AN ANALYSIS OF STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE NINTH GRADE OF SMP NEGERI 3 KAMPAR KIRI HILIR

A THESIS

Intended to Fulfill one of The Requirements for The Award of Sarjana Degree in English Language Teaching and Education Faculty Universitas Islam Riau

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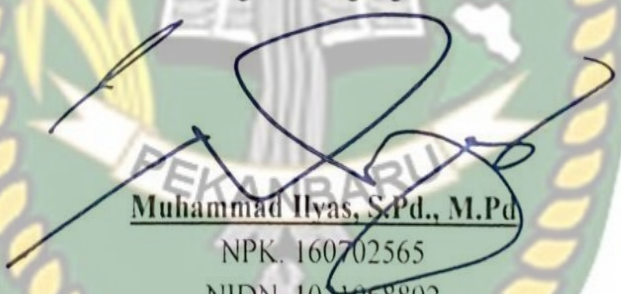Study Program : Teacher Training and Education

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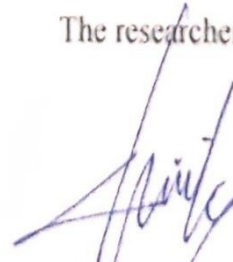
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, October 2021

The researcher

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ABSTRACT

Ritmawati. 2021. AN ANALYSIS OF STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE NINTH GRADE OF SMP NEGERI 3 KAMPAR KIRI HILIR. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

As one of the basic skill of language esspecialyy English, reading is a very important skill that should be mastered by the students. Reading is also become the most important focus in the curriculum. This skill always have a big portion in learning objective of every semester.

This qualitative descriptive research is purposed in analyzing the reading comprehension in narrative text. The sample of this research was the ninth grade students of SMPN 3 Kampar Kiri Hilir. The data was taken by using test in the form of multiple choices.

The result of the data showed that the students' reading comprehension skill in narrative text was fairly good. It could be seen from the result of the data, There are 2 students in the category of Excellent with the score 87,5 and 95,75. Then, there were 16 students who are in the category of Good. The highest score in this category is 75 and the lowest score is 62,5. On the category of Fair, there are 4 students in this category. The highest score in this category is 56,25 and the lowest is 43,75. The last is the category of Poor with 2 students with the score 37,25 and 25.

Key words: *Analysis, Reading Comprehension, Narrative Text*

CHAPTER I

INTRODUCTION

1.1 Background

In learning a language especially English, there are four skills that should be mastered by the learner. The four skills are listening, speaking, reading, and writing. Those skills were divided into two basic skills, receptive skills (reading and listening) and productive skills (speaking and writing). All of them are equally important. It is something that has to be done by English learner to be good at all of the skills.

One of the language skill is Reading. Reading is an important skill in many different settings especially in educational setting (Grabe, 2009: 5). Students, nowadays, are facing the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. By having a good comprehension in reading, student can easily access the chance to develop themselves in their study.

Futhermore, Alfassi (2004) also states that students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes. The main goal of reading is to gain comprehension to find the meaning of what they read and answer the questions based on the reading text.

McNamara (2007: 11) stated that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Furthermore McNamara (2007: 11) also stated that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. When the students face an English text, they should understand from of pre-passage, pre-sentence or passage per passage and it is important for them to comprehend a reading text with having knowledge in general view of the text.

SMP Negeri 3 Kampar Kiri Hilir is one of the Junior High Schools located in Kampar. As a formal education, it also provides English language to the students, especially reading skill. This school uses the new curriculum that is introduced by the Indonesia Government in 2013. In this curriculum, English is one of the primary subjects that must be taught to the students. Based on 2013 curriculum, the students should learn English twice a week. In learning process, there are four kinds of English skills that are given to the students; reading, writing, speaking and listening.

Based on the 2013 curriculum that is used in that school, ninth grade students are designed to master reading skill. The aim of teaching reading is to make students be able to read English text effectively and efficiently. The students have to master and comprehend not only the structure of the sentences in the text, but also explicit and implicit way. Reading is not only to understand the overall text, but also to understand the implicational meaning that existed in the text. It gives much contribution to the other skills. It means other skills will go together if the students are able to read and comprehend text well.

The basic competence about reading stated in the syllabus of this school is that the students have to be able to get meaning contextually about social function, structure of the text and language features of texts. In teaching reading activity, teacher asked students to pay attention when he/she read text in front of the class. In turn, students were asked to read the text and discussed it together. Students were taught to understand the text; social function, generic structure and language features. At the end of the lesson students were asked to rewrite the story about text that had been read before.

Reading comprehension of the students are vary, includes in understanding narrative text. Some students might understand easily but some others are not. The teacher has used good strategies for students in teaching and explaining text. The teacher also taught how to comprehend the text. But in fact, students are still difficult to understand the reading subject especially on narrative text. It happened because some of the students have no dictionary and lack of vocabulary.

Therefore, the researcher wants to find out about the real condition of students' ability in comprehending recount text. The researcher is interested in doing a research entitled **"An Analysis of Students' Reading Comprehension on Narrative Text at the Ninth Grade of SMP Negeri 3 Kampar Kiri Hilir"**.

1.2 Identification of The Problem

Based on the background of study above, the researcher found problems related to the students' comprehension in doing in the reading text. The researcher found some problems that students' faced. The first problem is that the students were difficult to comprehend in reading narrative text. The second problem is that the students need high effort in comprehending text, especially in doing reading

narrative text. The last, The students lacked in pronunciation and did not master many vocabularies.

