant effect of online reading resources after getting treatment. In calculating of analysis table on the level of significant 5% found 0.361, and to was 7.1. It could be seen a comparison was $7.1 > 0.361$ or ($t_o > t_t$). It means that the null hypothesis is rejected and alternative hypothesis is accepted. It can be stated there is a significant effect of students’ reading comprehension in extensive reading resources in teaching and learning reading at the second semester of English Study program FKIP-UIR Pekanbaru.

The third is the other research of Estika Satriani (2018) with the title “Online Reading Resource in Building Reading Habit Students of Islamic University of Riau”. Descriptive qualitative research used in this study using questionnaires, reading logs and interviews as a tool for collecting data. The results of data analysis of the three instruments on this research shows that the use of online reading sources in the process learning has changed the reading habits of students from culture conventional reading has become a culture that has integrated new technology into the learning process of reading. This is proven by the stated data 75% of students already have the habit of reading. When compared with habits reading students before using online reading sources, there has been an increase which is significant, of which 87% of students still have low reading

habits. In addition, online reading sources also provide positive changes for students who have low motivation in reading become a reading activity a lot of fun.

The last past studies that used by researcher is the other research by Estika Satriani in 2019 with the title “Online Reading Resources among EFL (English Foreign Language) Students: Do They Promote Reading Habit?”. The results of analysis data from instruments were used in this study reflected that the use of online reading resources as a source of reading material has changed the reading habits of the learners, from conventional reading cultures into integrated the new technologies in reading process. There were 75% students already have got reading habit. It has significant increased than before. Besides that, online reading resources also provided positive changes for the learners who have low motivation in reading to be a fun reading activity. Having support from teacher, parents, and environment help the learners establish their reading habit. The significant reason of learners in getting the reading habit was to complete the task. The result implies that the learners expected to read more intensively to get better reading habit.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is qualitative descriptive. According to Nassaji (2015) the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, Gall and Borg (2007) stated that observation and survey tools are often used to gather data. In such research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analysis to determine relationships.

3.2 Location and Time of Research

This research involved the students' of SMA Negeri 6 Pekanbaru, which is location in Bambu Kuning Street No. 28, Rejosari, Tenayan Raya, Pekanbaru, Riau. The time of the research conducted on February 2021.

3.3 Population and Sample

3.3.1 Population

The population of this research are the first-year students of SMA Negeri 6 Pekanbaru. There are tenth classes. So, the total of the first-year student of SMA Negeri 6 Pekanbaru are 382.

Table 3.3.1**The Population of The Students'**

No.	Classes	Number of Stuent's
1	X MIPA 1	37
2	X MIPA 2	39
3	X MIPA 3	39
4	X MIPA 4	39
5	X MIPA 5	39
6	X MIPA 6	40
7	X IPS 1	40
8	X IPS 2	41
9	X IPS 3	38
10	X IPS 4	40
Total		382

3.3.2 Sample

In this research, the researcher takes the sample to be representation of first year students of SMA Negeri 6 Pekanbaru. The sample in this research is random sampling technique which mean all the population has similar level of standard. The sample of the research are the students of X MIPA 6.

Table 3.3.2**Sample of The Research**

No.	Class	Number of Students
1.	X MIPA 6	40
Total		40

3.4 The Instrument of The Research

The research uses reading test. The researcher takes the data by giving reading test to the students. The purpose of the test is to know of students' activity in reading and also know the ability of students to understand the reading test. The researcher constructs the test by followed five indicators on narrative text generic structure to make sure the result of the test can represent students' reading comprehension effectively.

Table 3.4.1**Blue Print Reading Test**

INDICATORS	TOTAL ITEMS	NUMBER OF ITEMS	ANSWER KEY
Orientation	4	1, 2, 3, 4	D, A, C, A
Complication	4	9,10,11,12	A,C,E,D
Resolution	4	13,14,15,16	B,A,E,A
Evaluation	4	5, 6, 7, 8	C, A, B, D
Re-Orientation	4	17, 18, 19, 20	B, E, B, A

3.5 Data Collection Technique

To collecting the data of this research. The researcher delivers the reading test to students. This reading test as sample to find out the activity of students. Researcher choose X MIPA 6 in first grade. There are 40 students as a sample in this paper.

