STUDENTS' ABILITY IN READING NARRATIVE TEXT AT GRADE XI OF SMKN 2 BATANG TORU

Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement of the Graduate Degree of Education (S.Pd) in English

Written by:

SOPIAN TAMBUNAN
Reg. Number 19 203 00089

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
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PADANGSIDIMPUAN
2023

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LETTER OF AGREEMENT

Term : Munaqosyah

An. : Sopian Tambunan

Padangsidimpuan, 30 August 2023

To:

Dean Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

in-

Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Sopian Tambunan, entitled *Students' Ability In Reading Narrative Text at Grade XI of SMKN 2 Batang Toru*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis.

Thus we convey, hopefully it can be understood and for your attention thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

ADVISOR I

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DECLARATION OF THESIS COMPLETION

In the name of Allah the Most Merciful, I am the undersigned:

Name   : Sopian Tambunan

Reg. Num   : 1920300089

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

Tesis' Title   : Students' Ability in Reading Narrative Text at Grade XI of SMKN 2 Batang Toru

Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Student Code of Ethics in article 14 verse 4 of 2014.

I make this statement truthfully and if there is deceitfulness and incorrectness in this statement in the future, then I am willing to accept sanctions as stated in article 19 verse 4 of 2014 concerning the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, that is cancel academic degrees disrespectfully and other sanctions regarding norms and legal law.

Padangsidimpuan, 30 August 2023
Declaration Marker,

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PUBLICATION APPROVAL STATEMENT

As Academic Civity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, I am the undersigned:

Name   : Sopian Tambunan

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Department   : English Education

Faculty   : Tarbiyah and Teacher Training

Works' Type : Thesis

To develop science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Non Exclusive Royalty-Free Right on my thesis with entitled "Students' Ability In Reading Narrative Text at Grade XI of SMKN 2 Batang Toru". Based on the Non Exclusive Royalty-Free Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in database form, keep and publish my thesis as far as I determined as writer and own of its creative right.

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The Signed,

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Chief,   Secretary,

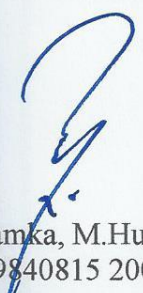Fitri Rayani Siregar, M.Hum   Sri Rahmadhani Siregar, M.Pd
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Date   : December, 2nd 2023
Time   : 08:00 WIB until finish
Result/Mark : 77,75 (B)
IPK   : 3.32
Predicate   : Sangat memuaskan

LEGALIZATION

Thesis   : **Students' Ability In Reading Narrative Text at Grade XI of SMKN 2 Batang Toru**

Written By   : **Sopian Tambunan**

Reg. Number   : **19 203 00089**

Faculty/Department :   **Tarbiyah and Teacher Training Faculty / TBI**

The thesis has been accepted as a partial fulfillment of the requirement for Graduate Degree of Education (S.Pd) in English.

Padangsidimpuan, 31 August 2023
Dean of Tarbiyah and Teacher Training Faculty

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NIP.19720920 200003 2 002

v

ABSTRACT

Name : Sopian Tambunan
Reg. Number : 19 203 00089
Title of Thesis : Students' Ability In Reading Narrative Text at Grade XI of
SMKN 2 Batang Toru

This research was done to know the students' ability in reading narrative text at the XI grade of SMKN 2 Batang Toru. The objective of the research was to know how are students' ability in reading narrative text at grade XI of SMKN 2 Batang Toru. The researcher identified many problems such as the students were lack motivation to read, lack of vocabulary, reading enthusiasm, practice seldom, and pay little attention to the value of reading. This research was done in SMKN 2 Batang Toru. The kind of this research is quantitative approach. The instrument of collecting data was a test. The population was that consist five classes of the XI grade of SMKN 2 Batang Toru. The total numbers of students' were 162 students. The sample XI Mining Geology was as the sample for this research with 30 students. After doing the research to the students' at XI Mining Geology students it could be concluded was high. It was found that the value of XI Mining Geology students was high. The hypothesis was accepted. It meant that the students' ability in reading narrative text at grade XI of SMKN 2 Batang Toru was high. Therefore, this research expected can be applied in school because it has good impact and positive impact towards the students.

Keywords: Reading, Narrative Text

ABSTRAK

Nama   : Sopian Tambunan
NIM   : 19 203 00089
Judul Tesis   : Kemampuan Siswa Membaca Text Narasi pada Siswa Kelas XI
                 SMKN 2 Batang Toru

   Penelitian ini dilakukan diindikasikan untuk mengetahui kemampuan siswa dalam membaca teks naratif pada kelas XI SMKN 2 Batang Toru. Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam membaca teks narasi di kelas XI SMKN 2 Batang Toru. Peneliti mengidentifikasi banyak permasalahan seperti siswa kurang motivasi membaca, kurangnya kosakata, semangat membaca, jarang berlatih, dan kurang memperhatikan nilai membaca. Penelitian ini dilakukan di SMKN 2 Batang Toru. Jenis penelitian ini adalah pendekatan kuantitatif. Instrumen pengumpulan data adalah tes. Populasi penelitian ini adalah lima kelas kelas XI SMKN 2 Batang Toru. Jumlah seluruh siswa adalah 162 siswa. Sampel XI Geologi Pertambangan sebagai sampel penelitian ini berjumlah 30 siswa. Setelah dilakukan penelitian pada siswa kelas XI Geologi Pertambangan dapat disimpulkan adalah tinggi. Hal ini menunjukkan bahwa nilai siswa XI Geologi Pertambangan sudah cukup baik. Hipotesis diterima. Artinya kemampuan siswa dalam membaca teks narasi di kelas XI SMKN 2 Batang Toru sudah baik. Oleh karena itu, penelitian ini diharapkan dapat diterapkan di sekolah karena memiliki dampak yang baik dan berdampak positif terhadap siswa.

