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A Study of the Tenth Grade Students' Narrative Text Reading Comprehension Achievement at SMAN Tamanan Bondowoso

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Abstract

The purpose of this research was to describe the tenth grade students' reading comprehension achievement of narrative texts at SMAN Tamanan Bondowoso. The research design was descriptive qualitative. The area determination method of this research was chosen by using purposive method. The subjects were the X MIA 2 students for tryout test and for reading comprehension achievement test were X MIA 1 students of SMA Negeri Tamanan Bondowoso in the 2014/2015 academic year. The data of this research were obtained from the students' reading test, documents and interview. The result of the Tenth Grade students' narrative text reading comprehension achievement was 64,28 and it was categorized as fair. The reading comprehension achievement showed that there were only 3 students (10,71%) who got "excellent" category that had range of 81-100. As many as 5 students (17,85%) got "good" category and the range was between 70-80. In addition, there were 13 students (46,43%) whose "fair" category and the range was between 60-69. There were also 7 students (25%) who obtained scores between 40-59 and got "poor" category. The last, there were no students (0%) who got "very poor" category and the range was <39.

Keywords: Descriptive qualitative, Narrative text, Reading comprehension achievement.

Introduction

English currently has become an international language which is widely used as a means of communication in the world. In addition, English also plays an important role in science and knowledge, since the books of science are mostly written in English. Therefore, the students, especially in Indonesia where English acts as a foreign language, should learn English in order to broaden their knowledge. Consequently, the government has put English as the compulsory subject in the junior and senior high school grades.

The main objective of teaching English as stated in the 2013 Curriculum is developing communication in both the spoken and written forms covering listening, speaking, reading, and writing. Hanafi (2005:27) states that "reading is the most important factor that can support the process of mastering the other skills and improving knowledge". In addition, Harmer (2004:66) mentions that reading texts provide good models of English writing for students in arranging sentences, paragraphs, and texts. The reading texts also provide opportunities to study the other language components such as vocabulary, grammar, and punctuation. It means that reading is one of the important skills that should be taught first before the other skills because reading is quite important to lead the mastery of other language skills since reading is the window of the world. Through reading, the students can get new knowledge which can be used as their prior knowledge to support the mastery of other skills such as listening, speaking and writing.

In 2013 Curriculum, the purposes of teaching reading at Senior High School include finding out the structure of the text, the main idea of the text, the general and specific information of the text, and the supporting details of the text. Due to these teaching purposes, the aspects of reading in this research was divided into four aspects, which were the aspect of word, sentence, paragraph, and whole text. In this case, word comprehension belongs to the finding of the specific information of the text; sentence comprehension belongs to the finding of specific information as well as the supporting details of the text; paragraph comprehension belongs to the finding out the structure of the text and the general information of the text; while text comprehension

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belongs to the finding of the general information of the text and the general idea of the text.

From the result of the preliminary study which was conducted at SMAN Tamanan Bondowoso on Monday July 6th 2014. it was known that the Tenth grade students of SMAN Tamanan were taught to read the narrative text this semester. Therefore, it was possible for the researcher to give the test by using the narrative text reading comprehension achievement test at the next meeting after they were taught reading narrative text. From the interview, it was revealed that this school applies 2013 Curriculum for the Tenth and the Eleventh grades. He said that in teaching reading comprehension, she usually uses classical teaching method such as discussion and lecturing. She said that she usually asked the students to read the text then she discussed it together with the class. In the discussion, she also explained about the structure and the specific characteristics of the text discussed as well as explained the unfamiliar words which were too difficult for the students.

The test given to the students was in a form of multiple choice tests. The narrative texts used in the test were taken from the internet by considering the students' comprehension difficulty level. Consequently, adaptation was done concerning with appropriateness aspects. The test given covers the items for testing the word, sentence, paragraph, and the whole text comprehension. A multiple choice test was chosen because the English teacher of SMAN Tamanan said that in teaching reading, she used such type of test as the exercise for the students. Although the English teacher had already known about her students' reading comprehension achievement through tasks and exercises which she gave to the students but she never analyzed the students' reading ability based on the reading comprehension components including word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. The teacher admitted that she wanted to know about the students reading comprehension achievement based on those aspects. The result of this research showed the students' scores of each reading aspect. By knowing the scores of each aspect, the teacher got feedback.