The following steps of deliver the reading test to students in class.

First, the researcher came to the class and permission to the teacher after the study finish. Second, the researcher the give the students reading test. Thirt, the researcher give the students' time around 90 minute. Next, the researcher collect the test from the students' and the last the researcher analysis the students' test.

3.6 Data Analysis Technique

After collecting the data, the researcher analyzed them. By using the result of reading test use multiple choice. The writer tried to find out the students' ability based on the indicators of narrative text. After the students do the test, the researcher take the test score and calculated them by this following formula:

$$x = \frac{(y1 \cdot 25) + (y2 \cdot 25) + (y3 \cdot 25) + (y4 \cdot 25) + (y5 \cdot 25)}{5}$$

x = Reading Comprehension Ability Score

y1 = Orientation Score

y2 = Evaluation Score

y3 = Complication Score

y4 = Resolution Score

y5 = Re-orientation Score

After calculated the score of each student, the researcher calculated the mean score of the students by using Sudijono (2014) formula:

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

Mx = Mean

$\sum X$ = Total of score

N = Total of student

Furthermore, after calculated the score of the test of each student and the mean of the score, the researcher identified and classified them based on the level of ability. The level of ability determined by this following range:

Table 3.6.1 The Level of Ability Score Range

Score	Level of Ability
86 – 100	Excellent
76 – 85	Good
61 – 75	Fair
46 - 60	Bad
0 - 45	Very Bad

At last, to get the percentage of the students based on their level of ability, the researcher used Sudijono (2014) formula:

