

**AN ANALYSIS ON STUDENTS' READING COMPREHENSION OF  
NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 2  
PANGKALAN KERINCI**

**A THESIS**

*Intended to fulfill one of the Requirements for Award Sarjana Degree in  
English Language Teaching Education*



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## ABSTRACT

**Muhammad Bayu Baradika** 2021. An Analysis on Students' Reading Comprehension of Narrative Text at Tenth Grade of SMA Negeri 2 Pangkalan Kerinci

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

*Reading comprehension is about understanding the text in intended to comprehending the text knowing the meaning from the story. Narrative text is the text that telling a story which is imaginatively, the purpose of narrative text is to entertain the reader. This research is aim to analyzed the students reading comprehension of narrative text by giving the students reading comprehension test of narrative text test.*

*The type of the test was multiple choices at SMA Negeri 2 Pangkalan Kerinci. This research was quantitative descriptive research by using purposive sample, the sample of this research consisted of 18 students of X IPS 1. In collecting the data used 30 tests it was multiple choice questions from 6 narrative texts to identify and analyzed the students' reading comprehension of narrative text.*

*The results showed that the students' scores in reading comprehension of narrative text the highest score was orientation with percentage 66.67% it means good category the students did not faced many problems to found the characters, setting and time in the narrative text, and the second was resolution the students got percentage 61.11% it means good category the students did not faced many problems to found the ending and moral value in narrative text, and the third was complication the students got percentage 55.56% the result was in good category but in complication was the lowest score in percentage the students felt hard to found the main problems in the narrative text. The finding of this research in reading comprehension of narrative text at the tenth grade of SMA Negeri 2 Pangkalan Kerinci was in good category.*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Reading is important for the students as English learners. With reading the students can increase their reading ability about understanding the text or the story. According to (Harmer: 2007:99) stated that reading is useful for students language acquisition, more or less understand what they read, the more they read, the better they get. It means, reading is important to increase the student knowledge, reading needs practices and ability to understand the text in order to gain the information connects the ideas among the paragraphs to get the meaning from the text. In line with statements above, (Richards and Renandya: 2002:277) states reading for comprehension is the primary purpose of reading. In conclusion, Reading for comprehension is the process understanding written language into information such as construct the meaning from the text and connect the important ideas among the paragraphs in order to increase the reader knowledge.

However, Reading for comprehension is challenging for the students as English learners. Many students feel difficult to understand what they have read, and reading also need skills to comprehend the text, reading skill are abilities that a person's capacity to read, comprehend written text. According to (Bojovic :2010:1) reading skill is cognitive ability which a person able to use when interacting with written text.

After all, to be a good reader is not easy for students, there are hundreds of thousand words in English language, this sound will intimidating the students as a learner. To master in reading it need practices and reading a lot also skills to comprehend the text, it can make the students more easily to knowing what the meaning from the text and what the writer wants tell to the reader.

According to the experience of the researcher when did teaching practice, found some problems that faced students in reading comprehension at the tenth grade of SMA Negeri 2 Pangkalan Kerinci, it can be proven by giving the students reading test assignment, major of students got score under KKM in reading subject, they have some problems in reading such as the first problem the students found it difficult to comprehend and understand the text because they have little motivation in learning English, and lack of vocabulary how do the way to translate a text.

From the factors above it can be conclude that still many students who do not understand reading comprehension at tenth grade of SMA Negeri 2 Pangkalan Kerinci. To achieve their reading comprehension also need practice and reading a lot also the teachers who teach the students to understand the students' problem and identify the text structure and decide the important information in their reading text.

In SMA Negeri 2 Pangkalan Kerinci also taught English as main subject for the students especially reading, they learning reading in one meeting around one hour 48 minutes and total 180 minutes of the week, in this school, the basic



competence stated in syllabus of tenth grade of SMA Negeri 2 Pangkalan Kerinci is students are able to express their ideas in reading comprehension.

Based on curriculum, the tenth grade students of SMA Negeri 2 Pangkalan Kerinci they learn three kinds of genre that include recount, narrative, and expository text. It means that the tenth grade students of SMA Negeri 2 Pangkalan Kerinci should have ability in reading comprehension one of them is narrative text. In fact, when the researcher gave the students reading narrative text test when did teaching practice many students at tenth grade in SMA Negeri 2 Pangkalan Kerinci still have some problems, major of students got score under KKM, the first problem the students were difficult to comprehend and understand the text it cause the students lack of vocabulary to translate the text so it can make the students less motivation in learning reading of narrative text. The second problem the students were hard to found the generic structure when learning reading of narrative text the students were confused to determine which part of orientation, complication and resolution.

In this research the researcher is focus on analyzing the reading comprehension of narrative text. Reading narrative text is important for improve in reading ability, the ability to read, comprehend and, analyze the generic structure of narrative text they are identifying Orientation, complication, and resolution it could be good criteria to students reading comprehension achievements. By reading narrative text the students can improve the knowledge in giving arguments based on the problems.

The researcher chose this title is to find out about the real condition of students' in reading comprehension of narrative text. Therefore, the researcher is interested to conduct a research entitled **“An Analysis on Students' Reading Comprehension of Narrative Text at the Tenth Grade of SMA Negeri 2 Pangkalan Kerinci”**

### **1.2 Identification of Problem**

Based on the explanation above about the problems that faced by students in reading comprehension of narrative text that make the students cannot reach out the purpose of reading comprehension. The limited are, first, students difficult to find out the generic structure and hard to comprehend some problems in narrative text it because the students less motivation in learning reading English and lack of vocabulary, some they became confuse and then lost their interest.

### **1.3 Focus of the Problem**

Based on the identification of the problem, the researcher focused on students reading comprehension of narrative text by answering questions of reading narrative text test, based on indicators they are orientation, complication and resolution. Because many students of SMA Negeri 2 Pangkalan Kerinci still have problems in reading and fell hard to find the indicators of narrative text.

### **1.4 Research Questions**

Based on the background problems, the researcher could draw main problem to make easy in the theoretical review. The problem of this research is

formulated is a question as follows. How are the abilities of students reading comprehension in finding generic structure on narrative text at the tenth grade of SMA Negeri 2 Pangkalan Kerinci?

### **1.5 Objective of the Research**

Based on the research question, the general objective of the research is to find out how the students reading comprehension in finding generic structure on narrative text at the tenth grade students SMA Negeri 2 Pangkalan kerinci.

### **1.6 Significance of the Research**

Through this research the researcher expects that:

1. Teacher, the result of this study is except to give information and benefits to English teacher about the students' comprehension in reading narrative text and input material as well as for evaluation.
2. Students, to learn more about narrative text improve their motivation in learning and comprehending English text.
3. For others researcher, the result of this study can be used as references who are conducting similar research.
4. For the writer, in addition to information and knowledge about experience in the field of education.