1.3 Limitation of the Problem

The researcher limited the research into the students' reading comprehension on narrative text at the ninth grade of SMP Negeri 3 Kampar Kiri Hilir.

1.4 Formulation of the Research

The problem of the research is as follows "How is the students' reading comprehension on narrative text at the ninth grade of SMP Negeri 3 Kampar Kiri Hilir?"

1.5 Objective of the Research

In this research, the objective of the research is how to know the students' reading comprehension in narrative text at the ninth grade of SMP Negeri 3 Kampar Kiri Hilir.

1.6 Significance of the Research

1. The result this research can be used as a reference for further research.

2. The students enable to comprehend the reading text especially in narrative text through their capability in reading comprehension text and also the students will develop their skills in comprehending text. The students also will give more attention in the text when the students faced on it.

3. The results of this study are expected to give benefit to the English teacher as well as the input material for evaluation in students' comprehension especially in reading comprehension.

4. For the researcher, the result of this study is to improve the researcher knowledge in reading comprehension and the researcher gets more experience on how to analyze, handle and organize when teaching learning process is carried.

1.7 Assumption

The researcher assumes that the students at the ninth grade of SMP Negeri 3 Kampar Kiri Hilir do have a difficulty in comprehending narrative text.

1.8 Definition of the Key Terms

There are several key terms used in this research:

a. Analysis: Spencer (2003: 199) states analysis is a challenging and exciting stage of the qualitative research process. It requires a mix of creativity and systematic searching, a blend of inspiration and diligent detection.

b. Reading comprehension: Clarke (2014: 2) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. Reading comprehension is essentially defines as the ability to understand the information which has been read. In this research, reading comprehension is related to students' understanding in reading narrative text.

c. Narrative text: According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story. Narrative text is commonly used as a media in teaching English especially reading.

1.9 Grand Theories

According to Reuzzel et al. (2005), reading comprehension is having infer and configure spontaneously with reading. Therefore, reading and comprehension cannot be separated because the aim or the result of the reading activity is to comprehend the text that has been read. According to Pardo (2004 : 8), reading comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. It means that, reading comprehension is the process of getting meaning as a result of combination between content and message of the text with the readers which have knowledge, experiences, and skills during reading activity. All the scientific studies also show that comprehension is a complex process based on the interaction between reader, text, teacher and learning environment.
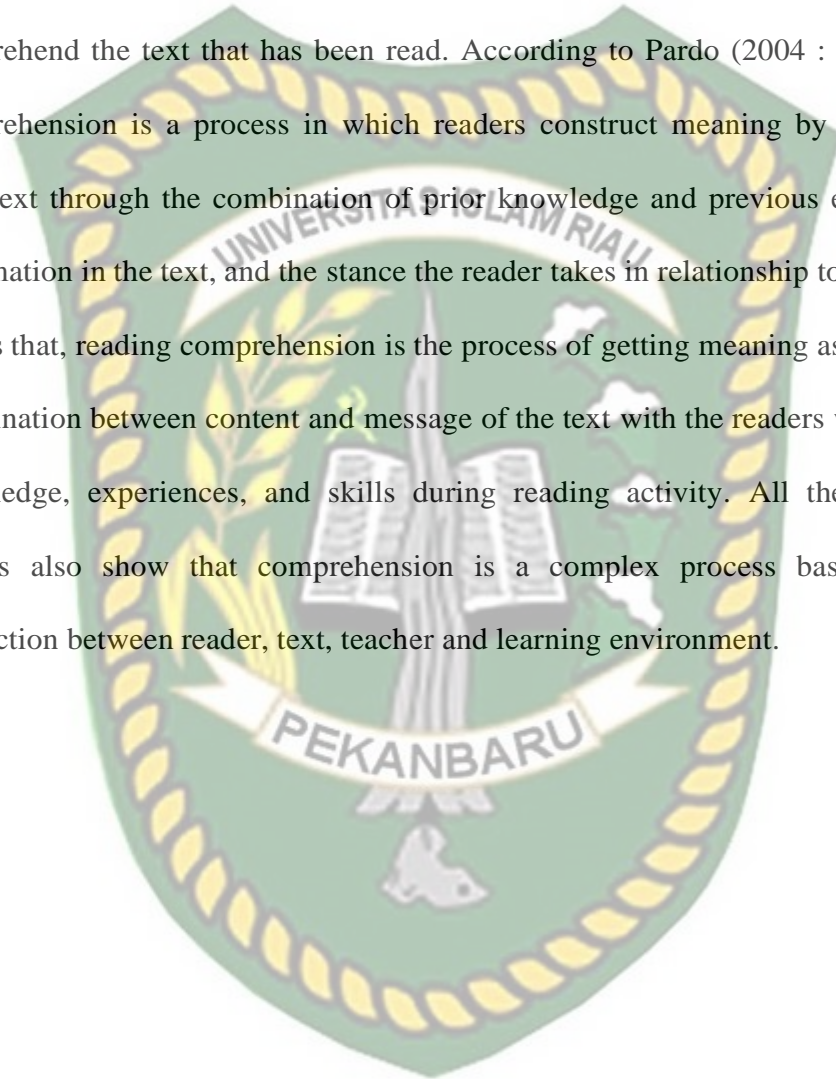
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

2.1.1 Definition of Reading Comprehension

Reading is an interactive process between the reader and the researcher of texts to get information include in texts by comprehending it. According to Klingner, et.al (2007), reading comprehension is a multi- component, highly complex process that involves many interactions between readers and what they bring to the text related to the text. Snow (2002 : 19) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Moreillon (2007) stated that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Then, Patel & Jain (2008 : 9) also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Thus, in reading comprehension readers need to understand about components include in the texts.