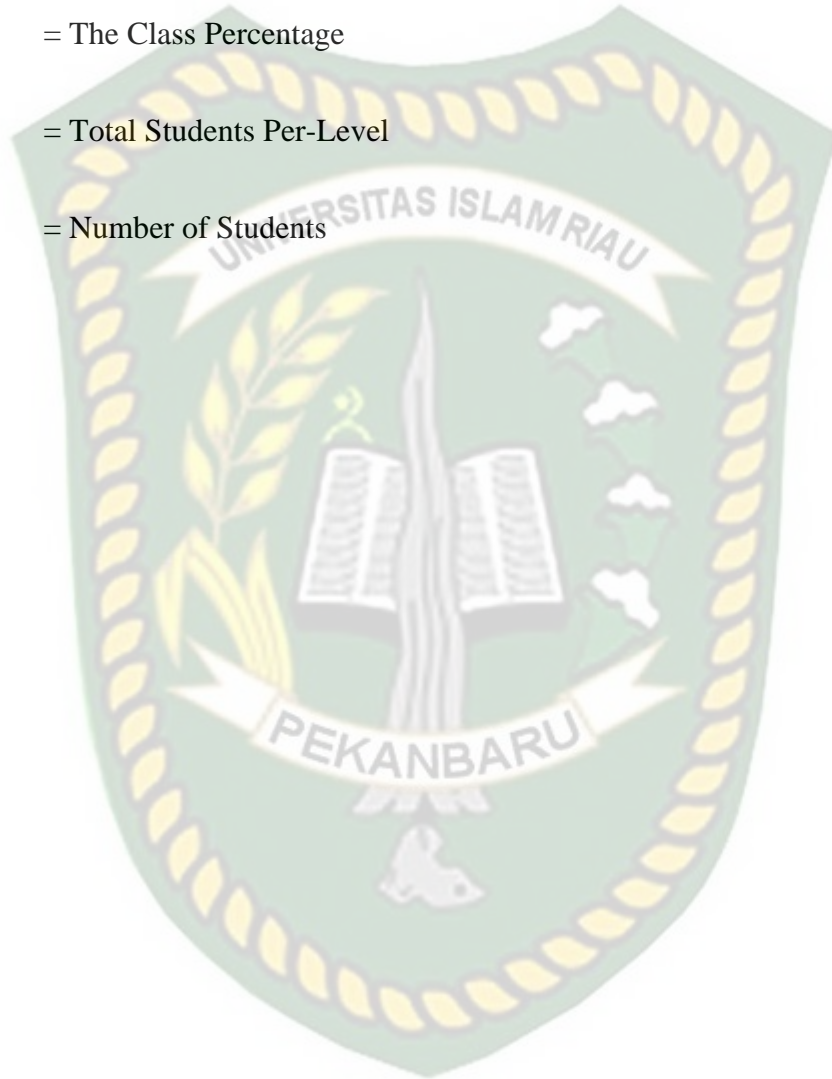
$$P = \frac{F}{N} \times 100\%$$

N

P = The Class Percentage

F = Total Students Per-Level

N = Number of Students



CHAPTER IV

RESEARCH FINDINGS

4.1 The Description of The Data

In this chapter the researcher explained about the whole data that the researcher got after conducted the research at SMA Negeri 6 Pekanbaru. Following the explanation from previous chapter, the aim on this chapter was to found the activity of students' reading comprehension with online reading resources media by using narrative text at the first-grade of SMA Negeri 6 Pekanbaru. To get the answer for the research question, the researcher gave reading test to the students in order to collect the data. The reading test were consisted with 20 questions that the students have answered.

4.2 Data Analysis

The data below are the scores of five indicators that already explained in previous chapter for each student:

Table 4.2.1

Recapitulation of The Students' Test Score (Each Indicators)

NO.	NAME	Score of Reading Comprehension Narrative Text					Correct Answer	Score	Category
		Orientation	complication	resolution	evaluation	Re-orientation			
1.	1	4	3	2	4	4	17	85	Good
2.	2	4	3	2	4	1	14	70	Fair
3.	3	4	3	4	4	3	18	85	Good
4.	4	4	3	4	4	4	19	95	Excellent
5.	5	4	4	4	4	3	19	95	Excellent
6.	6	4	3	1	4	2	14	70	Fair
7.	7	4	4	4	3	4	19	95	Excellent
8.	8	4	3	4	2	2	15	75	Fair
9.	9	4	4	2	3	2	15	75	Fair
10.	10	4	4	4	3	2	17	85	Good
11.	11	4	4	3	4	3	18	85	Good
12.	12	4	3	4	2	3	16	80	Good
13.	13	4	4	4	2	3	17	85	Good
14.	14	4	3	2	4	2	15	75	Fair
15.	15	4	2	2	4	3	15	75	Fair
16.	16	4	2	4	4	2	16	80	Good
17.	17	4	4	2	4	3	17	85	Good
18.	18	4	4	2	2	3	15	75	Fair
19.	19	4	4	3	4	3	18	90	Excellent
20.	20	4	4	3	3	3	17	85	Good
21.	21	4	4	3	4	3	18	90	Excellent
22.	22	4	4	3	4	3	18	90	Excellent
23.	23	4	1	4	4	4	17	85	Good
24.	24	4	3	1	4	2	14	70	Fair
25.	25	4	3	3	4	2	16	80	Good
26.	26	4	3	3	4	2	16	65	Fair
27.	27	4	3	3	3	2	15	75	Fair
28.	28	4	4	3	3	2	16	80	Good
29.	29	4	4	3	2	4	17	85	Good
30.	30	4	4	4	1	4	17	85	Good
31.	31	4	4	3	2	4	17	85	Good
32.	32	4	4	4	2	4	18	90	Excellent
33.	33	4	3	3	1	3	14	70	Fair
34.	34	4	3	2	4	4	17	85	Good

35.	35	4	4	2	4	4	18	90	Excellent
36.	36	4	4	2	4	4	18	85	Good
37.	37	4	3	4	4	3	18	90	Excellent
38.	38	4	3	4	1	4	16	80	Good
39.	39	4	3	3	4	4	18	90	Excellent
40.	40	4	4	4	3	4	19	90	Excellent
Total		160	136	120	130	112	668	3.305	Good
Mean		80.0	68.0	60.0	65.0	56.0	83.5	82.62	

O : Orientation

C : Complication

Rs : Resolution

E : Evaluation

Ro : Reorientation

The scores on the table above figured the result of test score for each student based on the indicators of narrative text generic structure. . Base on the data it can be seen that the total score that 40 students was got (3.305) it can be calculated that mean score of the test was (82.62) that means good.

From the test result, the highest score of the student at SMA NEGERI 6 PEKANBARU on reading comprehension of narrative text was (95) and the lowest score of students was (60). The researcher also found that 11 students got excellent, 3 students got (95), 8 students got (90), 13 students got (85), 5 students got (80), 6 students got (75), 4 students got (70), 1 students got (65). 1 students got (60).