### **1.7 Definition of Key Terms**

To avoid misunderstanding and miss interpretation about the topic of this research, the writer explains some terminologies, they are:



### 1. Analysis

Analysis its mean finding clear information about something, somebody or some cases (Suharwinoto,2001). In this case analysis is to find out clear information about students skill in reading comprehension of narrative text.

### 2. Reading

Reading is something which people look at the text and assign to the written symbols in that text, in other words reading is peoples activity to read a text there is interaction between the readers and the text (Aebersold and Field: 2011:5)

### 3. Reading comprehension

Reading comprehension means students ability to process the text, understanding the meaning, thinking activity and it depends the level of knowledge of the reader (Kligner, et.al:2007). According to (Patel & Jain: 2008) reading comprehension involves understanding the meaning of context, vocabulary, grammatical, structure and concepts.

### 4. Narrative Text

Narrative text is a text that tells event, experience or something it referring to the story. According to (Rebecca: 2003) narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Reading

Many experts have given definitions about what reading means. Reading is very important in the process of teaching-learning process which must be mastered by the students. According to (Nunan: 2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is considered very valuable in the context of learning reading because it is one of the main sources for students to obtain the input of English language.

According to (Morellon: 2007:17) stated that reading is to establish the meaning from written language into information. In other words, reading is getting information from written text to get information. Reading is not simple reading is an active process that requires a great deal of practices and skills. By way of reading another language especially English, involves not only words and structure it can think differently about language and communication and avoid miss understanding about cross-culture, with reading practices and skills the students will be able to master that problems. This statement is supported by (Mkuleckey and Jeffries: 2004) reading is one important way to improve the students language in English to enlarge their vocabulary, increase the reading speed, to gain more knowledge and a good way to find out about new ideas, facts,

and experiences, in reading, there are interaction between the reader and the writer the reader try to understand what the writer want to inform.

### **2.1.1 The Component of Reading**

According to (Martin and Taylor: 2005:85-116) there are four components of reading that should mastered by students to be a good reader they are: Phonemic awareness, phonic, vocabulary, fluency, comprehension and spelling. That will mention as follows:

1. Phonemic awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to student ability to focus on and manipulate these phonemes in spoken syllables and words. According the national reading panel, teaching phonemic awareness to students significantly improves their reading more than instruction that lacks any attention any attention to phonemic awareness.

2. Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use this relationship to read and spell well the words. The national reading panel indicated that systematic phonics instruction enhances students success in learning reading, and it is significantly more effective than instruction that teaches little or no phonics.



### 3. Vocabulary

Vocabulary development is closely connected to comprehension. the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text according to reading panel, vocabulary can learned incidentally through story book reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

### 4. Fluency

Fluent readers are able to read orally with appropriate speed, accuracy and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

### 5. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

### 6. Spelling

Progress in reading does not necessarily result in progress in spelling. Spelling instruction is needed to develop students spelling skills.

From the statement that already explained above, it can be concluded that reading is process to get meaning and information from the written text. Reading is not easy process it needs practices and skills. With reading students can improve their general knowledge. There an interaction between the readers and the writer, the readers get out of the meaning maybe not the same as the meaning of the writer to convey the text. The intent of reading is to enlarge the vocabulary, increase the knowledge and finding new ideas.

## **2.2 Reading Comprehension**

According to (Grabe and Stoller: 2002:1 in Nugroho 2017:17) reading comprehension is the ability to understand the information in written text and interpret it appropriately. In other words, reading comprehension is reading with understanding the meaning to get information from the written text, construct the meaning to get a message or information from the writer, such as: main idea, finding factual information, knowing the meaning of vocabulary and, etcetera. The other definitions of reading comprehension stated by (Seravallo: 2015:43) reading is thinking and understanding for knowing the implicit content from the text. The way to make students be able to comprehend the text students must perform a lot of comprehension strategies into skills. In addition, (Nunan and Richards: 2015:70) stated that reading comprehension is a process of understanding meaning from varied sources. It can be reading a road sign, reading English movie that have a text and, etcetera.

In conclusion, reading comprehension is a process of understanding towards reading activity the goal of reading comprehension is to understand the meaning and get some information from the text. In other word the readers must be able to read and select the main idea from the sentences.

### **2.3 Narrative Text**

Narrative text is a text that tells event, experience, or something it referring to the story. According to (Ayres: 2008) narrative text is a form of discourse that has been fixed by writing and reading piece which tell a story in doing so entertains and informs the reader or listener in addition (Ratnasari, Mayasari, Wijaya: 2018:89) narrative text is fantasy or fiction it means the story is does not exist it aimed to entertain the reader or audience also make the reads think about the text, teach the readers a lesson and express their felling and emotion.

The form of narrative text is written text that tell a story, narrative text discuss specific characters, setting, and event it contains problematic among the characters. The problems in narrative text are divided into three parts such as true story, fable, and folk tale.

#### **2.3.1 Types of Narrative Text**

There are three kinds of narrative text. According to (Djarmika and Wulandari: 2013) narrative text are divides into three parts that will explains bellow:



1. True story, true story is a personal experience of a characters that written by author becomes a story, it is made based on the fact the character found by the authors' life.
2. Fable, it is a kind of story in narrative text with the main character is an animal that has attitude like humans. The following is an example is the turtle and the rabbit.
3. Folk tale, it is typical of fairy or legend story. It tells about magical story. Many readers are interested in folk tale, because it is usually told about something magic or romance as example is the story about malin kundang.

### **2.3.2 Generic structure of Narrative Text**

According to (Heinemann: 2002) the generic structure of narrative text will be explained bellows:

1. Orientation. Is to introduce the reader or audience who was involves in the story, setting and time. And it possibly some minor characters of the story are established.
2. Complication. An events of series of events involving the main characters then unfold lead to a complication in which the character is involved in some conflicts there are often minor conflict that serve to frustrate or hamper the main characters from reaching ambition or wish these conflict serve to build tension and hold the reader's interest they lead into a major problem or climax.

3. Resolution. The resolution is resolved satisfactory in the resolution and loose ends are generally. some narratives leave a reader to decide on the ending or resolution while others fill in all details.

In conclusion, according to (Heinemann: 2002) there are three kinds of generic structure narrative text they are Orientation, Complication and resolution. Following the explanation above the example of narrative text based on the generic structure will be shown below:

**Figure 2.3.2**

**The Ant and The Grass Hopper**

**Orientation**

In field one summer's day a grasshopper was hopping about chirping and singing to its heart's content. An ant passed by bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me" said grass hopper

"instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter", said the ant, "and recommended you do the same

**Complication**

"Why bother about winter?" said the grasshopper, we have got plenty of food at present. "the ant went on its way and continued its toil.