Regarding the definition of reading comprehension above, the researcher concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what texts talk about. When readers

read, they will make a connection between their background knowledge and the new information from the text. In comprehending texts, readers also need to understand about meaning of context, vocabulary, grammatical structure and concept of texts. So that the readers can have good reading comprehension.

2.1.2 The Purpose of Reading

There are some kinds of reading purpose. Barret (1969: 187) states categories of goals of the reading program:

a. Perceptual goals are concerned with the flexibility, rate, and accuracy of word perception.

b. Cognitive goals are concerned with the types and levels of thought generated during reading.

c. Affective goals are concerned with the feelings children have toward reading.

There are three purposes in reading comprehension, the third purpose of reading comprehension include of perceptual goals, cognitive goals and the last is affective goals. For the third of reading purpose the students need to be concern with the text reading

2.1.3 Types of Reading Comprehension

Kennedy (1981: 217) classifies the category in developing reading comprehension. The categories are literal meaning, inferential comprehension and critical comprehension. Literal meaning is kind of comprehension that the student comprehend on the text as literally. For the inferential comprehension, the student focus on the infer meaning of the text reading and the student able to find out the implicit also the explicit meaning of the text reading. For the last, the critical comprehension concern in the students, ability for make judgments in the text

reading that is read. Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010 : 9) there are three types of reading comprehension based on its purpose:

1. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

2. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

3. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

2.1.4 Components of Reading Comprehension

There are many components of reading comprehension which have its own characteristic. King and Stanly (1998 : 177) stated five components that may help to read carefully, they are:

1. Finding factual information

In finding factual information, it requires readers to scan specific detail. The factual information questions are prepared for students and those which appear with WH-question word.

2. Finding main idea

Main idea of a paragraph is what the researcher wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic. It is usually expressed as complete thought and indicates the researcher's reason or purpose for writing and the message he or she wants to share with the reader.

3. Identifying the topic

According to Kathleen (2013 : 15) a paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

4. Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

5. Identifying reference

Reference is the relationship which holds between word and things: words refer things. This references can help readers understanding the reading.

6. Making inferences

According to Kathleen (2013 : 20) inference is a logical connection that you draw between what you observe or know and what you do not know, inferences are reasonable guesses made on basis of available information.

2.1.5 Reading Techniques

This section will talk about kinds of reading comprehension by expert. Grellet (2015: 14-19) proposes the techniques of reading such as:

1. Synthezing

The aim of this section is to provide exercises that will develop the

strategies that students' need to cope with unfamiliar words and complex or apparently obscure sentences. It should ensure that they do not stumble on every difficulty or get discouraged from the outset.

2. Predicting

It is the faculty of predicting or guessing what is come next, making use of grammatical, logical and cultural clues. This skill is at the core of techniques such as anticipation or skimming.

3. Previewing

Previewing is a very specific reading technique which involves using table of contents, preface; the chapter and paragraph headings in order to find out where the required information is likely to be.

4. Skimming

Skimming is therefore a more through activity which requires an overall view of the text and implies a definite reading competence. Skimming means retrieving what information is relevant to our purpose.

The reader's reading processes certainly use the techniques in reading. The techniques in reading divided into several kinds, first is sensitizing. Sensitizing is the situation when the readers find some of new vocabulary that the reader does not know before. In sensitizing consists of inference, understanding relation with the sentences, and linking sentences with ideas.

Besides sensitizing, predicting, skimming and previewing also include the techniques of reading. Predicting is some of action to predict what comes in the next. Skimming is also called fast reading, the reader just focus on their purpose in reading a text. And previewing called by details reading. The reader read the

text carefully and very detail in the text reading.

2.2 Teaching Reading at Junior High School

The teaching and learning process needs guidelines which keep the process in line with its goal. The necessary guidelines for this process are a curriculum, a syllabus, and a lesson plan. A curriculum includes goal, content, material and the way used to reach the goal while a syllabus takes account of standard of competences, basic competences, material, activities, indicators, assessments, time allotted, and sources of learning (BSNP, 2006: 5).

Nowadays, the curriculum being used is School-Based Curriculum. In this term, the schools develop its operational curriculum and then implement it (BSNP, 2006: 5). Every school develops the target education, structure and content of the curriculum in the educational unit level, the calendar and the syllabus. In developing those aspects, the schools need to consider Content Standard and Graduate Competence Standard. The Content Standard includes the standards of competences and basic competences (SCBC).

The standard of competences and the basic competences (SCBC) are developed as the reference in arranging the teaching in learning process. Based on SCBC, the teaching reading of the grade eight Junior High School students is aimed to develop the students' competence in functional communication to help them solve the daily problems (BSNP, 2006: 124). Therefore, the material of teaching reading includes short functional texts and short simple essays in the form of procedure, descriptive, recount, narrative and report. However, teaching reading in Pilot International Standard Junior High School is based on the

standard of competence and basic competences which are different from regular Junior High School. The differences are the additional material in the area of language function and text types (Kementrian Pendidikan Nasional, 2011: 6).

2.3 Kinds of Reading Text

Text is classified into two types. Mark and Kathy Anderson (1998) said that text type has a typical structure that can be recognized by users of our language system. Writers and speakers use these structured in order to help the reader or listener understand the text. There are two main types of text, literary and factual.