By seeing the table above, it can be concluded that all students understand to recognize and comprehend about the orientation in narrative text. Further, the mean score that reach more than 80 for evaluation and complication part showed that students got no serious problem to comprehend about those part. Besides, the mean score of resolution and reorientation showed that students still in good level with mean score 75 for all of the respondent. Even though the score of each indicator is various, in general, students' score for the whole test still in fair level of condition. It is can be seen from the lowest score.

In detailed, according to the table, all the students are perfectly correct in for the orientation indicator. Then, there are a half of the whole students has perfect result for evaluation indicators with only 10 students who got low score. Further, students score for complication indicators still in a good level general. Most of the students, got 75 until 100 for the complication indicators with only 3 students who got low score. Furthermore, even though the mean of resolution indicators and reorientation are same, the data from the table show us there is a balance for students score in reorientation indicators. It is contradicted with the scores for resolution indicators that shown big difference among the students who got good or excellent score with the students who got low score. Overall, after the whole scores are calculated, the mean scores of the test can be categorized as a good level score, 82.98 in score. It is meant, based on reading comprehension of narrative text with online reading resources media, reading comprehension skill of the students is in good level.

4.3 Research Findings

After getting the score of reading test, the researcher calculated the data to found out the score of reading comprehension of each student by using the formula that already mentioned in previous chapter. Furthermore, after getting the students' score of reading comprehension, the researcher classified the level of ability by followed the range that mentioned in chapter 3.

Table 4.3.1 Students' Reading Comprehension Level of Ability

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	11	27,5 %
2	61-80	Good	18	45 %
3	41-60	Fair	11	27 %
4	21-40	Poor	0	0 %
5	0-20	Very poor	0	0 %
Total			40	100 %

The discussions is based on quality of students' reading comprehension by conducting narrative text reading test by using online reading resources. The research finding showed the are variations of students' reading comprehension ability level. After getting and analyzing the data, the researcher calculated the

Based on the table above, there are 27,5 % of the students have excellent reading comprehension ability with the highest score about 95 in this level.

Further, there are 45 % of the students in good level, and 11 students in fair level with the lowest score about 65 for reading comprehension of narrative text. In general, the level of reading comprehension ability of first-grade students of SMA Negeri 6 Pekanbaru are in good level. By seeing all of those calculation and percentages, online reading resources gives possitive motivation in activity of reading comprehension learning at the first-grade students of SMA Negeri 6 Pekanbaru.

4.4 The Students Reading Comprehension of Narrative Text in Orientation

The students reading comprehension of narrative text in finding orientation can be seen from scores obtained by the students answers to the questions given by teacher, the following table shows the students score in finding orientation reading comprehension of narrative text. (See apendix 3)

Table 4.3.2

The Students Reading Comprehension of Narrative Text in Orientation

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	40	100%
2	61-80	Good	0	0%
3	41-60	Fair	0	0%
4	21-40	Poor	0	0 %
5	0-20	Very poor	0	0 %
Total			40	100 %

Based on the data analysis from the orientation question, students' 1 until 40 give the correct answer with percentage 100%. its mean that all of students' understand in orientation of narrative text.

Based on the question number 1,2,3,4 in category orientation the students' answer all correct, that means that students understand narrative texts with orientation indicators.

4.5 The Students Reading Comprehension of Narrative Text in Complication

The students reading comprehension of narrative text in finding complication can be seen from scores obtained by the students answers to the questions given by teacher, the following table shows the students score in finding complication reading comprehension of narrative text. (See appendix 4)

Table 4.3.3

The Students Reading Comprehension of Narrative Text in Complication

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	20	50%
2	61-80	Good	0	0%
3	41-60	Fair	17	42.5%
4	21-40	Poor	2	5%
5	0-20	Very poor	1	2.5%
Total			40	100 %

Based on data analysis from complication questions, students 1 to 40 gave different answers. 20 students got a percentage of 50% meaning very good, 17

students got a percentage of 42.5% meaning fair, 2 students getting a percentage of 5% meaning bad and 1 student getting a percentage of 2.5%.

Based on questions 9,10,11,12 in the complication category, only 20 students answered correctly, meaning that 20 students understood the narrative text with the complication indicator.