**Resolution**

When the winter came the grasshopper found itself of hunger while saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

(brainly.co.id)

### **2.3.3 The Purpose of Narrative Text**

According to (Anderson: 2003) that the purpose of narrative text is a piece of text which tells a story and, in doing so, entertains or inform the reader or audiences. Narrative text provides information about what happened, when it happened, and where it happened, any time the writer tell a story to the reader or audience about an event or accident in the text. It is also give the reader information what occurred and when and where it occurred. The main purpose of narrative text is to entertain the reader.

### **2.3.4 Languages features on Narrative Text**

According to (Anderson: 2003) the language feature of narrative text are:

1. Nouns that identify the specific characters and places in the story
2. Adjectives that provide accurate descriptions of the characters and setting
3. Verbs that shows the actions that occur in the story
4. Time words that connect events to tell when they occur, the use of simple past
5. Tense and past continues tense.

It seems that narrative text has many language features we have to identify the specific characters, places, and time in order to make the reader or audience easy to understand the way of the story, give the adjective to characters, and give the information about what characters will do.

In conclusion, the researcher decides to use indicator of difficulties in reading comprehension of narrative text by (Heinemann: 2002) they are: Orientation, Complication and Resolution.

## 2.4 Relevance Studies

To support and to prove the originally of the research the researcher use some previous studies. There are five previous studies that take research about comic strips that had been conducted by other researchers.

The first is “*An Analysis of Students’ Difficulties in Reading Comprehension on Narrative Text*” written by Siti Aisah Aminah (2017). Faculty of Education and Teacher Training the State Institute for Islamic Studies Sultan Maulana Hasanudin Banten. From this research she concludes that the students’ difficulties in critical comprehension is 40% and categorized into medium level.

The second is “*An Analysis on the Difficulties of Second Year Students of SMA Negeri 5 Pekanbaru in Expository Texts Competency*” written by Lisha Yoshi (2013) she said the result fact the students at SMA Negeri 5 Pekanbaru have good level in finding factual information, finding the meaning of certain word, finding references and finding inferences. For understanding main idea and finding inferences have poor level in expository texts competency.

The third is “*An Analysis of Students’ Difficulties in Reading Recount Text of the First Year Students at SMA Negeri 1 Bangun Purba*” written by Agustina Cici Lestari. She conclude that the students’ difficulties in reading recount text of



first year at the lowest level 27.31% at the medium level 30.38% and at the good level is 40.77%.

The fourth is *“An Analysis on students’ Reading Comprehension Skill of Recount Text at the Tenth Grade of SMAN 1 Singingi”* written by Novi Ambar Wati. Islamic University of Riau (2019) She concluded that the students skills of recount text at SMAN 1 Singingi was Fair.

The fifth is *“An Analysis of Students’ Difficulties in Reading Comprehension on Narrative Text at the Second Grade Students of SMP N 6 Siak Hulu”* written by Zela Monika. Islamic University of Riau (2018) she concluded that the students were good in reading narrative text. The students did not face many difficulties.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 The Research Design

This research was a quantitative descriptive research. The term of descriptive research refers to research question design of the study and data analysis conducted with the related topic. The quantitative research is a method that attempts to collect quantifiable information for statistical analysis of the population sample. According to (Leedy & Ormrod: 2001: Williams, 2011) stated that quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims. Similarly, (Creswell 2003: Williams, 2011) states, quantitative research employ strategies in inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data.

In this research the researcher has purpose to know the students' reading comprehension of narrative text by using a reading test method, the types of the reading comprehension test that used was a multiple choice.

#### 3.2 The Location and Time of the Research

The location of the research at SMA Negeri 2 Pangkalan Kerinci that located at Batu Ampar Street, Pelalawan district. This research was conducted in 4 January 2021- 11 January 2021.

### **3.3 The Population and Sample of Research**

In research, population is comprehensive group, institution or objects with characteristic that can make the researcher interest to doing research. In line with (Umair: 2018:3) stated that population is the study's target population that it intends to include their study. In addition according to (Sugiyono: 2011) defines the population as a generalization region consist of objects or subjects that become quantities and certain characteristic set by the researcher to learn and hen drawn conclusions.

In conclusion, population is not only people but also object that can make the researcher interest to doing research.

#### **3.3.1 The Population of the Research**

The population of this research was the tenth grade students of X IPS 1 at SMA Negeri 2 Pangkalan Kerinci which has totaled 18 students.

The researcher had chosen class X IPS 1 students because the researcher has taught the tenth grade students when did teaching practice at SMA Negeri 2 Pangkalan Kerinci. And they have learned kinds of reading text more detail before.

**Table 3.3.1**

**Population of the Research**

No	Total Students	Class
1	18	X IPS 1 academic year 2020-2021

The researcher has chosen X IPS 1 in academic year 2020-2021 as a sample by using technique purposive sample. It means X IPS 1 was chosen by the judgment of researcher.

**3.3.2 The Sample of the Research**

According to (Sugiyono: 2011) sample is part or number and characteristic possessed by the population, the sample will be applied to the population. For that sample taken from population must be really representative.

In this research, the sample was tenth grade students of X IPS 1 in SMA Negeri 2 Pangkalan Kerinci. The technique in establishing of the sample is purposive sampling according to (Bernard: 2002) purposive sampling is an informant selection tool widely. Purposive sampling is especially exemplified through the key informant technique. So, the technique in establishing of the sample was purposive sampling it means that the students of X IPS 1 in SMA Negeri 2 Pangkalan Kerinci.



### 3.4 The Instrument of Research

The instrument of the research was a test. According (Brown: 2004:3) stated that a test is a method of measuring a person's ability knowledge. The type of the test of this research was multiple choices. The researcher gave narrative texts and asked the students to comprehend narrative text that conclude the indicators they are: Orientation, Complication and, Resolution. The test gave to the students as online test because teaching and learning at SMA Negeri 2 Pangkalan Kerinci were not carried out due the corona virus pandemic. So, there were 30 multiple choices items that students should answer.