Literary text is defined as a wide variety of imaginative and creative writing that leads to the appreciation of the cultural heritages of students. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. The type of literary text can be divided into three main text types: narrative, dramatic and response text.

Factual text types present information or ideas. The purpose of these texts is to inform, instruct, educate or persuade the listener or reader. The main text types in this type are explanation, information report, discussion, exposition, recount, factual description, procedure and procedural recount. But in this study, the researcher foccused only on one type of text which is Narrative text.

2.3.1 Narrative text

Narrative is a story that created in a constructive format as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance that describes a sequence of fictional or no-fictional events. According to Pradiyono (2015: 14-15), narrative text is a kind of text to retell the story that past

tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Hornby (2014: 26-28) states that narrative text is a composition which consists of a fiction story. It means that narrative is concerned with the sequences of happening over a period of time. Hornby (2014: 32) Narrative text has a least three elements that make it moves clearly and lively. The following are the three elements:

1. Plot : A plot is a sequence of event that occurs in narrative text. As narrative consist of certain events in chronological order, the plot is the form into which the researcher organized these events. Thus plot enables readers to follow the researchers thought from the beginning until the end of the story.

2. Setting: The setting of narrative is the time and the place in which event occur. Setting is not only physical location like city, forest, river, mountain, etc. weather is also support the setting that describe to the event in the story.

3. Point of view : Point of view which addresses the reader directly uses first person pronoun such as I, me and mine while point of view that stands back form the events uses third person pronouns such as He, She, They, refers to the characters.

2.3.2 Generic Structures of Narrative text

There are some theories from the expert about the generic structures of narrative text. Anderson & Anderson (2003) mentioned the generic structures of narrative text are orientation, complication, climax, resolution and re-orientation. Whereas, Cathleen (2011: 110) stated that the generic structures of narrative text are orientation, complication and resolution. However, The researcher choose a

theory that are commonly used in teaching and learning activity at school. It is a Theory from Blake (2002: 5) that stated the generic structures of narrative text consist of orientation, complication, resolution, re-orientation. The explanation of each structure as follow:

a. Orientation : The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

b. Complication : The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.

c. Resolution : In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering 'How did it end"?).

d. Re-orientation : it is an optional closure of event. It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story.

To give more clear information, the researcher will show an example of generic structures of a narrative text on the table bellow:

Table 2.1 The Example of Narrative Text and Its Generic Structure

No	Narrative Text	Generic Structure
1	**The Rats and The Elephants** Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.	**Orientation**
2	One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.	**Complication**
3	The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the	**Resolution**

	elephant's herd. The elephant herd was totally set free.	
4	They danced with joy and thank the rats.	**Re-Orientation**

2.3.3 Kinds of Narrative Text

There are several kinds of narrative text based on the types of the story. The kinds of narrative text are:

A. Fable: Simple fable is a story about animal which behave like human.

B. Myths: stories that are believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

C. Legend: It simple a story which relates to on how a place is formed.

D. Fairy tales: Story which relate much which magic things.

E. science fiction story: Story which explore the science as the background or plot of the whole story.

F. Short stories: Story for one or two pages.

G. Parables: Story that illustrates one or more instructive lessons or principles. Parable differs from a fable.

H. Novels: Long even very long and complex story.

I. Horror story: A story with horror contents.

The researcher foccused on the narrative text in the form of legend because this kind of narrative text is the most used in teaching-learning activity at SMPN 3 Kampar Kiri Hilir. Furthermore, based on the researcher point of view, the students are more interested in this kind of text. So, the researcher assumed that using legend in this research would be more beneficial.

2.4 Relevance Studies

The researcher used some relevance studies in doing the research. There are three previous studies that are used. The first one is done by Laila Munfarida Achmad on 2008, her study "A Study on Reading Comprehension of the Second Year Student of MAN Tempursari, Ngawi in 2007/2008 Academic Year". She analyzes the students' reading comprehension ability, and describes the reading comprehension ability of the second year students of MAN Tempursari Ngawi in 2007/2008 academic year. She has objective study of this research is to know the student's ability in reading comprehension and to know the most dominant reading skills mastered by students.

The second one is titled "Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text". The researcher of this study is Syakira in 2016. She was focused in generic structure and specific information. The data was collected by using reading test. To know the validity and reliability of the test, the researcher used Pearson Product Moment and Spearman-Brown formula. It was found that the reliability of the test was high correlation (0.61). The researcher suggests the students to practice their reading ability especially in descriptive text. If they practice more, they will have good reading ability. To the English teachers, the researcher suggests to give more explanation and exercises for students related with descriptive text. Then for the other researcher, the researcher suggests to study the students' difficulties in descriptive text.

