

**STUDENT'S READING COMPREHENSION IN NARRATIVE READING TEXT AT
SMK SANDI PUTRA 2 MEDAN**

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ABSTRACT

This research was conducted to describe students' abilities in reading and understanding narrative texts. The purpose of this study was to analyze students' ability to understand narrative texts. This method uses a qualitative descriptive method. This research was conducted at SMK Telkom 2 Medan. There were 30 students in class X, this study used two types of instruments, namely tests and interviews. Based on the results of the research, it was found that the highest student score was 85 and the lowest score was 55. The low student score was caused by a lack of vocabulary, did not understand words, and found difficult words

Keyword: Reading Comperhension, Narrative Text, Reading

CHAPTER I

INTRODUCTION

Language is a mean of communication. One of the most popular languages in the world is English. Human life depends on the use of English. Reading is one of the language skills which needed to possessed by students. Reading is much more than the decoding of black marks upon a page: it is a quest for meaning and one which requires the reader to be an active participant. It is a prerequisite of successful teaching of reading that whenever techniques are taught, or books chosen for children's use, meaning should always be in the foreground (Brindley: 2005:78). Language can be implemented in words. Words can compose a reading text.

Reading text is meant to be done such. One of the types of reading text to be read is narrative text. Sometime, to read narrative text especially in English books for students brings some problems. In many cases, the teachers found that so many students cannot understand the text and how to answer the questions correctly.

Based on the experience of the writer when she had teaching training program in school (PPL), it is found that it was not easy for the students to answer question from the reading text; most of them are not interested in learning reading comprehension, so the process of teaching reading can not run well. Based on the fact, the researcher would like to propose one of the strategies in teaching to solve the problem. The strategy is Survey, Question, Read, Recite, Review (SQ3R) strategy. This strategy is introduced by Robinson in 1946. This strategy of study provides the students with a systematic approach to study type reading and promotes more efficient learning of assigned reading materials. To support this research, the writer took some previous related research. Sari et all (2013) 2 conducted a research on PQRST and SQ3R strategy. The research aimed at investigating whether or not there is a different effect between PQRST and SQ3R strategies based on the text types upon the eighth grade students' reading competency. Rahmawati also (2014) did a research on the effectiveness of using SQ3R strategy to improve students' reading comprehension. The last , Davari et all (2014) conducted a research to compare the effects of two comprehension methods: SQ3R technique and Assisted Repeated Reading (ARR) technique on Iranian EFL learners' narrative writing.

The writer expects that this research will give contribution to the English teachers, the students and other next researchers. The significances of this research study are formulated separately to each as stated below.

1. English teacher The teachers will find a new effective teaching process in reading narrative text.
2. Students Students are hoped to be easier in learning and mastering reading especially in narrative text.
3. The next researcher

It will become a reference for the next researcher who wants to conduct the same research topic

CHAPTER II METHODOLOGY

Descriptive research was used to conduct this study. The goal of descriptive research is to gather data on how a phenomenon is currently evolving. It aims to ascertain the character of a situation as it stands at the moment of examination. A treatment is not administered or controlled as in experimental studies. The objective is to describe what is present in relation to the conditions or variables in a situation. (Dawson:2002).

This study was undertaken by utilizing descriptive research. In order to learn more about a phenomenon's current state, descriptive research aims to gather data. It aims to ascertain a situation's nature as it stands at the time of the study. As in experimental research, there is no administration or control of a treatment. To describe what is present in relation to variables or situations in a scenario is the goal. (Ary et al.:2010). The study was carried out at SMK Telkom 2 Medan. The writer choose this institution since no similar research has ever been done there. The participants in this study were SMK Telkom 2 Medan students in the tenth grade.

The length of the study was modified to fit the school's schedule for teaching and learning. There are some instruments that the writer used in collecting the data

1. Test

Test was administered to the students to find out the students' level of comprehension.

2. Interviewing

The researcher interviewed the students to find out the students'

3. Technique of Collecting Data

The data for this study were collected by the following procedures:

1. The writer administered the test to the students.

1. The writer did an interview the students.

There are strategies that can be used in analyzing Qualitative data : (Ary :2010 : 481)

1. The researcher did a checking on students' answer sheet.

2. The researcher gave score

In scoring the students' answer sheet, the writer will use the formula as stated follow:

Scoring the test:

$$S = RA \times 100 \%$$

I

Where , *S* = the score

RA= Right answer

I = the number of items

The students score were converted to the criteria of ability which are taken from the levels of comprehension used at the school, as follows:

Table 3. 7. Levels of Comprehension

No	Score	Levels of Comprehension
1	90-100	Excellent
2	80-89,99	Very good
3	70-79,99	Good
4	60-69,99	Enough
5	50-59,99	Bad
6	0-49,99	Very bad