Kata Kunci: Membaca, Teks Narasi

ملخص

الإسم   : سوبيان تامبونان

رقم القيد   : ١٩٢٠٣٠٠٠٨٩

الموضوع : قدرة الطلاب على قراءة النص السردي في طلاب الصف الحادي عشر من

SMKN 2 Batang Toru

أجريت هذه الدراسة لتحديد قدرة الطلاب على قراءة النصوص السردية في الصف الحادي عشر SMKN
2 Batang Toru. كان الغرض من هذه الدراسة هو تحديد قدرة الطلاب على قراءة النصوص السردية في
الفصل الحادي عشر SMKN 2 Batang Toru. حدد الباحثون العديد من المشكلات مثل افتقار الطلاب
إلى الدافع للقراءة ، ونقص المفردات ، والحماس للقراءة ، ونادرا ما يمارسون ، وعدم الاهتمام بدرجات
القراءة. تم إجراء هذا البحث في SMKN 2 Batang Toru. هذا النوع من البحث هو نهج كمي. أداة جمع
البيانات هي اختبار. كان مجتمع هذه الدراسة خمس فئات من الفئة الحادية عشرة SMKN 2 Batang
Toru. إجمالي عدد الطلاب ١٦٧ طالبا. بلغت العينة الحادية عشرة من جيولوجيا التعدين كعينة من هذه
الدراسة ٣٠ طالبا. بعد إجراء بحث على طلاب الصف الحادي عشر في جيولوجيا التعدين ، يمكن الاستنتاج
أنه مرتفع. وجد أن الطلاب سجلوا جيولوجيا التعدين الحادية عشرة. هذا يدل على أن درجات الطلاب
الحادي عشر في جيولوجيا التعدين جيدة جدا. يتم قبول الفرضية. هذا يعني أن قدرة الطلاب على قراءة
النصوص السردية في الفصل الحادي عشر SMKN 2 Batang Toru جيدة. لذلك من المتوقع تطبيق هذا
البحث في المدارس لما له من أثر جيد وتأثير إيجابي على الطلاب.

الكلمة الرئيسية: قراءة, نص سردي

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

First and foremost, praised be to Allah Subhanahu Wata'ala (SWT)., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled "Students' Ability In Reading Narrative Text at Grade XI of SMKN 2 Batang Toru". In addition, may peace and blessings be upon the prophet Muhammad SAW, who has led humanity out of the dark ages and into the light ages.

This thesis is being processed till it is finished writing, therefore it is a pleasure to thank the support and contribution of all lecturers, the institution, family, and friends who have contributed in different ways. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mr. Dr. Hamka, M.Hum, served as my first advisor and inspired and guided me to complete this thesis. He also patiently and truly offered me an abundance of thoughts and suggestions as I was writing the thesis.
2. Mrs. Sri Rahmadhani Siregar, M.Pd, as the second advisor who helped me write a strong thesis, has been an excellent advisor and provided me with many ideas and helpful criticism throughout the writing process of this thesis.
3. Rector of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
4. Dean of Tarbiyah and Teacher Training Faculty of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
5. All lecturers and all the academic civities of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
6. The chief of the school, teachers, and the students of SMKN 2 Batang Toru for their permission, welcoming and contribution in doing this research.
7. My dear friends from TBI-2 who have served as my inspiration for writing my thesis.

8. The exclusive thanks to my friend, Kaipah and Nessy who helped and served this thesis until accomplished.

9. My lovely parents who always give me much love, materials, prays, motivation, and moral encouragement from the beginning of my study until to finish my study. Then, my beloved brother and sisters who always made me happy and always give me motivation, praying and support in finishing my thesis.

I am aware that without criticism and recommendations, this thesis cannot be deemed perfect. As a result, it makes me very happy to receive criticism and suggestions from readers about how to make this thesis better.

Padangsidimpuan, 30 August 2023

Researcher,

SOPIAN TAMBUNAN
Reg. Number 19 203 00089

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

One of the fundamental abilities in a language is reading, which is the capacity to process and comprehend written content. Reading is a language skill.[1] People can add their knowledge and insight by reading. Reading is now available from a variety of sources, including the internet, newspapers, magazines, commercials, television, news, maps, slogans, and everything in written form.

One of the receptive skills in English is reading. It is a talent that serves as a means of written text communication between the author and the reader. The readers attempt to comprehend the concepts or information that the author of the text wants to convey by using this skill. It is crucial in assisting pupils in achieving success when learning a language, particularly a foreign language.

English and Indonesian both have their own rules, just like other languages. In the school, reading is one aspect of language skills should be mastered by the learners or students. Based on the K-13 Curriculum, senior high school should learn about genres including descriptive, narrative, argumentative, procedure, spoof, recount, and others.[2] Students are expected to understand those texts whether or not they are proficient in English. The

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[1]Scanlon, Anderson, and Sweeney, *Early Intervention for Reading Difficulties,* (New York: The Guilford Press, 2019) p.255.

[2]Kementerian Pendidikan dan Kebudayaan, "Dokumen Kurikulum 2013," 2012, 1–23

curriculum mentioned above defines generic structure as a textual structure that target language learners typically utilize.

Reading is an activity that has a goal. A person may read in order to get the information or verify existing knowledge, or in order to critique a writer idea or writing style.[3] Additionally, reading can be done for leisure or to improve one's command of the language. With that in mind, the reader's choice of text is influenced by their reading goal. Simply said, reading comprehension is a major difficulty for students. Despite the fact that reading comprehension was taught to the students in the manner described above, their reading comprehension lagged behind what the curriculum itself had in mind. Scanlon, et al stated that readers who have limited language skills and background knowledge will have limited ability to understand the things they read.[4] Therefore, based on the writer's observation at SMKN 2 Batang Toru, the writer found some problems faced by the students in learning reading.

The first is that the students are lack motivation to read since the teacher is merely employing a traditional tactic, such as lecturing without the application of any technique or strategy. Students struggle to focus and center their thoughts when reading as a result of their lack of attention to the subject matter. Additionally, a few of the students struggled to define reading comprehension.

In the second, students are lack vocabulary, reading enthusiasm,

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[3]Sri, Amir, and Wahyuni, "The Effect of Applying Annotating Strategy on Comprehension of Grade XI Students AT SMAN 8 Padang in Reading Monologue Texts."
[4]Scanlon, Anderson, and Sweeney, *Early Intervention for Reading Difficulties, p.251*.

practice seldom, and pay little attention to the value of reading. They simply read a text and accept what they see without stopping to consider or make connections between what they are reading and what they already know.[5] As a result, they do not research the subject of the assignment before beginning to read, verify the assignment's length before beginning to read, and read only until the task is finished.

The third group is equally incapable of drawing conclusions from the material and is unaware of its subject matter. The students clearly understand the text. Reading then becomes a burden in their lives. A lot of students also tend to take everything they read at face value and seldom ever take the time to critically consider the writers' arguments, sources, and word choices.

Students also have trouble doing a good job of text analysis. Students who want to improve their reading comprehension require an effective method or technique to act as a fix for their issues. The right teaching and learning method is therefore one of the most crucial elements in all language education in order to achieve success, especially in the learning process of English.