The third study is "Improving students' reading comprehension ability in Narrative Text through Student teams achievement divisions (STAD) at MTs Al-Ittihadiyah Percut in Academic Year 2013/2014". This research was conducted by

Mardiah on 2013. The aim of the research was to find out the application of Student Teams Achievement Division Strategy in improving the students' reading comprehension ability. In constructing this research, the researcher collected data from the classroom action research, which was carried in two cycles in each cycle consist of four steps. The subjects of this study were 30 students at grade IX of MTsS Al- Ittihadiyah Percut in academic year 2013/2014. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, questionnaire sheet, diary note, and document. The quantitative data was taken from the test.
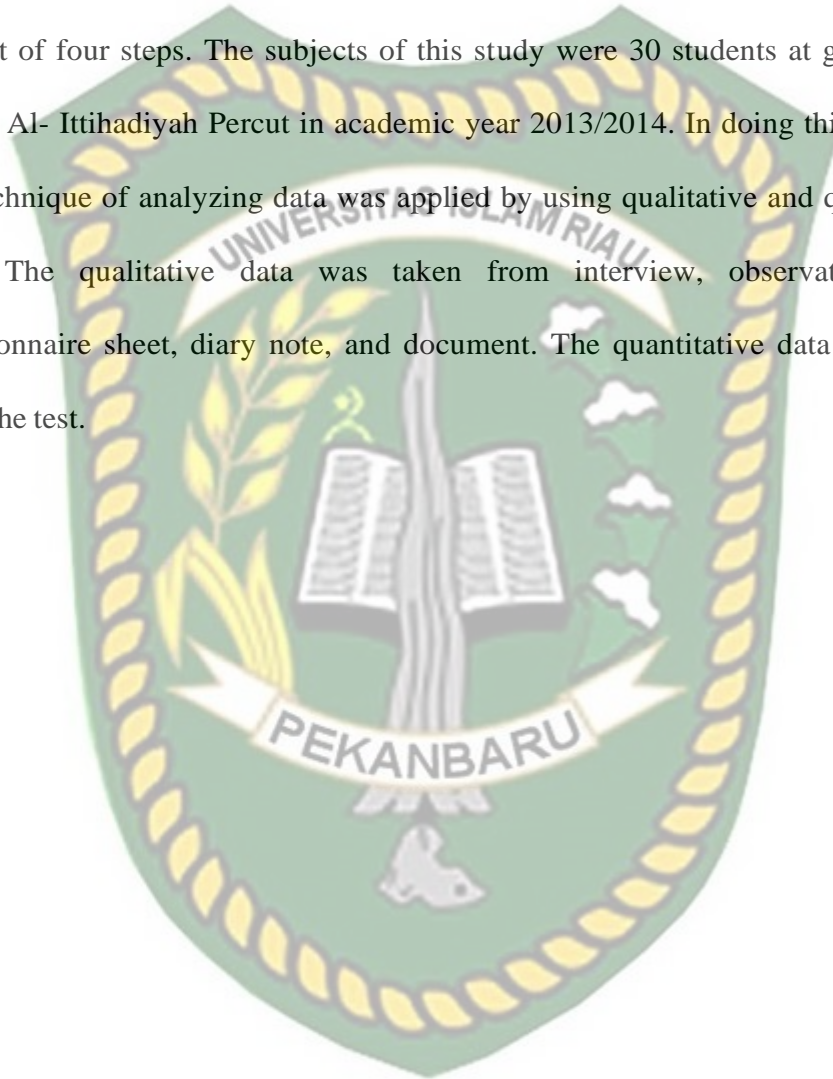
CHAPTER III

RESEARCH METHODOLOGY

This chapter focused on the method of the research. It presented the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continued to techniques of the data collection and technique of data analysis.

3.1 Research Design

This research is a qualitative method in descriptive design. Snape and Spencer (2003:2) states that qualitative research is a naturalistic/interpretative approach concerned with understanding the meaning people give to the phenomena within their social setting. The researcher build a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting.

3.2 Location and time of the research

The location of this research was in SMP Negeri 3 Kampar Kiri Hilir. It was one of the junior high school which located in Kampar district. Then, the research was conducted in January until February 2021.

3.3 Population and Sample of the Research

The participant of this research was students at ninth grade of SMP Negeri 3 Kampar Kiri Hilir. In this school, there is only one class at ninth grade and the number of the student is 24 students.

3.4 Instrument of the Research

The instrument of this research was in the form of a test. The test consists of 10 questions in the form of multiple choices. The test was adopted from the question bank of English Teacher's of SMP Negeri 3 Kampar Kiri Hilir.

Table 3.1 The Blue Print of the Test

	Text	Indicator	Item
1	The Legend of Toba Lake	Orientation	1
		Complication	2
		Resolution	3
		Re-orientation	4
2	The Legend of Rawa Pening	Orientation	5
		Complication	6
		Resolution	7
		Re-orientation	8
3	Tangkuban Perahu	Orientation	9
		Complication	10
		Resolution	11
		Re-orientation	12
4	Malin Kundang	Orientation	13
		Complication	14
		Resolution	15
		Re-orientation	16
5		Orientation	17

The Legend of Candi Prambanan	Complication	18
	Resolution	19
	Re-orientation	20

3.5 Data Collection Technique

Sugiyono (2013: 2) states research method is the scientific way to get the data for the purpose and the utility of something. The researcher uses a test as the instrument to collect the data. According to Brown (2004) test is a method to measure a person's ability, knowledge, or performance to perform the language.

In doing the data collection, the reseacher did several steps. First, the reseacher distributed the test to the students. Then, the researcher explained the rules and started the test. After the test was finished, the researcher collected the test.

3.6 Data Analysis Technique

Based on the result of the test, the score of each students were analyzed by using the following formula offered by Wayan & Sumartana (1986:76) :

$$M = \frac{X}{N} \times 100\%$$

Where : **M** = The individual score

X = The number of collect answer

N = The number of all items

To know the percentage of the classification of the students' score, the formula used as follow:

P = F x 100%

 R

Where: **P**= Percentage

 F= Frequency

 R = Number of Students

 Furthermore, the level of the student's score will be classified into four levels of mastery. The classification can be seen in this following table:

Table 3.2 Score of The Students'

Score Range	Category
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

(Haris, 1986: 79)

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher will present the result of the research based on the analysis of the data that have taken before. The researcher will show some data presentation and give the description based on the data presentation.