4.6 The Students Reading Comprehension of Narrative Text in Resolution

The students reading comprehension of narrative text in finding resolution can be seen from scores obtained by the students answers to the questions given by teacher, the following table shows the students score in finding complication reading complication of narrative text. (See appendix 5)

Table 4.3.4

The Students Reading Comprehension of Narrative Text in Resolution

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	15	37.5%
2	61-80	Good	0	0%
3	41-60	Fair	13	32.5%
4	21-40	Poor	10	25%
5	0-20	Very poor	2	5%
Total			40	100 %

Based on data analysis of the resolution questions, students 1 to 40 gave different answers. 15 students got a percentage of 37.5% which means very good, 13 students got a percentage of 32.5% which means fair, 10 students got a percentage of 25% which means bad and 2 students got a percentage of 5%.

Based on questions number 13,14,15,16 in the resolution category, only 15 students answered correctly, meaning that 15 students understood narrative text with indicator resolution, 13 students quite understood narrative text with indicator resolution, 10 students did not understand narrative text with indicator resolution and 2 students did not understand the narrative text with indicator resolution.

4.7 The Students Reading Comprehension of Narrative Text in Evaluation

The students reading comprehension of narrative text in finding evaluation can be seen from scores obtained by the students answers to the questions given by teacher, the following table shows the students score in finding evaluation reading complication of narrative text. (See appendix 6)

Table 4.3.5

The Students Reading Comprehension of Narrative Text in Evaluation

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	23	57.5%
2	61-80	Good	0	0%
3	41-60	Fair	7	17.5%
4	21-40	Poor	7	17.5%
5	0-20	Very poor	3	7.5%
Total			40	100 %

Based on data analysis from evaluation questions, students 1 to 40 gave different answers. 23 students got a percentage of 57.5% which means very good,

7 students got a percentage of 17.5% which means fair, 7 students got a percentage of 17.55% which means bad and 3 students got a percentage of 7.5%.

Based on questions number 5,6,7,8 in the evaluation category, only 23 students answered correctly, meaning that 23 students understood the narrative text with indicator evaluation, 7 students quite understood the narrative text with indicator evaluation, 7 students did not understand the narrative text with indicator evaluation and 3 students did not understand the narrative text at all with indicator evaluation.

4.8 The Students Reading Comprehension of Narrative Text in Re-orientation

The students reading comprehension of narrative text in finding evaluation can be seen from scores obtained by the students answers to the questions given by teacher, the following table shows the students score in finding Re-orientation reading complication of narrative text. (See appendix 7)

Table 4.3.6

The Students Reading Comprehension of Narrative Text in Re-orientation

No.	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	14	35%
2	61-80	Good	0	0%
3	41-60	Fair	14	35%
4	21-40	Poor	11	27.5%
5	0-20	Very poor	1	2.5
Total			40	100 %

Based on data analysis of the re-orientation questions, students 1 to 40 gave different answers. 14 students got a percentage of 35% which means very good, 14 students got a percentage of 35% which means fair, 11 students got a percentage of 27.5% which means bad and 1 student got a percentage of 2.5%.

Based on questions number 17,18,19,20 in the re-orientation category, only 14 students answered correctly, meaning 23 students understood narrative texts with re-orientation indicators, 14 students quite understood narrative texts with re-orientation indicators, 11 students did not understand narrative text with re-orientation indicator and 1 student did not understand the narrative text with re-orientation indicator at all.

4.9 Discussions

The results showed that the students' understanding in reading narrative texts got a good average score (82.62) with a percentage (72.5%) which means good, it can be concluded that almost most of the students did what was given by the researcher and the students did not have much difficulty in answering the comprehension test. reading narrative text, students' understanding in reading narrative text is at a good level. Then in orientation students get a score with an average value (80.0) with a percentage (100%), which means that all students can find orientation based on reading comprehension in the good category.

Furthermore, in the complication category, students get a score with an average value (68.0) with a percentage (71.25), which means that some students can find complications based on reading comprehension in the fair category. Then, in the resolution category, students get a score with a value of (60.00) with a percentage (70%),

which means that students can drop a resolution based on reading comprehension in the fair category.

Furthermore, in the evaluation category students get a score with an average value (65.0) with a percentage (75%), which means that some students can find an evaluation based on reading comprehension in the fair category. Finally, in the re-orientation category, students get a score with an average value (60.5) with a percentage (62.5%), which means that some students can find re-orientation based on reading comprehension in the bad category.