**TABLE 3.4**  
**THE BLUE PRINT OF THE TEST**

No	Topic	Indicators	Number of item
1	Fox and Cat	Orientation Complication Resolution	1, 2 3 4, 5
2	The fox and the Grapes	Orientation Complication Resolution	6,7, 8 9 10, 11
3	The Ant and the Dove	Orientation Complication Resolution	12 13, 14, 15 16
4	The Legend of Surabaya	Orientation Complication Resolution	17, 18 19. 20 21, 22
5	The Lion and the Mouse	Orientation Complication Resolution	23 24 25, 26

**The continuation of Table 3.4**

6	The story of Toba Lake	Orientation Complication Resolution	27 28, 29, 30
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So, based on the blue print of the test there were 10 questions from each indicator that had answered by the students.

### **3.5 The Technique of Collecting Data**

Technique of collecting data is defined as the procedure of measuring and analyzing for research using standard validate. Furthermore, according to (Sugiyono: 2012) collecting data are considered important for the success of the research. It involves with the way to collect the data, who the source is, and what instrument to use. The type of data source is primary data which means the data is collected immediately from the respondent. The technique of collecting data in this research as follows:

#### **1. Preparation**

The researcher has prepared for conducting research such as: did a preliminary search for information, identify and create the topic and questions of narrative text.

#### **2. Ask for permission**

The researcher has asked permission from the principal of SMA Negeri 2 Pangkalan Kerinci to conduct research.

### 3. Collaboration

Collaboration in academic research could be defined as a working together of research to achieve the common goal of producing new scientific knowledge (J sylvan Katz and Ber R. Martin1995: 11). It means the researcher did collaboration with the English teacher at SMA Negeri 2 Pangkalan Kerinci to discuss the research test and answer keys that has been made by researcher.

### 4. Collecting the data

- a. The researcher have selected and taken the story of narrative text from the internet.
- b. The researcher have created and made the questions based on the story of narrative text.
- c. The researcher have discussed the questions and the answer key with the English teacher who taught the tenth grade of X IPS 1.
- d. The researcher gave the reading narrative test to the students by online test each student has answered and finished the whole of the reading test. For each text the students have had to comprehend the reading text then answered the questions.

## 3.6 The Analysis of the Data

The difficulty index exposed as the students who answer the items of the test correctly. It's calculated by using formula as follows:

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value

R = The Number of the Correct Answer

N = The Number of the Students

(Heaton,1975:172)

**Table 3.6**  
**The Level of Category**

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

(Haris,1986:79)

To calculate the readability, the writer will have to find out the mean score and standard deviation first. The formula is:

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



## CHAPTER IV

### THE PRESENTATION OF THE RESEARCH FINDINGS

In this chapter, the researcher presents the finding concerning the tenth grades students of X IPS 1 in SMAN 2 Pangkalan Kerinci in reading comprehension of narrative text.

#### 4.1 Data Presentation

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 of narrative text. After getting the data from the test of the research presents the data to be calculated based on the formula in chapter III. Then, the researcher would show the result of the students' reading comprehension of narrative text based on the indicators of narrative text. The result of this research analysis was presented as evidence to answer the research questions.

##### 4.1.1 The Result of Students in Reading Comprehension of Narrative Text

In this research, the researcher gave a test to get data at the tenth grade of X IPS 1 students of SMAN 2 Pangkalan Kerinci. The test item related to the students' reading comprehension of narrative text they are: orientation, complication and, resolution. The researcher took 18 students at X IPS 1 as

sample. After getting the data, the researcher calculated the data based on the students' questions answered based on the test.

**Table 4.1 Students' Score in Comprehending Narrative text**

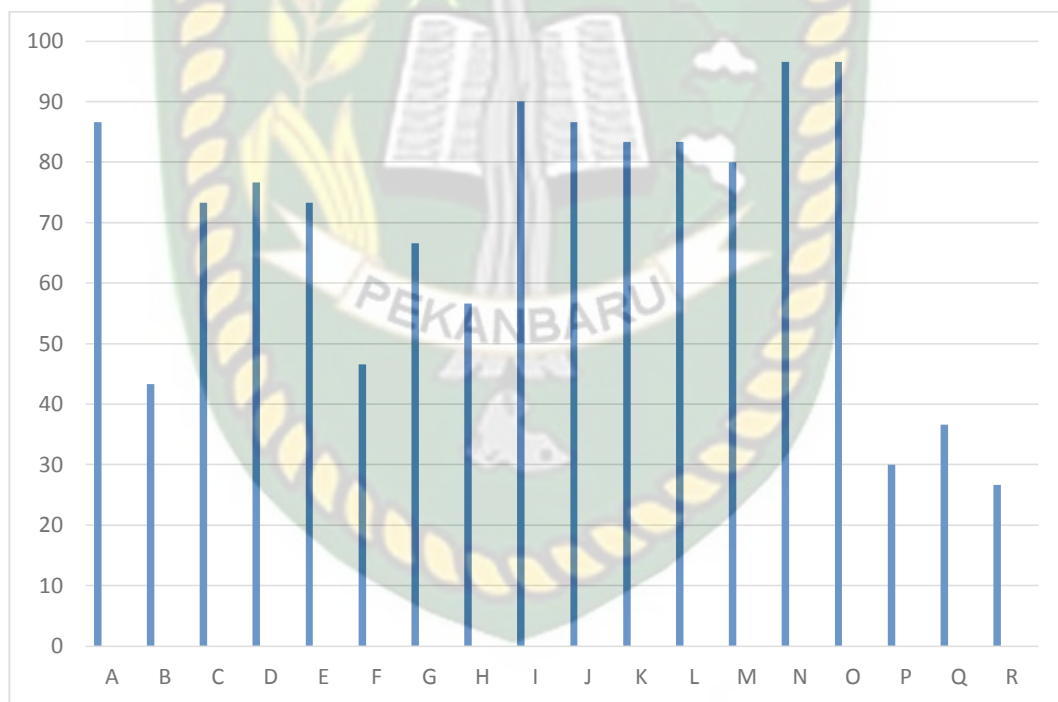
NO	NAME	Score of Reading Comprehension Indicators			Correct Answer	Score	Category
		Orientation	Complication	Resolution			
1	A	9	9	7	27	90	Excellent
2	B	5	3	5	13	43.3	Fair
3	C	8	7	9	24	80	Good
4	D	9	8	8	25	83.3	Excellent
5	E	7	6	7	20	66.6	Good
6	F	6	5	2	13	43.3	Fair
7	G	6	3	5	14	43.3	Good
8	H	7	6	5	18	60	Fair
9	I	9	9	9	27	90	Excellent
10	J	10	8	8	26	86.6	Excellent
11	K	9	9	7	25	83.3	Excellent
12	L	9	9	7	25	83.3	Excellent
13	M	9	9	7	25	83.3	Excellent
14	N	8	10	10	28	93.3	Excellent
15	O	10	10	9	29	96.6	Excellent
16	P	3	3	3	9	30	Poor
17	Q	4	3	5	12	40	Poor
18	R	3	2	2	7	38.8	Poor
<b>Total</b>		<b>131</b>	<b>110</b>	<b>117</b>	<b>366</b>	<b>1.235</b>	<b>Good</b>
<b>Mean</b>		<b>72.7</b>	<b>61.1</b>	<b>65.0</b>	<b>67.36</b>	<b>68.61</b>	

The table above shows the information about students' score in comprehending of narrative text. Based on the data it can be seen that the total score that 18 students was got (1.235) it can be calculated that the mean score of the test was (68.61) that means good.