Understanding reading material is a skill students must develop and strengthen in order to do well in school. Because they must learn how to build sentences, short stories, and poems, this skill requires a lot of work and concentration. Readability is required in this situation. Reading narrative literature well is crucial for students, as evidenced by the preceding

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[5]Private Interview with English Teacher in SMKN 2 Batang Toru

explanation. So, the researcher interested to know the students' ability in reading comprehension of narrative text. Then, the researcher applied it through the title Students' Ability in Reading Narrative Text at Grade XI of SMK N 2 Batang Toru.

B. The Identifications of the Problem

Based on the background mentioned above, the researcher identified problems with students' reading comprehension. Based on the interview with English teacher, the students were lack motivation to read, lack of vocabulary, reading enthusiasm, practice seldom, and pay little attention to the value of reading. There are some factors or reading narrative text such as can identify the topic, main idea, information, giving conclusion, and understanding the vocabulary from the text. Thus, the researcher in this research become interesting to seek the ability on students' reading narrative text.

C. The Limitations of the Problem

Based on the identification above, the researcher found some problems in reading comprehension of narrative text. This research did not discuss all the factors of reading. It is only discussed based on the observation in SMKN 2 Batang Toru, understanding reading comprehension is one of the students' fundamental skills, and they are able to answer problems with how to locate the text's key concept.

As a result, the researcher focused only on XI SMKN 2 Batang Toru students' reading comprehension skills.

D. The Formulations of the Problem

The researcher formulates the problems in this research as the follow in order to make it clear, "How is the students' ability in reading narrative text at grade XI of SMKN 2 Batang Toru?"

E. The Objective of the Research

The objective of the research is to evaluate students' ability in reading narrative text at grade XI of SMK N 2 Batang Toru.

F. The Definitions of Operational Variables

The researcher has provided some theories for each phrase based on an explanation in advance. As a result, the following conclusion can be drawn about both variables:

a. Students' Ability

Students' ability is a talent or mental capacity that enables students to work hard at something.

b. Narrative Text

Narrative text is any English writing that is created with the intent to amuse, entertain, or engage with actual or imagined experience in a variety of ways.

G. The Significances of the Research

The significances of this research are as follows:

a. For the headmaster, to inform and encourage the English teacher in

teaching English as soon as possible.

b. For the teachers, to develop teaching English especially in teaching reading and to help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun for students in classroom.

c. Other researcher, to gain new knowledge about the teaching and learning process and to gain insightful understanding of English competence. It is useful as a source of data for subsequent studies that are linked.

H. Outline of the Thesis

The outline of this research is divided into five chapters. Each chapter is divided into the following sub-chapters:

Chapter one consists of introduction, they are: the background of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, the definition of operational variables, and the significances of the research.

Chapter two consists of the description of students' ability, reading comprehension, narrative text, review of the related findings, and hypothesis of the research.

Chapter three consists of the research which is divided into sub chapter: place and time of the research, research design, population and sample, Instrument of data collection, validity and reliability, technique of data collection, and technique of data analysis.

Chapter four consists of description of data, analysis of hypothesis, discussion of results, threats of the research. Chapter five consists of the conclusions, implications, and suggestions that are given by the research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Students' Ability

a. The Definition of Students' Ability

Ability is the attribute or state of having the power to do something, regardless of one's physical, moral, intellectual, conventional, or legal capacity. A student is a learner, or someone who attends and educational institution. So, here student is included part of person which must understand direct and indirect speech (reported speech). Then, ability is power to do something right physical or mental which has of person to develop the knowledge from experience. Ability in this research is faced to the student which is done the activity of study.

Ability means also skill to perform certain action both physically and mentally both before and after receiving training. It also refers to one's competency or ability in a certain activity and the adequacy of one's resources, strength, and knowledge. Students' ability in reading is multiple comprehension strategies to understand what they read. The ability is a quality or being able, especially in physical, mental or legal power to perform. The ability means the quality or capacity of being able to do something

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well.[1]

Definition of students' ability is derived from two terms with distinct meanings. Students' ability comes from two words: students and ability, Students is a person usually over the age of 16 (sixteen), who studying at a university or collage. Person who observed or has a particular interest of something. In similarly, Neufalt and Guralmik said that student is a person who studies or investigates or a person who is enrolled for study at school, collage, etc.[2] Then, students also mean a person who is studying at a collage of university, person studying at secondary schools, any person interested in a particular subject.[3] The researcher comes to the conclusion that a student is the element or person who learns throughout elementary school, junior high, senior high school, and university based on the description given above. Students also refer to someone who is pursuing a course of study, such as in a college, university, or school.

The ability to do something or to perform something is defined as a person's ability, quality, or talent. Hornby defined the skill as follows:

a. Possible capacity of power (to do something physical or mental)

b. Cleverness, intelligence.

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[1] Reading et al., "Teaching Reading Comprehension."
[2] Neufalt and Guralmik, *Webster's New World Collage Dictionary*.
[3] Hornby, *Oxford Advance Learner's Dictionary of Current English*.

c. Mental power talent

d. Ability includes the capacity to carry out a specific task both physically and cognitively, both before and after training.[4]

The term "ability" might signify one of three things:

1. Achievement is actual ability and can be measured by straight use of the instrument or devised test.

2. Capacity is potential ability can be measured by un straight, the individual's capacity.

3. Attitude is quality and can be expressed by especially training.[5]

The definition of general ability is the potential (capacity) of power (physical or mental or special natural power to do something). Additionally, it defines intellect. Syamsu stated that intelligence is an ability to face and to adapt toward situation quickly and effectively.[6] Ability is the quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something." Ability is the mental, physical, or technical competence that enables one to do an action. As a result, the concept of student ability is the state of ability in a student.

Based on the explanation given above, intelligence and ease

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[4]Hornby.

[5]Brown, *Teaching by Principles*.

[6]Syamsu Yusuf, Psikologi Perkembangan Anak Dan Remaja (PT Remaja Rosdakarya, 2006), 106, https://elibrary.bsi.ac.id/readbook/204156/psikologi-perkembangan-anak-dan-remaja.

of understanding are qualities that help students be able to achieve something. Brown stated that ability has three meanings, they are:

a. Achievement is actual ability and can be measured by straight useof the instrument or devised test.

b. Capacity is potential ability and can be measured by theindividuals' capacity.

c. Aptitude is quality and can be expressed by especially training.[7]

So, ability is the students' potential that can be used to measure or to know the individuals capacity and also can be expressed by training.

b. Types of Ability

Ability is the capacity to carry out tasks competently; this comprises knowledge, talent, and skills that may be applied to produce a desired outcome. The following are common types of ability.