4.1   Data Description

The researcher would like to present the research of data in this chapter which have been collected from the given test to analyze the students' reading comprehension. After getting data from the test of the research, the researcher present the data to be calculated based on the formula in previous chapter. The result of analysis is presented as evidence to answer the research questions. The table below shows the score of the students' reading comprehension of narrative text.

Table 4.1

Recapitulation The All Students' Score of Reading Comprehension

No	Students	Correct Answer	Score	Category
1	A	15	75	Good
2	B	15	75	Good
3	C	17	85	Excellent
4	D	14	70	Good
5	E	14	70	Good
6	F	13	65	Good

7	G	14	**70**	Good
8	H	13	**65**	Good
9	I	12	**60**	Fair
10	J	15	**75**	Good
11	K	10	**50**	Good
12	L	13	**65**	Good
13	M	13	**65**	Good
14	N	10	**50**	Fair
15	O	12	**60**	Fair
16	P	15	**75**	Good
17	Q	13	**65**	Good
18	R	14	**70**	Good
19	S	13	**65**	Good
20	T	15	**75**	Good
21	U	12	**60**	Fair
22	V	11	**55**	Fair
23	W	14	**70**	Good
24	X	6	**30**	Very poor
Total		313	**1.565**	
Average			**78,5**	**Good**

The table shows the students' score of reading comprehension of narrative text based on the test given. There are 24 students involved on this test. The students are from the ninth grade of SMP Negeri 3 Kampar Kiri Hilir. There

is only one class of the ninth grade in this school. In this class, there is only one student who got 85 which is the highest score on this test. It also mean that there is only one student in the category of excellent who already have a good comprehension of narrative text. Then, The lowest score is 30 with only one student as well. The student could have a problem in comprehending the narrative text.

The table shows that the students' most category is Good with 17 students. Students in the category of Fair are 5. The Excellent is only one students. Then, the Very poor category is only one student. The table also shows that the average score of students in this class is 78,5 which is in the category of Good.

4.2 Data Analysis

In this section, the researcher will give the analysis of the data that had already obtained in order to answer the research question. To help doing the analysis, the researcher would give the information about student's score classification by showing the table below.

Table 4.2

Recapitulation The All Students' Score Category in Reading

ComprehensionNarrative Text

No	Classification		Frequency (Person)	Percentage (%)
	Score	**Level of Ability**		
1	81-100	Excellent	1	4%
2	61-80	Good	17	71%

3	41-60	Fair	5	21%
4	21-40	Poor	0	0%
5	0-20	Very Poor	1	4%
Total			**24**	**100%**

Based on the table, the score of students reading comprehension of narrative text is dominated with the category of Good with 17 students or it is about 71% from the total score. Students with Fair category are also have big number with 5 students or about 21%. Student with category excellent just only one student or about 4%. And the last category is Very poor with 1 student or about 4%. Based on the data, it can be conclude that the reading comprehension of narrative text of the ninth grade of SMP Negeri 3 Kampar Kiri Hilir is in the category of Good.

4.2.1 The Students Reading Comprehension of Narrative Text in Orientation

Students' score especially for question number 1, 5, 9, 13 and 17 is showing their reading comprehension of narrative text in finding orientation. Those question is designed to examine the reading comprehension of narrative text specifically in finding orientation. The researcher would show the table of students' score in finding orientation of narrative text based on the test given as follow:

Table 4.3

The Students' Score in Reading Comprehension of Narrative Text in

Orientation

No	Students	Total Correct Answer	Score	Category
1	A	5	100	Excellent
2	B	5	100	Excellent
3	C	5	100	Excellent
4	D	3	60	Fair
5	E	5	100	Excellent
6	F	2	40	Poor
7	G	3	60	Fair
8	H	3	60	Fair
9	I	3	60	Fair
10	J	4	80	Good
11	K	2	40	Poor
12	L	4	80	Good
13	M	4	80	Good
14	N	5	100	Excellent
15	O	3	60	Fair
16	P	4	80	Good
17	Q	4	80	Good
18	R	4	80	Good

19	S	2	40	Poor
20	T	5	100	Excellent
21	U	3	60	Fair
22	V	4	80	Good
23	W	3	60	Fair
24	X	3	60	Fair
	Total	88	1.760	Excellent
	Average		88	

Based on the table above, the average score of students who answered the question correctly in Orientation is 88 which means excellent. The researcher found the students' results in comprehending Narrative text in finding Orientation; they were 6 students got score 100, which means they got excellent, they do not have problems to answer the question correctly. Then, there are 7 students got score 80, it's mean they got Good. And fair category there are 8 students with score 60. The last, There are 3 students got Poor with the score 40.