Based on the explanations and the rationale above, the researcher was interested in conducting the descriptive qualitative research to find the students' reading comprehension achievement which focused on four aspects, which are word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. Considering the description above, it was necessary to conduct a research entitled "A Study of the Tenth Grade Students' Narrative Text Reading Comprehension Achievement at SMAN Tamanan Bondowoso"

Research Methodology

The research design of this research was qualitative research and the purpose was not intended to verify any hypothesis, but to describe the students' narrative text reading comprehension achievement on the aspects of word, sentence, paragraph, and whole text comprehensions. The procedure in this research was conducted in some steps of activities. They are determining research topic, determining research area purposively, conducting interview as the preliminary study and obtaining the supporting data by doing documentation to know the details about the school and the teaching learning process, determining the respondents of the research by using cluster random sampling, constructing the research instruments, administering a narrative text reading comprehension test to the respondents, analyzing the result of comprehension test based on the research indicators, discussing the research result, drawing the conclusion of the result to answer the research problem, and reporting the result of the research.

The research area of this research was determined by using purposive method. Fraenkel and Wallen (2006: 101) explain that "purposive sampling method means the use of the researchers' judgment to select samples that they believe, based on prior information, will provide the data they need". In line with this, Arikunto (2006: 139) also explains that purposive method is the way of taking respondents based on certain purposes. Based on those ideas, SMAN Tamanan was chosen as the research area with the consideration that this school could provide the data needed.

The populations of this research were all of the Tenth grade students of SMAN Tamanan Bondowoso in the 2014/2015 academic year. There were 112 students of the Tenth grade students which were divided into 4 classes, namely X MIA 1, X MIA 2, X IIS 1, X IIS 2. MIA is the short name of "*Matematika dan Ilmu Alam*" while IIS is the short name of "*Ilmu-Ilmu Sosial*" Each class consists of 28 students. Since the population of the Tenth grade students were divided into four classes, the respondents of this research were determined by using cluster random sampling. It was used because each class has different schedule of English lesson. Therefore, it was easier to determine the schedule in conducting the research if the respondents were determined by using cluster random sampling.

The respondents of this research were the students of X MIA 1 class. This class was chosen among the existing classes of the Tenth grade based on the English score obtained from the English teacher. Since the mean score of all grade ten students were similar, one class was chosen as the research respondent randomly by using lottery. In addition, the researcher also took one class which was not chosen as the research sample class to administer the try out test before the test was given to the research respondents. As the try out respondents, the researcher chose X MIA 2 class.

There were two kinds of data in this research, the main data and the supporting data. This research used three instruments of data collection, namely test, interview, and

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document. The main data was obtained through reading comprehension test, while the supporting data was collected from giving interview and analyzing the document.

The result of the main data was analyzed statistically to find the student's reading comprehension achievement score based on each research indicator by using the following formula which was adapted from Healey, 2010:30:

$$RC = (f/N) \times 100$$

Notes:

RC = The students' reading comprehension achievement score in eachindicator.

f = The number of the correct answer of each indicator

N = The total number of the test items of each indicator

Research Finding

The research design of this research was qualitative research. From the research result we know that most of the Tenth Grade students of SMAN Tamanan find difficulties in reading narrative text. The mean score of the narrative text reading comprehension achievement in general was 64,28 which belonged to "fair" category. It means that most of the students got scores 60-69 in the reading comprehension achievement test. In other words, most of the students still did not achieve good score or the standard minimum score (KKM=70) in reading narrative text. The result showed that there were only 3 students (10,71%) who got scores between 81- 100 which was classified as "excellent" and there were 5 students (17,85%) whose scores between 70-80 which was categorized as "good". Meanwhile, as many as 13 students (46,43%) obtained scores between 60-69 and they were categorized as "fair" and there rest 7 students (25,00%) got scores between 40-59 which belonged to "poor" category.