1. Aptitude, a component of a competency to do a certain kind of work at a certain level. An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental.

Aptitudes inborn potential to do certain kinds of work

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[7]H Douglas Brown, *Teaching by Principles An Interactive Approach to Languge Pedagogy* (New Jersey: Engle wood Cliffs, 2001). p. 236-238.

whether developed or undeveloped. Ability is developed knowledge, understanding, learned or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to skills and achievement, which represent knowledge or ability that is gained through learning.

2. Intelligence, logic, abstract thought, understanding, self-awareness, communication, learning, having emotional knowledge, retaining, planning, and problem solving. Intelligence has been defined in many different ways including one capacity for logic, abstract thought, understanding. Self-awareness. Communication, learning, emotional knowledge, memory, planning, creativity and problem solving. It can be more generally described as the ability to perceive information, and retain it as knowledge to be applied towards adaptive behaviors within an environment.

3. Knowledge, a familiarity with someone or something, which can include facts, information, descriptions, or skills. Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving,

discovering, or learning.

4. Skills, the learned ability to carry out a task with pre-determined results.

5. Power (social and political), the ability to influence people or events. [8]

Students' ability, then, refers to anyone who studies or is committed to learning new things. These individuals also need to build or grow their own abilities both individually and in groups. They also anticipate care from adults, including teachers. The ability is the capacity of a person to become proficient in a variety of job-related tasks or an evaluation of a person's behavior. The success of a person who is in school is determined by their ability.

Based on the definition given above, the researcher comes to the conclusion that a student's ability is defined as their capacity to express or carry out what they have learned, regardless of their physical, moral, intellectual, or legal capacity, while they are enrolled in school.

2. Reading

a. The Definition of Reading

Reading is receptive skill. It is transactional between a reader and a writer. Brown stated that reading is a skill that is taken

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[8]Mariam, *Webster's Collegiate Thesaurus*.

for granted.[9] Reading is a skill that teachers simply expect students to have when learning a foreign language.

Reading is the process of cognition, interpretation, and perception of a written or printed object. It is an interactive activity between the reader and the text. Nunan argued that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[10] The goal of reading is comprehension.

Strategic reading is the practice of reading with the intent of achieving a certain goal and consists of a wide range of reading strategies. When reading becomes challenging, good readers know what to do. The capacity to read at a suitable pace with sufficient understanding is known as fluent reading. The reader's background knowledge interacts with the text to create meaning; meaning is not inherent in the reader or the text. Arthur argued that reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.[11] This case affects the comprehension to infer and construct the meaning of the material.

In order to reconstruct the meaning of what they have read and to give printed or written material meaning, reading is an

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[9]H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy.*
[10]Nunan, *Practical English Language Teaching.*
[11]Heilman W Arthur, *Principles and Practices of Teaching Reading.*

interactive process that takes place in human minds.[12] Reading to learn also involves complex thinking skills in which students must be able to make material their own through activities which guide them into analyzing texts. Such as summarizing passage and chapters, picking out main ideas, and building them into an outline.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text.[13] The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.[14] The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

Bojovic said that reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence.[15] Readers make use of their existing background knowledge to make predictions about what is coming next in the text and about how

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[12]Siregar and Harida, "Neurolinguistics Programming Method to Enhance Students ' Reading Interest."

[13]Hidayat, Harida, and Siregar, "Reading Narrative Text of The Students' Man Nagasaribu."

[14]Maslakhatin, "The Effects of Mind Mapping (MP) and Pre-Questioning (PQ) on the Students' Reading Comprehension."

[15]Bojovic, M. (2010, September). Reading skills and reading comprehension in English for specific purposes. In *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures* (Vol. 23, No. 9, pp. 1-6).

some new, unfamiliar piece of information relates to what is already known".

Besides, Nunan said that comprehension is essential to succesfull reading. The main of goal reading is comprehension absolutely, either for details or not. The reader who was the background knowledge about something, it must comprehend firstly. In other word, it can be said that comprehend something to comprehend another case.[16] Thus, readers will learn a range of previously known knowledge through reading.

Roebl states there reading comprehension is an ability to know what the readers read where words have context and text have a meaning.[17] The reader initially evaluates the words or essay in order to obtain a factual interpretation or while reading it because they relate to the context. An additional aid to reading comprehension is the reader's previous comprehension.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies, some strategies are related to bottom procedures and the other enhance the top-down process". Reading is understanding various meanings (interpersonal, ideational, textual) in various interactional written texts and monologues, especially those in the form of descriptive,

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[16]David Nunan, Practical English Language Teaching, (New York: Mc. Grow Hill, 2019), p. 75.

[17]K. M. Roebl, Developing Reading Comprehension Skills in EFL University Level Students, (St. Jhon University: Taiwan, 2020), p. 177.

narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentaries, and reviews.

In addition, Miller, et al. said that "a reader's comprehension depends on her or his ability to relate the information that she or he gets from the text with prior knowledge."[18] As a result, schema is crucial to reading comprehension. In addition, students should be able to clarify their own ideas and those of the author.[19] In other words, students at this level should thoroughly read and comprehend the content.

Based on the explanation above that reading comprehension is an ability to know what the readers read that involves the exploitation of the other skills or ability where there is reflection of the communication interactions among the intentions of the readers and the context situation of interaction. Then, reading comprehension is reading text by comprehending to find what the readers want to know and also the information they need by process thinking in their mind. Therefore, reading comprehension refers to the capacity of readers to analyze, evaluate, and comprehend written or printed materials.

b. The Purpose of Reading

The basic concept behind reading for information includes understanding the text's substance and meaning in light of its

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[18]Miller, Soro, and Lems, *Teaching Reading to English Language Learning, p.56*.
[19]Harida, "Understanding Paragraph and Three Phases in Reading Comprehension."

intended audience. Following are a few reading purposes:

a. Reading to search for simple information

That is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading task that is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower that general reading comprehension.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

d. Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.[20]

While, Sangia proposed the purposes of reading as following:

a. Teacher and learners catch the material in the process of direct communication.