Table 4.3.1

The Students' Score Category in Reading Comprehension of

Recount Text in Finding Orientation

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Excellent	6	25%

2	61-80	Good	7	29%
3	41-60	Fair	8	33%
4	21-40	Poor	3	12,5%
5	0-20	Very Poor	0	0%
	Total		**24**	**100%**

4.2.2 The Students Reading Comprehension of Narrative Text in Complication

Students' score especially for question number 2, 6, 10, 14 and 18 is showing their reading comprehension of narrative text in finding Complication. Those question is designed to examine the reading comprehension of narrative text specifically in finding complication. The researcher would show the table of students' score in finding orientation of narrative text based on the test given as follow:

Table 4.4

The Students' Score in Reading Comprehension of Narrative Text in Complication

No	Students	Total Correct Answer	Score	Category
1	A	2	40	Poor
2	B	3	60	Fair
3	C	4	80	Good

4	D	5	100	Excellent
5	E	3	60	Fair
6	F	5	100	Excellent
7	G	3	60	Fair
8	H	4	80	Good
9	I	5	100	Excellent
10	J	3	60	Fair
11	K	4	80	Good
12	L	2	40	Poor
13	M	4	80	Good
14	N	0	0	Very poor
15	O	4	80	Good
16	P	4	80	Good
17	Q	3	60	Fair
18	R	3	60	Fair
19	S	4	80	Good
20	T	5	100	Excellent
21	U	2	40	Poor
22	V	4	80	Good
23	W	4	80	Good
24	X	1	20	Very poor
Total		81	1.620	Excellent
Average			81	

Based on the table above, the average score of students who answered the question correctly in complication is 81 which means excellent. The researcher found the students' results in comprehending Narrative text in finding complication; they were 4 students got score 100 or about 17%, which means they got excellent, they do not have problem answer the question correctly. Then, there are 9 students got score 80 or about 38%, it's mean they got Good. And the fair category there are 6 student with score 60 or about 25%. There are 3 students got Poor with the scores 40 or about 12%. The last, There are 2 students got score 20 or about 8%. With this score showed that some students still have problem in comprehending the complication.

Table 4.4.1

The Students' Score Category in Reading Comprehension of Recount

Text in Finding Complication

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Excellent	4	17%
2	61-80	Good	9	38%
3	41-60	Fair	6	25%
4	21-40	Poor	3	12%
5	0-20	Very Poor	2	8%
Total			24	100%

4.2.3 The Students Reading Comprehension of Narrative Text in Resolution

Students' score especialy for question number 3, 7, 11, 15 and 19 is showing their reading comprehension of narrative text in finding resolution. Those question was designed to examine the reading comprehension of narrative text specifically in finding resolution. The researcher would show the table of students' score in finding resolution of narrative text based on the test given as follow:

Table 4.5

The Students' Score in Reading Comprehension of Narrative Text in Resolution

No	Students	Total Correct Answer	Score	Category
1	A	5	100	Excellent
2	B	3	60	Fair
3	C	3	60	Fair
4	D	3	60	Fair
5	E	1	20	Very poor
6	F	3	60	Fair
7	G	3	60	Fair
8	H	1	20	Very poor
9	I	2	40	Poor
10	J	4	80	Good
11	K	2	40	Poor

12	L	2	40	Poor
13	M	3	60	Fair
14	N	2	40	Poor
15	O	4	80	Good
16	P	2	40	Poor
17	Q	3	60	Fair
18	R	3	60	Fair
19	S	3	60	Fair
20	T	3	60	Fair
21	U	3	60	Fair
22	V	2	40	Poor
23	W	3	60	Fair
24	X	2	40	Poor
Total		**65**	**1.300**	**Good**
Average			**65**	

Based on the table above, the average score of students who answered
the question correctly in Resolution is 65 that means good. The researcher
found the students' results in comprehending Narrative text in finding
Resoluion; they were 1 students got score 100 or about 4%, which means they
got excellent, they do not have problems to answer the question correctly.
Then, there are 2 students got score 80 or about 8%, it's mean they got good.
In the category of fair, there are 12 students with the scores 60 or about 50%.
There are 7 students got score 40 or about 30%. The last, there are 2 students
in the category of Very poor or about 8%.

Table 4.5.1

The Students' Score Category in Reading Comprehension of Recount

Text in Finding Resolution

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Excellent	1	4%
2	61-80	Good	2	8%
3	41-60	Fair	12	50%
4	21-40	Poor	7	30%
5	0-20	Very Poor	2	8%
	Total		24	100%

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

Students' score especially for question number 4, 8, 12, 16 and 20 is showing their reading comprehension of narrative text in finding re-orientation. Those question was designed to examine the reading comprehension of narrative text specifically in finding re-orientation. The researcher would show the table of students' score in finding re-orientation of narrative text based on the test given as follow:

Table 4.6

The Students' Score in Reading Comprehension of Narrative Text in Re-

orientation

No	Students	Total Correct Answer	Score	Category
1	A	3	60	Fair
2	B	3	60	Fair
3	C	5	100	Excellent
4	D	3	60	Fair
5	E	5	100	Excellent
6	F	3	60	Fair
7	G	5	100	Excellent
8	H	5	100	Excellent
9	I	2	40	Poor
10	J	4	80	Good
11	K	2	40	Poor
12	L	5	100	Excellent
13	M	2	40	Poor
14	N	3	60	Fair
15	O	1	20	Very poor
16	P	5	100	Excellent
17	Q	3	60	Fair
18	R	4	80	Good

19	S	4	80	Good
20	T	2	40	Poor
21	U	4	80	Good
22	V	1	20	Very poor
23	W	2	40	Poor
24	X	0	0	Very poor
Total			1.520	Good
Average			76	