In addition, from the mean score of the four indicators, the students only achieved the standard minimum score in comprehending word meaning. Meanwhile, they still had difficulties in comprehending sentence, paragraph, and text meaning because the mean scores of the tree indicators did not achieve the standard minimum score. The highest mean score of the four indicators was word comprehension achievement, 70,63 which belonged to "good" category. It means that the Tenth grade students of SMAN Tamanan achieved the standard minimum score (KKM=70) in comprehending word meaning. In other words, they did not find difficulties in comprehending word meaning. Then, it was followed by sentence comprehension achievement with the mean score 67,41 which was classified as "fair" category. It means that the students had problems in comprehending sentence meaning since the mean score of sentence comprehension did not achieve the standard minimum score. Next, the mean score of paragraph comprehension was 60,71 and it was categorized as "fair". It means that the students also

had problems in comprehending paragraph meaning. The lowest was the mean score of the text comprehension, 47,32 which belonged to "poor" category. It means that like sentence and paragraph comprehension, the students also had problems in comprehending text meaning.

Discussion

The data analysis results of reading comprehension achievement test in this research showed that most of the tenth grade students of SMAN Tamanan found difficulties in reading narrative text . The result also showed that most of the tenth grade students' reading comprehension achievement at SMAN Tamanan was categorized as "fair" with the mean score of their reading comprehension achievement was 64,28. In details, there were only 3 students out of 28 students (10,71%) who got scores between 81- 100 which was categorized as "excellent" and as many as 5 students out of 28 students (17,85%) had scores between 70-80 which was classified as "good". Meanwhile, another 13 students (46,43%) obtained the scores between 60-69 and they belonged to "fair" category and the rest 7 students (25,00%) whose scores between 40-59 and they were categorized as "poor". It means that most of the students still did not achieve good score or the standard minimum score (KKM = 70) in reading narrative text. The students' who achieved "good" and "excellent" score (standard minimum score) in reading comprehension test was able to answer the test items given or to comprehend the word, sentence, paragraph, and text meaning of narrative text. They did not face many difficulties in comprehending the text. In short, they were able to get the meaning of the words and sentences occurred in the text in order to get the complete information stated in the text. Meanwhile, the students who got "fair" and "poor" achievement in reading comprehension test got difficulties in understanding some words and sentences occurred in the text and they were not able to get the complete message stated in the text.

Dealing with the research indicators, it was known that the result of students' achievement in comprehending word meaning was 70,63 which belonged to "good" category. The score of students' achievement in comprehending sentence meaning was 67,41 and it was categorized as "fair". The students' reading comprehension achievement score in comprehending paragraph meaning was 60,71 and it was classified as "fair" category. The last, the result of students' reading comprehension achievement in comprehending text meaning was 47,32 and it belonged to "poor" category. To get the reflection of the research, after analyzing the research, the researcher asked the English teacher's confirmation about the result of the research.

The result of students' achievement score in comprehending word meaning was 70,63 which was categorized as "good". It means that most of students achieved the standard minimum score in comprehending

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word meaning. In other words, the students did not find difficulties in doing word comprehension test items. As confirmed by the English teacher, it happened because in teaching reading activity, the teacher usually explained about the unfamiliar words occurred in the text. As Pang, Muaka, Brenhardt, and Kamil (2003:12) suggest that in doing a class activity, the teacher should involve the students' engagement to learn new vocabulary. It means that in discussing and explaining some of the unfamiliar words with the students while reading activities could help them in comprehending the text clearer.

The result of the students' sentence comprehension was 67,41 which belonged to "fair" category. It means that the students' mean score in comprehending sentence meaning did not achieve the standard minimum score of English lesson. In other words, the students had problems in doing the test items which belonged sentence comprehension. According to the English teacher, the students still had difficulties in comprehending sentences because of grammatical structures. They only focused on the meaning of each word without considering the grammatical structure and the context of the text. In other words, they saw words in the same cases of studying lexical meaning, without paying attention to the context of the sentence. It is in line with what Grellet (1996:15) suggests that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word-by-word. The readers will be easier in getting the complete message told in a sentence by combining the meaning of some words constructed in a sentence instead of by trying to find out the meaning of each word occurred since mostly readers do not know the meaning of all words constructed in a sentence.