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[20]Grabe and Stoller, *Teaching and Researching Reading*.

b. Reader and writer are effective, so that there is close relationship between them, then, there will be settlement on relative implication.

c. Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds.[21]

According to Tarihoran and Rachmat, there are four purposes for reading comprehension such as:

a. Reading for pleasure is reading a narrative, novel, comics. And so on. Here the readers enjoy the sound and the rhythm of literacy text.

b. Reading for a general impression, such as to gain an idea of the writer's viewpoints, to decide whether or not read the text.

c. Reading for organizing reading and studying, such as to identify the important content of the text, to answer a specific question, to decide which section of a text to start studying.

d. Reading for learning content or procedure, such as to gain an understanding of new concepts, to learn certain facts from a text and follow instructions.[22]

From the explanation above that, every individual has their own reason for read and their own needed. So the main purposes of reading is to seek and obtain information, including, content, understanding the meaning of reading. Based on the list above, the researcher makes an inference that purpose of reading is to make the point of understanding and comprehending the text.

c. Concepts of Reading Comprehension

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[21]Sangia, "The Process and Purpose of Reading."

[22]N. Tarihoran and M. Rachmat, Reading Basic Reading Skill (Serang : Loquen Press, 2012), p. 6.

The fourth language is reading. The ability to understand a written piece of information is included in this category. It explain that in teaching reading, the teacher should be emphasized on the skill to helpthe students' motivation, various kind of English text to help the students develop their ability in reading.[23] However, in order to just read a book without understanding the meaning or being able to identify the material, we need a large vocabulary. Therefore, reading comprehension helps to expand vocabulary.

Reading is comprehension. If students can read the words of a text, but do not understand what they are reading, they are not really reading. As Grabe and Stoller said that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.[24] It is the ability to understand a language.

Parr in Wulandari argued that the purpose of reading is to develop the children to love literature, the multitude of genres and to be confident in their own reading to share with others. Reading also develops the childrento have a wide range of opportunities for reading then become independent readers.[25] Additionally, it

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[23]Sangia, "The Process and Purpose of Reading."
[24]Grabe and Stoller, *Teaching and Researching Reading*.
[25]Wulandari, "Implementation of Story Mapping and Mind Mapping Toward Students' Reading Comprehension Enhancement."

strengthens one's creative, critical, and imaginative faculties. It's also crucial to read it aloud and with feeling.

Based on definition above, the researcher conclude that reading comprehension is an activity that does by someone or called as a reader to understand and get the point from a text or point material.

There are some elements in reading comprehension, they are:

1. Topic

A topic is the one thing the whole paragraph is about, which every sentence and idea contained in the paragraph related to. The topic is typically one word or a phrase with two or more words. Because of this, a theme might alternatively be described as the word or phrase that best sums up the subject matter of each paragraph's phrases.

2. Main Ide

A main idea is what the author says, thinks, or wants to communicate about the topic. Because the author introduces the material there, the primary idea can occasionally be found in the opening paragraph. The paragraph's supporting clauses and ideas all relate to the main subject. The topic sentence, which is typically but not always used at the beginning of a paragraph, is where the writer immediately states the major concept.

3. Supporting Sentence

Supporting sentence is developed the topic sentence that is, they explain the topic sentence by giving reasons, example, facts, statistics, and question. Typically, the second paragraph contains the supporting sentence, which serves to further the main idea.

4. Conclusion

A concluding sentence asserts the main idea of the paragraph and, while elaborating the conclusion, it connects the topic sentence and the ideas presented in the supporting details. A summary sentence summarizes the data that was delivered in a paragraph. The essential idea is reiterated and the paragraph is finished.

In short, based on the explanation above, the researcher concluded that topic is what the text talk about. Main idea is point of view by author in a sentence that using as a representation to the next sentences. Supporting sentence is the sentences which has role to give detail explanation about main idea. While, conclusion is the point of the text tellor explain.

c. **Kinds of Reading**

1. Silent Reading

Kasihani and Suyanto argued that silent reading is to train the students to really pay attention to comprehend the

text.[26] So, silent reading is reading by heart or without sounds to get the deep understanding of the material.

Reading silently improves students" understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need reading one word at a time. Encouraging the students to read silently will help them develop the strategies they need for reading fast, and with better comprehension.

The researcher concluded, silent reading is the process of reading by heart. It is condition of not speaking and the reader try to focus on the text.

2. Loud Reading

Brown stated that loud reading is the test-taker separate letters, word, and or short sentence and read them loud, one by one, in the presence of administrator since the easement is reading comprehension, any recognize able oral approximation of the target response is considered correct.[27] Reading aloud also connects the eyes and ears to the tongue as well as to the entire body, which is involved in body language.

Then, the researcher can conclude that loud reading is

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[26]Kasihani and Suyanto, *English for Young Learners, p.65.*
[27]H Douglas Brown, *Language Assessment: Principles and Classroom Practice, p.90.*

the activity to read the text with oral expression, speaking or talking out loud.

d. Strategies for Reading Comprehension

There are many experts writing about reading strategies or strategies, about how to read effectively and efficiently. Novary and Ngabut stated that there are interactive model in reading.[28] They clarify that proficient second language reading necessitates the interaction of top-down and bottom-up reading strategies. The interactive reading process occurs when readers combine top-down and bottom-up reading strategies in a way that helps them become proficient readers**.**

The technique of reading comprehension that can use, they are:

1. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something. The reader must know what looking for and can weed out potential distracting information. It is important for the teacher to teach reading technique and to set up the purpose of reading to the students.

2. Skimming

One of the most popular readings is skimming

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[28]Novary and Ngabut, "Reading Theories and Reading Comprehension."

technique used by students. It can help students read more quickly is skimming. The fastest speed a person can read at is when skimming. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or the message, andpossible some of developing of supporting details.

3. Scanning

The second in the most valuable category is scanning. Scanning is reading technique quickly searching for some particular piece of pieces of information in the text. This technique asks the students to look for name or dates, to find definition or key concepts, or to list a certain numbers of supporting details. The purpose of scanning is to extract certain specific information without reading through whole the text. Scanning involves looking through a text to find specific information. Look for words to the topic or purpose for reading. Use scanning to research, review, and find information.

Then, Brown proposed several strategies for reading comprehension that can be practically applied in the classroom, there are:

1. Identify the purpose in reading

The key to effective reading is to understand why you are reading anything. You will be able to screen out information that can be distracting and know what you are looking for. Make sure pupils are aware of the goal of reading whenever you are introducing a reading strategy.