Based on the table above, it can be seen that the average of the students who answered correctly in Re-Orientation question is 76. it means Good level. The researcher found students' results in comprehending reading Narrative text in finding re-orientation; they were 6 students got excellent with the scores 100 about 25%,and there are 4 students got Good level with the scores 80,about 16,5%,there are 6 students got Fair level with the scores 60 wiyh25%.olso there are 5 students in the level of Poor with the scores 40 about 20% and the last there are 3 students in Very Poor level with the scores 20 with 12,5%.
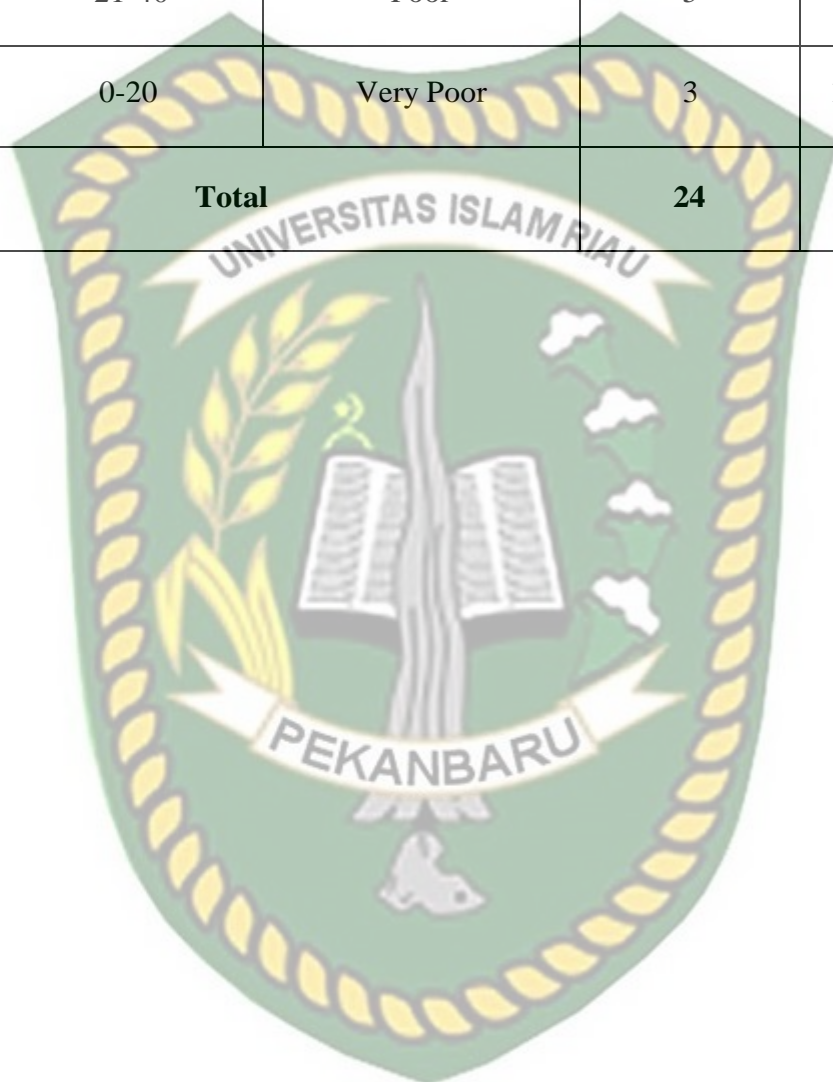
Table 4.6.1

The Students' Score Category in Reading Comprehension of Recount

Text in Finding Re-orientation

No	Classification		Frequency	Percentage
	Score	Level of Ability	(Person)	(%)
1	81-100	Excellent	6	25%

2	61-80	Good	4	16,5%
3	41-60	Fair	6	25%
4	21-40	Poor	5	20%
5	0-20	Very Poor	3	12,5%
	Total		**24**	**100%**

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this section, the researcher would give the conclusion of the research. The conclusion is based on the result of the research. Based on the findings, the score of students reading comprehension of narrative text is dominated with the category of Good with 17 students or it is about 71%. Students with Fair category are also have big number with 5 students or about 31%. The last category is Very poor with 1 student or about 0%. Based on the data, it can be conclude that the reading comprehension of narrative text of the ninth grade of SMP Negeri 3 Kampar Kiri Hilir is in the category of Good.

Based on the result, the students' reading comprehension of narrative text is can be qualified as Good with the average score is 78,5. It seems that the teaching and learning activity in the ninth grade of SMPN 3 Kampar Kiri Hilir esspecially in reading comprehension of narrative text is already on the right track. But still needs to be maintained and improved.

5.2 Suggestion

From the conclusion above, the researcher would like to suggest point especially for:

1. The Teacher:

The teacher are hope gives some motivating, and interesting strategies to support students in reading comprehension, should provide guidance and help for students practice in reading. The teacher should give explanation of the material clearly. The teacher not only explain theoretically the material, but also teacher

should make the students interest to study by giving a good strategy and give interesting topic of narrative text.

2. The Students

The Students should improve their skill in reading comprehension, have a good vocabulary mastery, do not be lazy to keep reading, and more practice reading. The students should realize that reading is a very important skill to be learnt. They also have to decrease their laziness when reading. The students also need to bring their own dictionary to the class in order to be more understood about the new vocabulary the get from reading. The students have to pay attention to the teacher's explanation about anything. They also have to be courage to ask a question if they don't understand about something.

3. Further Researcher

For the next researcher who intends to conduct the same research, the researcher hopes this research can be used as the references. It also expected to the further researcher to use various test instruments, for example test essay and for the questionnaire use open-ended questions which can get various answer from the students and also a deeper explanation.

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