The score of the students' paragraph comprehension was almost the same with the sentence comprehension score. It showed that their achievement in comprehending paragraph meaning was classified as "fair" category with the mean score 60,71. It means that the students' score in comprehending paragraph meaning did not achieve the standard minimum score. In other words, the students also had problems in comprehending paragraph meaning. It might be affected by the difficulties of comprehending the sentence meaning since the sentence meaning comprehension can lead the understanding of a paragraph. It supported Mikulecky and Jeffries (1996:78) who define a paragraph as a group of sentence which tells about the same thing and topic. In a paragraph, some sentences work together as a part of a text to create an overall thought. It means that, the ideas of every sentence in a paragraph are included as the important element that should be comprehended in order to get the complete thought about information which is stated in the paragraph.

The last, the result in comprehending text meaning was classified as "poor" category with the mean score 47,32. It means that the students also did not achieve the standard minimum score in comprehending text meaning. The students could not comprehend the whole text meaning

since they got difficulties in comprehending sentences and paragraph meaning. Meanwhile, comprehending text meaning was related to the other indicators. If they got difficulties in comprehending sentences and paragraph meaning, automatically they will get difficulties in comprehending text meaning. Moreover, it was also affected by the way the teacher used the material verbatim without making any adaptation. As we know that, in some reading materials especially which are belonged to authentic materials as taken from internet, there may be some errors. It can be mistyped or grammatical errors. As found on the text used by the English teacher which entitled "*The Legend of Telaga Warna*". The text contains many grammatical errors and mistyped vocabularies. When such materials were used verbatim, they can give bad effect for the students. For example, if the reading text contains some mistyped vocabulary, it can make the students find difficulties in finding the meaning of the mistyped words occurred in the text. Meanwhile, if the text contains some sentences with grammatical errors, the students will not be able to understand the exact meaning of those sentences as expected by the writer.

Based on the discussion above, it was clear that reading comprehension in narrative text was not easy for the students of grade X of SMAN Tamanan because the research result showed that only 8 students out of 28 students who achieved the standard minimum score (KBM=70) in reading narrative text.

The result of this research supports the previous researches which were conducted by Jannah (2012) and Humairoh (2013). The result shows that comprehending word meaning is the easiest of the four aspects since the mean score of the students' achievement in comprehending word meaning was the highest of all. Meanwhile, the hardest of the four aspects is comprehending whole text meaning since the mean score of the achievement in comprehending text meaning was the lowest of all. In addition, the word comprehension is the easiest of all because comprehending word meaning is the basic element of reading. In comprehending the word meaning the students did not depend on the meaning other reading aspects. In contrast, the text comprehension is the hardest off all since comprehending the whole text meaning is not only about the comprehension of words, phrases, sentences, or paragraph, but also about the complete thought of the text. As Cain and Oakhil (2007:23) mention that successful reading comprehension not only depends on identifying the words occurred in the text, accessing their meaning, and understanding the sentences meaning, but the readers also needs to connect information from different parts of the text and make inferences to fill the missing information.

Conclusion and Suggestions

Based on the result of data analysis and discussion, it can be concluded that the Tenth Grade students had problems in reading a narrative text. The research result showed that only 8 students out of 28 students who

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achieved the standard minimum score (KBM=70) in reading narrative text. They were 3 students who were categorized as "excellent" and 5 students who were categorized as "good". Meanwhile, the others did not achieve the standard minimum score. Each of them were 13 students (46,43%) who belonged to "fair" category, and as many as 7 students (25,00%) who were classified as "poor".

Considering the result of this research, the completion of this research study warrants several suggestions that are proposed to the English teacher and the future researcher. For the English teacher, the suggestions were given in term of what teachers can do to develop the students' reading comprehension achievement. It was suggested that in using texts as teaching materials, the English teacher should check the text before using it. She should revise the text if it contained any grammatical errors and mistype vocabularies. Moreover, in the explanation, the teacher should also explain the different meaning of the unfamiliar word based on the content of the text. Therefore the students did not see the meaning of word by word but how the meanings of the words were combined together to show a complete message based on the certain context. The English teacher also should give more new texts related in teaching reading of narrative text. It will broaden the tenth grade students' knowledge in order to comprehend what they read.

For the future researchers, it was suggested to conduct a further research in this school. For example, finding more information about the students' comprehension achievement from different aspect by using different research design, such as giving a certain treatment to obtain whether that treatment can give an effect or not on the students' reading comprehension achievement (experimental research) or a treatment that can overcome the students' difficulties in comprehending the complete message of a narrative text (classroom action research).

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