2. Use graphemic rules and patterns to aid in bottom-up decoding

Making the connections between spoken and written English is one of the challenges that beginners to the English language have when learning to read. One-to-one grapheme-phoneme correspondences should be easy to learn, but other relationships may not be that straightforward. For reasonably quick comprehension, use effective silent reading strategies.

If you are teaching students at the beginning level, this specific method won't work because they are still having trouble controlling their restricted vocabulary and grammatical structures. The following guidelines for silent reading may assist your intermediate-to-advanced students become more proficient speed readers:

a. You do not need to "pronounce" each word to yourself.

b. Try to visually perceive more than one word at a time, preferably phrases.

c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its content.

3. Skim the text for main ideas

Skimming and scanning are two of the most effective reading techniques for learners. Skimming is the process of swiftly scanning a text to find its main points. Skimming has the benefit of allowing readers to anticipate the passage's goal, its primary theme, and perhaps even some of the emerging or supplementary ideas.

4. Scan the text for the specific information

The next most valuable activity is scanning, or swiftly looking up a specific piece of information within a text. Students may be asked to search for names or dates during scanning activities. to locate a definition of a key subject or to provide a specific number of examples. Without reading the entire text, the scanning process is used to retrieve specific information. Scannable text is a must for academic English. When dealing with genres like schedules, manuals, forms, etc. in vocational or general English, scanning is crucial.

5. Use semantic mapping or clustering

A lengthy list of concepts or events can quickly

overwhelm readers. These semantic maps can be created independently, but they also serve as an effective group work tool since they allow students to jointly impose appropriate order and hierarchy.

6. Guess when you are not certain

    The key take away is that reading is essentially a guessing game, and the sooner students grasp this concept, the better off they will be. Making an estimate that is reasonably correct is essential for success.

7. Analyze vocabulary

    One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

    a. Look for prefixes that may give clues.

    b. Look for suffixes that may indicate what part of speech it is.

    c. Look for roots that are similar.

    d. Look for grammatical contexts that may signal information.

    e. Look at the semantic context (topic) for clues.

8. Distinguish between literal and implied meanings

    Applying complex top-down processing abilities is

necessary for this. There are additional requirements placed on readers due to the fact that not all language can be understood correctly by focusing on its literal, syntactic surface structure. The majority of the time, analyzing pragmatic information is required to deduce implied meaning.

9. Capitalize on discourse makers to process relationship

In English, phrases, clauses, and sentences are frequently used to indicate the relationships between ideas. A clear understanding of such authors can significantly improve students' reading efficiency.[29]

e. Reading Assessment

Planning and organization are necessary for assessments. Finding the reading assessment's goal and aligning instructional activities to it are crucial. Assessment is a tool to measure how far the students ability and comprehension of the material.[30] There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are as belows.

1. Topic sentence is a sentence that refers to the main idea or message in the paragraph.
2. Important information is facts or details about the text

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[29]Brown, *Teaching by Principles, p.306*.
[30]O, Malley, and Pierce, *Authentic Assessment for English Language Learners*.

which it has great effect or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and the actors of the text.

3. Content of the message is global information that refers to a core of the story and problem in the text.
4. Meaning of difficult word/ idiom/ phrases in context meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.
5. Conclusion of the text Improving Students" Reading Comprehension through Guessing Strategy. Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.[31]

Based on explanation above teacher should consider it to make students comprehend and evaluation more useful. There are some indicators in assessing students' reading, asfollows:

Table II.1

Indicators of Reading Assessment

No	Indicators
1	Identify the topic from the text
2	Identify main idea from the text
3	Identify information that needed from the text
4	Give conclusion from the text
5	Understanding the vocabulary from the text[32]

In evaluating reading, there are various methods. Among them are questions with multiple choices. Typically, the format of a multiple choice exam question requires the candidate to choose the response from a range of provided possibilities. Only one of

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[31]Sitompul, Harida, and Rambe, "Improving Students' Reading Comprehension through Guessing Strategy of State Institute For Islamic Studies Padangsidimpuan."
[32]Brown, *Teaching by Principles, p.98.*

which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item. So the researcher takes the conclusion, the researcher will take some of the indicators of reading comprehension and choose the multiple choice question as a technique to test reading comprehension.

3. **Narrative Text**

    a. **The Definition of Narrative Text**

    Narrative (story) in the human sciences should be defined provisionally as discourse with a clear sequential other that connect events in a meaningful way for a definite audience and thus offer insight about the world and or people's experience of it".[33] According to July, "narrative is a paragraph which tells something, condition or an event. The character will be human or animals and the event shown chronologycally".[34] Moreover, Knapp and Watkins state that "narrative is one of the most powerful ways of

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[33]Juliani Dameria et al, "Error Analyze of Students in Writing Narrative Text" Linguistic, English Education Art (LEEA) Journal 3 (2019), p. 164. Retrieved from https://journal.ipm2kpe.or.id

[34]Novita Sahara July, "Common Grammatical Errors in Writing Narrative Text of Eight Grade Students at MTs Negeri Sijenjang", 2017, p. 4-5. Retrieved from http://ejournal.iainkendari.ac.id/langkawi/article/view936. 18Peter Knapp and Megan Watkins Genre, Text Grammar. Technologies for Teaching and Assesing Writing (Australia: UNSW Press Book, 2005), p. 220. Retrieved from https://www.pdfdrive.com/genre-text-grammar/technologies-for-teaching -and-assesing-writinge156774997. 19Homby, Oxford Advance Learners" Dictionary, p. 1013

communicating with others.[35] It is clear that the aim of narrative is to amuse readers with captivating tales. The use of narrative in society plays a function in both providing amusement and influencing societal attitudes and beliefs. A description of events that operate as the method through which a story is felt, particularly in a novel or short story, is known as narration. This indicates that a narrative is a collection of imagined events or stories that are fictional in nature.

A narrative is a kind type composed both in written and spoken form, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that students are expected to use early ontheir school life. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Anderson (in Intan) stated that "Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener".[36] Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The basic purpose of narrative text is to entertain, i.e. to gain and hold the reader's interest in a story. But narrative may also

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[35]Peter Knapp and Megan Watkins Genre, Text Grammar. Technologies for Teaching and Assesing Writing (Australia: UNSW Press Book, 2005), p. 220. Retrieved from https://www.pdfdrive.com/genre-text-grammar/technologies-for-teaching   -and-assesing-writinge156774997.

[36]Intan, "Teaching Narrative Text in Improving Writing to the Ninth Grade Students of SMP Negeri 1 Petarrukan Malang."

seek to each or inform, to embody the writer's reflections or experience, and perhaps most important to nourish and extend the reader's imagination.