As the result of the test, the highest score of the students at SMAN 2 Pangkalan Kerinci on reading comprehension of narrative text was (96.6) and lowest score of the students was (30). The researcher also found that there were 8 students got excellent, 1 students got (96.66), 2 students got (90), 1 student got (86.6), 4 students got (83.3). 4 students were good 1 student got (76.6), 2 students got (73.3) 1 student got (66.6) and 1 student got (56.6). 2 students were fair they got (46.6) and (43.3), 3 students got poor they got score, (36.6), (30) and, (26.6). The result of the students' score also can be seen on the following chart.

**Chart 4.1**

**The Students Scores Reading Comprehension of Narrative Text**



Based on the chart above, the researcher explained that students N and O answered 29 correct answered they got score (96.6), student I answered 27 correct answered he got (90), students A and, J answered 26 correct answered they got (86.6), students K, L answered 25 correct answer hey got score (83.3), student M answered 24 correct answer he got (80).

Student D answered 23 correct answered she got (76.6), students C, E answered 22 correct answered they got (73.3) and, student H answered 17 correct answered he got (56.6). Students B, F answered 13 questions correctly they got (43.3), student G answered 12 questions she got (66.6). Student P answered 9 questions correctly he got (30), student Q answered 11 questions correctly he got (36.6) and student R answered 8 questions correctly he got score (26.6).

**Table 4.1**

**The Students' Score Classification in Reading Comprehension of Narrative Text**

The researcher analyzed the students reading comprehension of narrative text by putting it into scoring rubric as follows:

No.	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	8	44.44%
2	61-80	Good	5	27.78%
3	41-60	Fair	2	11.11%
4	21-40	Poor	3	16.67%
5	0-20	Very Poor	0	0%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on scoring rubric of students classification in reading comprehension of narrative text above can be explains that, 13 got percentage (72.22%) it means good and, 5 students got percentage (27.28%) which means poor category. So, students reading comprehension of narrative text were in good category.



## **4.2 Data Analysis**

After collecting the data, the researcher analyzes the data. According to (Saveny and Robinson: 2004) is the process systematically applying statistical and logical technique to describe and illustrate, condense and recap, and evaluate data researchers generally analyze for pattern in observation through the entire data collection phase. In conclusion data analysis is systematically process to analyzed data which have been collected by researcher.

In this research data analysis has categorized the students' answered in reading comprehension test of narrative text it distinguished from the indicators they are orientation, complication and resolution.

### **4.2.1 The Students Reading Comprehension Skill**

After students were completing the reading comprehension of narrative text test, the result of the test is analyzed and categorized based on the generic structure of narrative text that had been stated in chapter II. Furthermore, it is important to know the students' ability in reading comprehending narrative text whether understand or not.

## **4.3 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 the researcher, the following table shows the students score in finding orientation reading comprehension of narrative text.

**Table 4.3****The students Reading Comprehension of Narrative Text in Orientation**

No	Students	Total Correct answers	Score	Category
1	A	9	90	Excellent
2	B	5	50	Fair
3	C	8	80	Good
4	D	9	90	Excellent
5	E	7	70	Good
6	F	6	60	Fair
7	G	6	60	Fair
8	H	7	70	Good
9	I	9	90	Excellent
10	J	10	100	Excellent
11	K	9	90	Excellent
12	L	9	90	Excellent
13	M	9	90	Excellent
14	O	8	80	Good
15	P	10	100	Excellent
16	Q	3	30	Poor
17	R	4	40	Poor
18	S	3	30	Poor
<b>Total</b>		<b>131</b>	<b>1.310</b>	<b>Good</b>
<b>Average</b>		<b>72.7</b>	<b>72.7</b>	

Based on the table above the average score of students who answered the questions correctly in orientation was (72.7) in average, that means good category. The researcher found the students' results in comprehending narrative text in finding orientation: they were 2 students get (100) at highest category in orientation followed by 6 students got score (90) in excellent category. 4 students were good, 2 students got (80) and 2 others got (70), 3 students got fair, 2 students got score (60) and 1 student got (50), 3 students were cannot answered the

questions correctly, 1 student got score (40) and 2 students got score (30) which means very poor and were at lowest category.

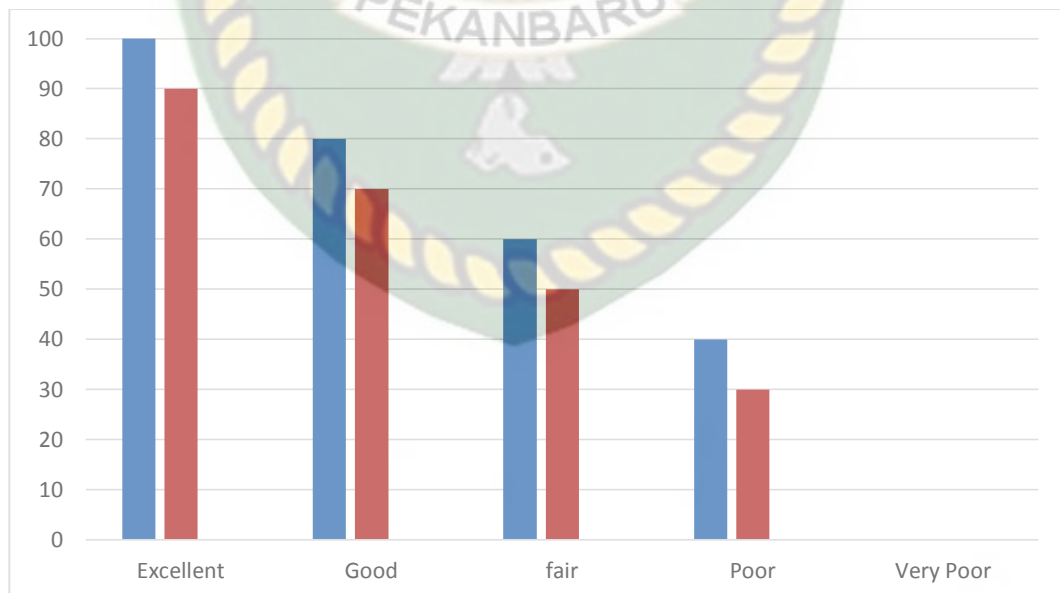
The researcher makes an analysis of each questions about orientation in narrative text which has been given to the students, the result will be explained as follows: in question number 1 who were the participants based on the story fox and cat, the students' has answered without problem they got score (88.8%) it means excellent, 16 students had answered the questions correctly and 2 students had answered the questions incorrectly. In question number 2 where was the story happened based on the story the fox and cat the students got score (83.3%) it means good, 15 students had answered correctly and 3 students had incorrect answered. Question number 6 who was the main character based on the story the fox and the grapes, the students got score (94.4%) it means excellent category, 17 students had able to answered the question correctly and 1 student has answered the question incorrectly.