Based on the results of this study, the researcher found that 100% of students understood the orientation in narrative texts, while in the re-orientation category students got the lowest percentage (62.5).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The research is about to find the activity of students' reading comprehension of narrative text with online reading resources at the first-grade students of SMA Negeri 6 Pekanbaru. Based on the data analysis and research findings in previous chapter, there are conclusions in this research:

- 1.) Students' reading comprehension of narrative text with online reading resources in categorized good level.
- 2.) Online reading resources has a positive media activity on reading comprehension at the first-grade students of SMA Negeri 6 Pekanbaru.

5.2 Suggestion

Based on research findings, the research would like to give some suggestion:

5.2.1 Suggestion for Teacher

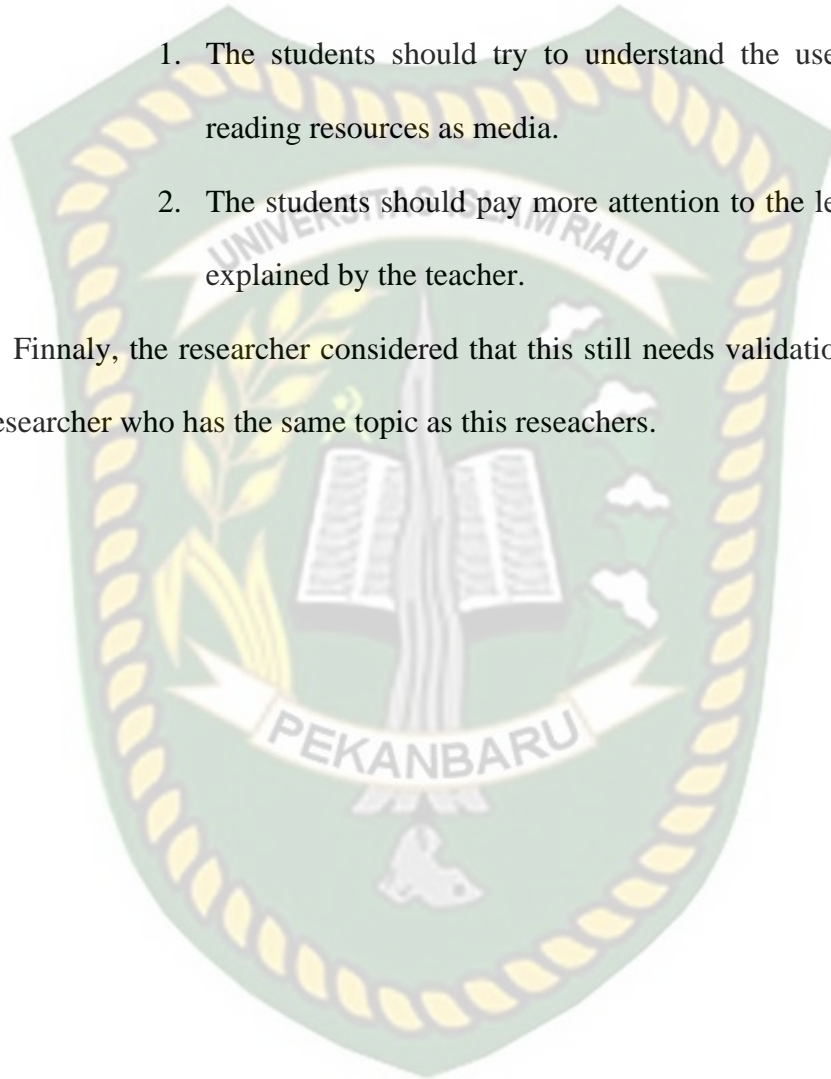
1. It is recommended to teacher to use online reading resources as media in teaching learning activity of reading process.
2. It is hoped that teacher reading class from the easiest to the most difficult one.
3. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition

in teaching would become one asset to carry out the success of material taught.

5.2.2 Suggestion for Students

1. The students should try to understand the use of online reading resources as media.
2. The students should pay more attention to the lesson being explained by the teacher.

Finally, the researcher considered that this still needs validation from the next researcher who has the same topic as this researchers.



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