So, narrative text has purpose to amuse of entertain and give good lesson to us and the other people to listen about narrative.

b. Generic Structure of Narrative Text

Generic narrative text structures are as follows:

Table II.2
Generic Structure of Narrative Text

Text Elements	Contents
Orientation	This is the introductory part of the stories where the author tells the reader who is in the story, when the story taking the place, and were the story is happening. Throughout this part, the reader can get the insight of what probably happens next in the story.
Complication	The part the author tells the chain of events in the story that influences what will happen in it. This is where the character plays their role. Many characters will be affected by some of the events happen in this part.
Sequence of Event	A narrative may present a series of event as the form of response from the characters to the complication of the story. It involves the character's feelings and what they do. That event is usually told in chronological order of with flashback. The point of view appears in this part.
Resolution	In this part, the story reaches its end. This is where the problem is solved.
Coda	Usually coda is present at the last paragraph. Coda includes a moral or message to be

Text Elements	Contents
	learn from the story.[37]

c. Language Features

There are some language features in narrative text, they are:

1. Certain noun, pronouns, animals, and certain thing in the story, such as maid, stepsister, housework.
2. Adjectives extending noun phrase, such as long black hair, two read apples.
3. Time connectives and conjunction to make events sequence, such as then, before, soon, next, etc.
4. Adverbs and adverbial phrases to show location and time of events such as there, here, in the, mountain, happily, etc.
5. Action verbs in past tense: stayed, climbed, jumped, etc.
6. Saying verb indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the character in the story, such as thought, understood, felt, seemed, etc.
7. The use of the past tense.[38]

As a result, the researcher comes to the conclusion that the adjectives that expand noun phrases, action verbs in the past tense, temporal connectives, and conjunctions are the linguistic components of narrative texts. It has been discussed how comprehension helps writers create language that effectively conveys information from texts.

d. Example of Narrative Text

Narrative text is one of the texts that tell about the past event. In this text, the tenses that used is simple past tense, and this text is very familiar in adult life because the content is interesting and there is moral value inside of the text. So, below is the example of narrative text.

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[37]Intan.
[38]Knapp and Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.

Table II.3
Example of Narrative Text

Title	Hungry Crocodile
Orientation	One day, there was a hungry crocodile waiting a prey near the take in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.
Complication	At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.
Resolution	The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly Kancil said, "Lets run buffalo, lets run". The buffalo and the Kancil run as fast as possible and the crocodile had realized that it is had been fooled by Kancil. The crocodile was still trapped there and there was no one helped it
Coda	Usually coda is presented at the last paragraph.[39]

B. Review of the Related Findings

There have been many researches done regard to this research and the research found some related findings. The following relevant researches which associated with the researcher's researcher are selected for this research.

The first is the students' perception on reading comprehension problems in narrative text. The result showed that the students still experienced some problems in reading narrative text. Based on the result of the

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[39]Koski, Frog, and Savolainen, *Genre Text Interpretation*.

questionnaire, the most problematic aspect that hinder the students' reading comprehension was "Motivation" (65.6%), followed by "Strategies" (63.7%), "Background Knowledge" (63.3%), "Reading Process (60%)" and "Language Knowledge (55.4%)"[40] So the researcher can categorized that they are good in comprehending narrative text.

The second is the researcher concluded based on the result of analyzing data, it was found that the tenth Audio Video department of SMKN 1 Padang had high ability to comprehend narrative text. It was indicated by the fact that 45 students (78.95 %) had high ability to comprehend narrative text. Specifically, the students' ability to comprehend generic structure of narrative text was high. It was indicated by the fact that 43 students (75.44 %) had high ability. The students' ability to recognize word meaning (vocabulary) of narrative textwas high. It was indicated by the fact that 55 students (96.49 %) had high ability. The students' ability to identify moral value of narrative text was low. It was indicated by the fact that 38 students (66.67 %) had high ability. The students' ability to identify purpose of narrative text was high. It was indicated by the fact that 50 students (87.71 %) had high ability.[41] So, the researcher can conclude that the students' ability to comprehend narrative textwas high.

The third is the results of the study showed that students of class IX IPS 1 SMAN 1 Talamau: (1) The ability to write students in determining the

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[40]Sari, Santihastuti, and Wahjuningsih, "Student's Perception on Reading Comprehension Problems in Narrative Text."

[41]Rony Arahta Sembiring, "The Students' Ability in Reading Comprehension in Narrative Text." *Saltel Journal 2, no.2 (2019)*"

main ideas and topics in the narrative text showed at the intermediate level of 14 people out of 23 students (60.875%). (2) The ability to understand the meaning of words in the narrative text shows at the intermediate level that is 15 people out of 23 students (65.22%). (3) The ability to understand the information implicit in the narrative text shows that at the intermediate level, there are 14 out of 23 students (60.87%). (4) The ability to understand the general structure and language features of narrative texts shows that at the intermediate level, there are 16 students out of 23 students (69.57). From the results of the above research, it can be concluded that students still experience many difficulties in understanding a text, especially in narrative texts in accordance with applicable rules. Furthermore, based on the results of this study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities.[42]

The fourth research is designed to see how video games influenced students' reading comprehension on narrative text games. The study consisted of 72 students from MAN 1 Bandar Lampung in tenth grade. X MIA 3 and X MIA 4 were the class samples of this study. The effect of video games can be reflected in the multiple-choice students' score. The writer used a quantitative and quasi-experimental method as the methodology with a random sampling approach. Multiple-choice test was used as the tool of test. The research

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[42]Marzona and Ikhsan, "An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade At SMAN 1 Talamau."

findings in this study explain that video games had significantly impact.[43]

The fifth researches' result showed that students' ability in understanding reading of narrative text is very good. The first aspect of reading which mastered by the students is main idea with 84.44%, the second is reference with 83.89%, the third is detail with 81.11%, the fourth is inference with 80.33% and the last aspect is vocabulary with 66.67%.[44] It concludes that the aspect that mastered well by the students is main idea and the most difficult aspects for the students in reading is vocabulary. Pertaining to interview, teacher taught the students by using many methods in order to avoid the students' boredom in learning.

So, based on five previous researches above, the researcher tries to find the students' ability in reading narrative text. In other hand, four of this research is similar research, but the result and objects are different. Meanwhile, this research investigates in reading narrative text. The researcher describes how the students' ability in reading narrative text at grade XI SMK N 2 Batang Toru.