In question number 7, where was the place based on the story fox and the grapes. The students got score (66.6%) it means good. 12 students got correct answered and 6 students got incorrect answered. Question number 8, when was the time in the story fox and the grapes, the students got score perfect score all of the students got score (100%). In question number 12, who were the main characters based on the story the ant and the dove, the students got score (66.6%) it means good, 12 students had correct answered and 6 students had incorrect answered. Question number 17, what were meant by sura and baya the students got score (61.1%) it means good. 11 students answered correctly and 7 students

answered incorrectly. Question number 18, where was the story happened, the students got score (61.6%) it means good. 11 students answered correct and 7 students answered incorrect. In question number 23, where was the story happened, the students got score (72.2%) it means good, 13 students answered had answered correctly and 5 students had answered incorrectly. In question number 27 who were the participants involved based on the story of toba lake, the students got score (61.1%) it means good category, 11 answered correctly and 7 students answered incorrectly. Question number 28, who are the participant involved based on the story of toba lake, the students got score (44.4%) it means fair, 8 students answered correctly and 10 students answered incorrectly.

**CHART 4.3**

**The Students' Score Classification in Reading Comprehension of Narrative Text in Orientation**



The explanation of the chart above, there are two colors that have the following meanings, blue in the excellent category shows the students who got



score 100, while the red one means students who got score 90. Furthermore, the blue color in the good category shows the students who got score 80 and red one got 70. Moreover, the blue color in fair category show the students got 60 and red one got 50 and, in poor category, the blue color shows the students who got 40 and the red one got 30.

**Table 4.3**

**The Students' Score Classification in Reading Comprehension of Narrative  
Text in Finding Orientation**

No.	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	8	44.44%
2	61-80	Good	4	22.22%
3	41-60	Fair	3	16.67%
4	21-40	Poor	3	16.67%
5	0-20	Very Poor	0	0%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on scoring rubric of students classification in reading comprehension of narrative text in finding orientation above can be explains that, 12 students got percentage (66.67%) it means good category, and 6 students got percentage (33.33%) which means poor category. In conclusion students reading comprehension of narrative text in finding orientation was good.

#### 4.4 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 for questions number, 3, 9, 13, 14, 15, 19, 20, 24, 28 and, 29. The table below shows the results of students' scores in finding complication.

**Table 4.4**  
**The Student's Scores Reading Comprehension of Narrative Text in**  
**Complication**

No	Students	Total Correct Answer	Score	Category
81	A	8	80	Good
2	B	3	30	Poor
3	C	7	70	Good
4	D	8	80	Good
5	E	6	60	Fair
6	F	5	50	Fair
7	G	3	30	Poor
8	H	6	60	Fair
9	I	9	90	Excellent
10	J	8	80	Good
11	K	9	90	Excellent
12	L	9	90	Excellent
13	M	9	90	Excellent
14	O	10	100	Excellent
15	P	10	100	Excellent
16	Q	3	30	Poor
17	R	3	30	Poor
18	S	2	20	Very Poor
<b>Total</b>		<b>118</b>	<b>1.180</b>	<b>Good</b>
<b>Average</b>		<b>65</b>	<b>65</b>	

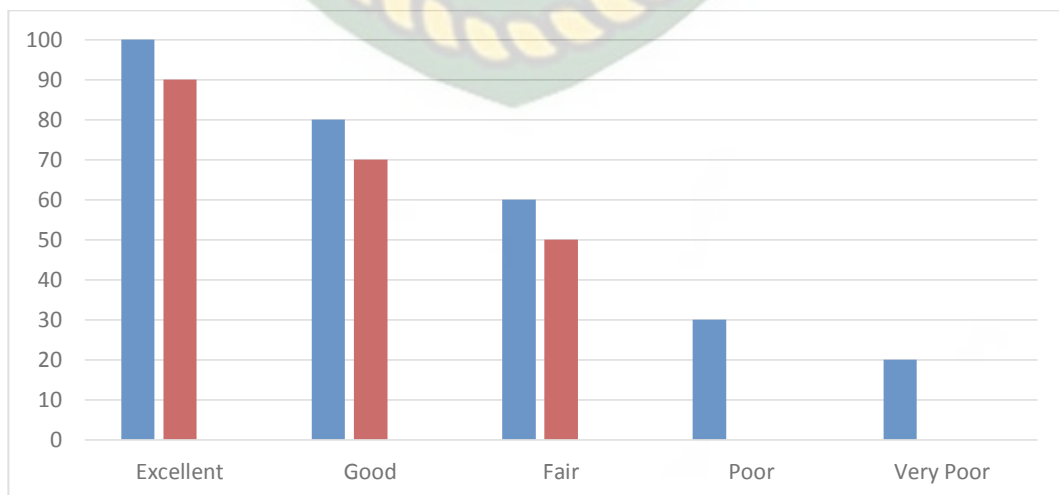
Based on table above, we can see that the average score of the students who answered correctly in complication is (65) that means was good category. There were 6 students who got excellent category, 2 students got score (100) at the highest category followed by 4 students who had got score (90), 4 students were in good category, 3 students got score (80), and 1 student got score (70). There were 3 students who got fair category, 2 students got score (60) and, 1 student got score (50). In poor category, there were 2 students who got score (30). And the last, there was 1 student has got very poor category he got score (20).

The researcher also makes an analysis of every complication questions, as the result in question number 3, what the cat did when saw a pack of dog come, the students had got score (88.8%) it means excellent, 16 students had answered correctly and 2 students had answered incorrectly. For the question number 9 what was the problem based on the story the fox and the grapes, the students got (83.3%) it means excellent category, 14 students had answered correctly and 4 students were incorrect. In question number 13 what the dove did when ant slipped and fell into water, the students got score (72.2%) it means good category, 13 students had correct answered and 5 students were incorrect. In question number 14, who was thrown the net towards the dove, the students got score (50%) it means fair category, 9 students had correct answered and 9 students were incorrect.