2. The writer identified and interpreted the students' problem in vocabulary achievement.

CHAPTER III DATA AND DATA ANALYSIS

The data of this research is the students' score in answering the test and the transcription data of the test. The data will be analyzed by two following procedures:

The students' answer sheet collected by the writer were given score by using this formula:

$$S = \frac{RA}{I} \times 100 \%$$

I

Where ,

S = the score

RA= Right answer

I = the number of items

No	Student's initial	Number of Correct Answer	Score
1	AMP	15	75
2	ANSP	12	60
3	BSN	16	80
4	CAA	14	70
5	DAP	17	85
6	FH	13	65
7	FF	14	70
8	GRS	11	55
9	HR	15	75
10	IR	17	85
11	JA	14	70
12	MA	15	75
13	MFA	14	70
14	MP	16	80
15	MLP	14	70
16	MA	14	70
17	MFRH	13	65
18	NHH	15	75
19	OTK	14	70

20	RP	13	65
21	PJN	14	70
22	RAP	15	75
23	SA	17	85
24	TRJ	15	75
25	PRA	16	80
26	RK	15	75
27	RFA	16	80
28	RBS	15	75
29	UCA	14	70
30	YSH	15	75

Table 4.2.1. The Students' Ability in Reading Narrative Text

From the table above, the writer then converted the students' score into criteria of ability:

No	Score	Levels of Comprehension
1	90-100	Excellent
2	80-89,99	Very good
3	70-79,99	Good
4	60-69,99	Enough
5	50-59,99	Bad
6	0-49,99	Very bad

Based on the levels' of the comprehension above, the students' score become:

No	Student's initial	Number of Correct Answer	Students' Level of Comprehension
1	AMP	75	Good
2	ANSP	60	Enough
3	BSN	80	Very Good
4	CAA	70	Good
5	DAP	85	Very Good
6	FH	65	Enough
7	FF	70	Good
8	GRS	55	Bad
9	HR	75	Good

10	IR	85	Very Good
11	JA	70	Good
12	MA	75	Good
13	MFA	70	Good
14	MP	80	Very Good
15	MLP	70	Good
16	MA	70	Good
17	MFRH	65	Enough
18	NHH	75	Good
19	OTK	70	Good
20	RP	65	Enough
21	PJN	70	Good
22	RAP	75	Good
23	SA	85	Very Good
24	TRJ	75	Good
25	PRA	80	Very Good

After conducting a test to the students, the writer then continued to interviewing them. In collecting the data for the students' problem, not all the students were interviewed. Those who were categorized enough and bad were asked about their problem. Below is the data taken from the students' interview.

Table 4.2.2. Students' Interview Transcript

No	Students' Initial	Transcription of Data
1	ANSP	The writer : Have ever learned about narrative text?
		The Student : Yes
		The writer : When reading a narrative text, will you consult the dictionary:
		The Student : Yes.
		The writer : Why?
		The writer: Because I not understand word.
2	FH	The writer : Have ever learned about narrative text?
		The Student : Yes
		The writer : When reading a narrative text, will you consult the dictionary:
		The Student : Yes.
		The writer : Why?
		The writer: Because my vocabulary little
3	GRS	The writer : Have ever learned about narrative text?
		The Student : Yes
		The writer : When reading a narrative text, will you consult the dictionary:
		The Student : Yes.
		The writer : Why?
		The writer: Because my vocabulary not much
	MFRH	The writer : Have ever learned about narrative text?
		The Student : Yes

		The writer : When reading a narrative text, will you consult the dictionary:
		The Student : Yes.
		The writer : Why?
		The writer: Because I not understand language in text
	RP	The writer : Have ever learned about narrative text?
		The Student : Yes
		The writer : When reading a narrative text, will you consult the dictionary:
		The Student : Yes.
		The writer : Why?
		The writer: Because the word difficult

From the analysis of the data above, the writer concluded that:

- 1.The students' ability in reading narrative text are very good, good, enough and bad.
- 2.The students' problem in reading narrative text are lack of vocabulary, do not understand the word and find the word difficult.

CHAPTER IV CONCLUSION AND SUGGESTION

5.1. CONCLUSION

From the analysis of the data in the previous chapter, it was found that:

1. The students' ability in reading narrative text are very good, good, enough and bad.
2. The students' problem in reading narrative text are lack of vocabulary, do not understand the word and find the word difficult.

5.2. SUGGESTION

From the findings of the research, the writer would like to suggest that:

1. Teacher should find an appropriate media, strategy, and approach in teaching reading comprehension.
2. It is important to add students' vocabulary.
3. Students should read a lot and pay more attention to the new words

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