In question number 15, what the ant did when saw the dove caught by the hunter's net, the students got (61.1%) it means good category, 11 students had correct answered and 7 students were incorrect. Question number 19, why sura

and baya fought all day, the students got score (50%) it means fair, 9 students had correct answered and 9 were incorrect. For the question number 20, who was crossed the border between the sea and the land, the students got score (77.7%) which means good category, 14 students had correct answered and 4 students were incorrect. Question number 24, what the mouse promised if the lion released him, the students got score (83.3%) which means excellent category, 15 students had correct answered and 3 students were incorrect. For question number 28 why the man broke his promised, the students got score (38.8%) it means poor category, 7 students had correct answered and 11 students were incorrect. Question number 29, what problems after the man has broken his promised, the students got score (50%) it means fair category, which 9 students had correct answered and 9 were incorrect.

**Chart 4.4**  
**The students Score Reading Comprehension of Narrative Text in**  
**Complication**





The explanation of the chart above there are two colors that have meanings the students who got excellent category, the blue line shows the students who got 100, the red one show the students who got 90, Then in the good category also have two colors, the blue line show the students who got 80, the red one show the students who got 70. In fair category the blue line shows the student who got 60 and the red line shows the students who got 50. Moreover, in poor category the blue line shows the student who got 30 and the last is very poor category the blue line shows the students who got 20.

**Table 4.4**

**The Students' Score Classification in Reading Comprehension of Narrative Text in Finding Complication**

No.	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	7	38.88%
2	61-80	Good	3	16.67%
3	41-60	Fair	3	16.67%
4	21-40	Poor	4	22.22%
5	0-20	Very Poor	1	5.56%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on scoring rubric of students classification in reading comprehension of narrative text in finding complication above can be explains that 10 students got percentage (55.56%) it means fair category and 8 students got percentage (44.44%) which means also in fair category. It can be concluded that students' reading comprehension of narrative text in finding complication in fair category.

#### 4.5 The Students' Reading Comprehension of Narrative Text in Resolution

The students' reading comprehension of narrative text in finding resolution can be seen scores obtained by the students for question numbers 4, 5, 10, 11, 16, 21, 22, 26, 30. The following table shows the students' scores in finding resolution of narrative text.

**Table 4.5**

**The Student's Reading Comprehension of Narrative Text in Resolution**

No	Students	Total Correct Answer	Score	Category
1	A	9	90	Excellent
2	B	5	50	Fair
3	C	9	90	Excellent
4	D	9	90	Excellent
5	E	7	70	Good
6	F	3	30	Poor
7	G	5	50	Fair
8	H	5	50	Fair
9	I	9	90	Excellent
10	J	8	80	Good
11	K	7	70	Good
12	L	7	70	Good
13	M	7	70	Good
14	O	10	100	Excellent
15	P	9	90	Excellent
16	Q	3	30	Poor
17	R	5	50	Fair
18	S	2	20	Very poor
<b>Total</b>		<b>118</b>	<b>1.190</b>	<b>Good</b>
<b>Average</b>		<b>66.1</b>	<b>66.1</b>	

Based on the table above it can be concluded that the students had total average (66.1) who had answered correctly in resolution of narrative text, which means the students got (good) category. The result it can be explained that 1

student got the highest category with (100) score, followed by 6 other students who got excellent they got (90). Furthermore, 4 students which had got (good) category, which 1 student got (80) and, 4 students got (70). 4 students got (fair) category with the score (50). 2 students got (poor) category, both of them got score (30). 1 student got (very poor) he has got score (20).

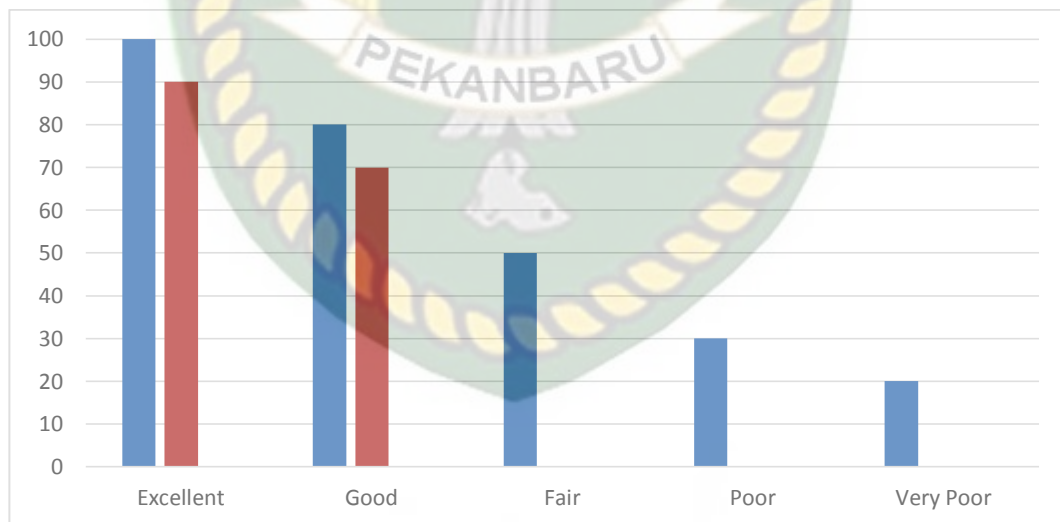
The researcher also makes an analysis of each based on resolution test, as the result is in resolution number 4 what the fox did when he heard and saw a pack of dog came, the students got score (77.7%) it means good, 14 students had answered the questions correctly and 4 students were incorrect. Question number 5, what is the generic structure...., the students got (66.7%) it means good, 12 students answered correctly and 6 students were incorrect. For the question number 10, what was the ending based on the story the fox and the grapes, the students got score (83.3%) it means excellent, 15 students had answered correctly and 8 students were incorrect. In question number 11, what the fox did when he failed to reached the grapes, the students got score (50%) it means fair, 9 students had answered the questions correctly, and 9 students were incorrect. Question number 16, who was flew away quickly, the students got score (55.5%) it means fair. 10 students had answered correctly, 8 students were answered incorrect.

In questions number 21, who was won the fight, the students got score (38.8%) it means poor. 7 students had answered correctly, 11 students were incorrect. In question number 22, what is the generic structure of..... the students got score (61.1%) it means good, 11 students had answered the questions correctly, 7 students got incorrect answered. Question number 25, what the little

mouse did when heard the lion in trouble, the students got score (83.3%) it means excellent, 15 students had answered correctly, 3 students had answered the questions incorrectly. For the question number 26, which text that contains resolution, the students got score (77.7%) it means good, where 14 students had answered the questions correctly and 4 students had incorrect answered. In questions number 30, what kind of ending based on the story of toba lake, the students got score (61.1%) it means good, 11 students had answered the questions correctly and 7 students had answered the questions incorrectly.

**Chart 4.5**

**The students Score Reading Comprehension of Narrative Text in finding Resolution**



The explanation of the chart above is there are two colors in excellent category the blue one shows the students who got 100 and the red one shows the student who got 90. In good category also have two colors the blue one shows the students who got 80 and the red one show the students who got 70. In fair



category the blue color shows the students who got score 50. In poor category the blue line shows the students who got score 30. In very poor category the blue line show the student who got score 20.

**Table 4.5**

**The Students' Score Classification in Reading Comprehension of Narrative Text in Finding Resolution**

No.	Classification		Frequency (Person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	6	33.33 %
2	61-80	Good	5	27.78 %
3	41-60	Fair	4	22.22%
4	21-40	Poor	2	11.11%
5	0-20	Very Poor	1	5.56%
<b>Total</b>			<b>18</b>	<b>100%</b>

Based on scoring rubric of students classification in reading comprehension of narrative text in finding resolution above can be explains that, 11 students got percentage (61.11%) it means good category and 7 students got percentage (38.89%) which means poor category. It can be concluded that students reading comprehension of narrative text in finding resolution was in good category.

#### 4.6 Data Interpretation

In students reading comprehension of narrative text by the indicators, the total score in average from 18 students was (68.61) which mans good category. 8 students were in excellent category (44.44%), 5 students got (27.78%) good, 2

students got (11.11%) fair and 3 students were in poor category (16.67%), student O got the highest score he got score (96.6) or 29 correct answers out of 30 questions. The lowest score obtained by students P she got score (30) or 9 correct answer out of 30 questions. Overall, students reading comprehension of narrative text was in good category.

In finding orientation from 18 students the total score in average was (72.7) which mans good category. 8 students were in excellent category (44.44%), 4 students got good category (22.22%), 3 students got fair category (16.67%), and 3 students got poor category (16.67%). The highest score was (100) it obtained by the students J and P both of them answered 10 questions correctly, and the lowest score was (30) it obtained by the students Q and they answered 3 correct answers out of 10 questions. So, the students reading comprehension of narrative text in finding orientation was in good category.

In finding complication from 18 students the total score in average was (65) which means good category. 7 students were in excellent category (38.88%), 3 students got good category (16.67%), 3 students got fair category (16.67%), 4 students got poor category (22.22%) and 1 student very poor category (5.56%). The highest score was (100) it obtained by the students O and P they had answer 10 questions correctly, and the lowest score was (20) it obtained by the student S he answered 2 questions correctly out of 10 questions. So, the students reading comprehension of narrative text in finding complication was in good category.

In finding resolution from 18 students the total score in average was (66.1) which means good category. 6 students were in excellent category (33.33%), 5 students got good category (27.28%), 4 students got fair category (22.22%), 2 students got poor category (11.11%), and 1 student got very poor category (5.56%). The highest score was (100) it obtained by the student O she answered 10 questions correctly, and the lowest point was (20) it obtained by the students S he answered 2 questions correctly. So, in reading comprehension of narrative text in finding resolution was in good category.

The highest score in finding generic structure of narrative text when sorted in percentages the first was orientation, 12 students got percentage (66.67%) it means good category the students did not found it difficult to found the characters, setting and time.

The second highest score in finding generic structure of narrative text resolution, 11 students got percentage (61.11%) it means good category the students did not found it difficult to found the ending based on the story such as happy ending or sad ending or tragically ending.

The third highest score in finding generic structure of narrative text was complication, 10 students got percentage (55.56%) it means fair category, the students found it difficult to found the beginning, main and the ending problems based o the story.

This study indicated that the students were good on reading comprehensions of narrative text. The students did not face many problems on reading comprehension of narrative text.

#### **4.7 Discussion**

The Finding of the research showed that the students reading comprehension of narrative text were in good in average the students got score (68.61) or (72.22%) in percentage, which means good, it can be concluded that almost of the students did not faced many problems to answered the reading comprehension narrative text test. So, the students reading comprehension of narrative text were in good level. Then in finding orientation the students got score (72.7) in average or (66.67%) in percentage, which means most of the students can found the orientation based on the reading comprehension test. Then, in finding orientation the students were in good category.

Furthermore, in finding complication the students got score (72.7) or (66.67%) in percentage, it means more than half of the students can found the complication in reading comprehension of narrative text test. Based on score and percentage it can be conclude that the students reading comprehension in finding complication were in good category. Forth, in finding resolution the students got score (66.1) and also (66.1%) in percentage, it means more than half of the students can answered reading comprehension of narrative text test in finding resolution based on score and percentage it can be concluded that the students were in good category.



This study indicated that the students were good in reading comprehension of narrative text, 72.2% of the students did not faced many problems to answered the questions based on the questions, 27.78% students had difficulty to comprehend and found the generic structure of narrative text.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Finally the researcher concluded from this research that the students were good in reading comprehension of narrative text 72.2% of the students did not faced many problems to answered the questions based on the questions, 27.78% students had difficulties in recognized the type of generic structure of narrative text it is caused the students less motivation in learning reading English, they have lack of vocabulary thus it difficult to comprehend and understand the reading comprehension of narrative text.

Based on the analyzed above, the ability of the students at tenth grade of SMA Negeri 2 Pangkalan Kerinci was good. It was indicated by the scientific fact that 13 students had good category in reading comprehension of narrative text.

#### 5.2 Suggestion

From the conclusion above, the researcher would like to make suggestions as follows:

1. For the teacher

- A. The researcher hopes the English teacher at SMA Negeri 2 Pangkalan Kerinci give some motivation to the students before or after teaching the students.

- B. The teacher should give some support to the students in practice reading, use appropriate learning method so the students more easily to understand the learning reading process.
2. For the students
  - A. The students should improve their English reading skill ability, keep practice to know more vocabulary so it can be more easily to know the meaning from English text.
3. For others researcher
  - A. The researcher hopes this research can be used as a guide to write a thesis and references.

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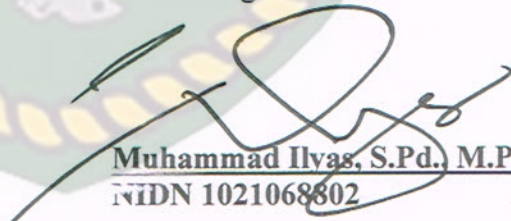
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