C. Hypothesis of Research

The hypothesis of the research is "The students' ability in reading narrative text is enough ability".

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[43]Amin and Wahyudin, "The Impact of Video Game: 'Age of Empires II' toward Students' Reading Comprehension on Narrative Text."
[44]Nisa, Safura, and Wicoksono, "Students' Ability in Mastering Reading Comprehension."

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in SMK N 2 Jl. Padangsidimpuan-Sibolga Km.26 Sipenggeng, Kec. Batang Toru Tapanuli Selatan Sumatera Utara 22738. The time of this research has been done from January 2023 until finishing.

B. Kinds of Research

Based on the analysis of data, the researcher used the quantitative research. It is a descriptive quantitative research. Descriptive quantitative research determines and describes the way things are.

So, it can be concluded that descriptive quantitative method has been used to describe students' ability in reading comprehension on narrative text at Grade XI of SMK N 2 Batang Toru.

C. Population and Sample

a. Population

The population is the whole of the students at Grade XI of SMK N 2 Batang Toru. It can be seen from the table follow.

Table III.1

Population

No	Class	Total Students
1	XI Electrical Engineering	32
2	XI Mechanical Engineering	30
3	XI Heavy Equipment Engineering 1	36
4	XI Heavy Equipment Engineering 2	34
5	XI Mining Geology	30
	Total	162

b. Sample

In this research, the researcher used simple random sampling to take the sample because the students have the same background's study. This research had a class as the sample. The researcher randomized the classes and got the XI Mining Geology as the sample for this research with 30 students.

D. Instrument of Data Collection

The data are very important. Before giving the instrument to the respondents, the researcher also told verbal instruction to make sure that the respondents choose if they know what to do. The instruction is to choose the best answer by crossing a, b, c, or d that they found in multiple choice test. There are 25 questions would be given. There are some indicators that are used by the researcher to measure the students' ability in reading narrative text. It can be seen in the table of the test indicators.

Table III.2
The Indicators of Reading Comprehension[1]

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	The students are able to identify the topic from the text	2	1, 14	4	8
2	The students are able to identify the main from the text	2	2, 15	4	8
3	The students are able to identify Information that needed from the text	11	3, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20	4	44
4	The students are able to give conclusion from the text	2	13, 25	4	8
5	The students are able to understand the vocabulary from the text	8	9, 10, 11, 12, 21, 22, 23, 24	4	32
	Total	25		4	100

E. Validity and Reliability

The test of students' reading skill has to be valid and reliable. To know the validity of the test, the researcher used construct validity. A measurements' construct validity refers to how well it represents the concepts or relevant material that will be measured.

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[1]Brown, *Teaching by Principles, p.98*.

A test score cannot accurately reflect a student's achievement if it does not measure what the student was taught and it supposed to have learned.[2] To get the validity of the test, researcher validated the test to the English teacher of SMKN 2 Batang Toru.

F. Technique of Data Collection

The test is prepared by the researcher and then provided to a sample of the research that was being used to determine the result of the study. In order to gather the data, the steps that follow must be taken:

1. The researcher made the test of multiple choice questions.

2. The researcher looked for the questions of the test from the internet

3. After looking for the item test, the researcher came to SMKN 2 Batang Toru then meets with the headmaster and the English teacher.

4. The researcher asked permission to English teacher to take the research at XI class Mining Geology.

5. The researcher came into class, which becomes subject of the research and then administrated the test to the eleventh grade students of SMKN 2 Batang Toru.

6. The researcher determined the time of doing the test. The time of during

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[2]L R Gay, Geoffrey E Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, Tenth Edit (New Jersey: Pearson, 2012),p.161,https://libgen.li/get.php?md5=5d042fad9636961d77193ae972dff0f9&key=YM3G3U Q2KREHOY3Y.

test was in 60 minutes.

7. The researcher gave chance for the students to ask something left or unclear in doing the test.

8. The researcher asked the students to do and the researcher monitor the students during the test is doing.

9. After answering the test, the researcher collected their answer to be analyzed.

G. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$\mathbf{M} = \sum \frac{x}{n}$$

Explanation:

M   : Mean score (average)

Σx   : Total of the result

n   : Sum of respondent[3]

After the researcher gets the data, it will be presented in frequency table as following:

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[3]Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2018), p.81.

Table III.3

The Classifications Quality of the Students' Score

No	Score	Criteria
1	0 – 20	Very low
2	21 – 40	Low
3	42 - 60	Enough
4	61 - 80	High
5	81- 100	Very High[4]

After the researcher finds the mean score of all students, it will be consult to the criteria as the following:

1. If the value of mean score is 0 – 20, it can be categorized into very low ability.

2. If the value of mean score is 21 – 40, it can be categorized into lowability.

3. If the value of mean score is 41 – 60, it can be categorized into enough ability.

4. If the value of mean score 61 – 80, it can be categorized into high ability.

5. If the value of mean score 81 – 100, it can be categorized into very high ability.

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[4]Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), p.23.

CHAPTER IV

THE RESULT OF RESEARCH

As previously noted, XI Mining Geology at SMKN 2 Batang Toru was taught in order to test the students' reading comprehension. The title of the research was determined by the researcher by applying analysis to the test results of the students. To obtain their overall result as a generalization and then verify the hypothesis, this quantitative descriptive analysis employed the mean score. The researcher utilized the formula of T to test the hypothesis after that. The following is a description of the data as below:

A. Description of Data

In order to determine the extent of the students' reading ability in XI Mining Geology at SMKN 2 Batang Toru, the researcher used a test as the instrument for gathering data. On the basis of the multiple choices with reading narrative test, the researcher asked the students to choose the right answer. The test had multiple narratives in it, which the researcher discovered, and the results are presented in the table below for XI Mining Geology at SMKN 2 Batang Toru.

Table IV.1
Students' Total Score in Reading Narrative Text

No.	Students' Initial	True	False	Total Scores
1.	NAP	8	17	32
2.	AS	10	15	40
3.	IS	15	10	60
4.	ZFA	15	10	60
5.	FRP	11	14	44
6.	NNS	10	15	40
7.	RAS	11	14	44
8.	AWP	11	14	44
9.	CS	14	11	56
10.	EM	14	11	56
11.	GL	15	10	60
12.	AZ	15	10	60
13.	KNP	12	13	48
14.	AMH	13	12	52
15.	RA	13	12	52
16.	IAC	13	12	52
17.	MS	15	10	60
18.	NZ	14	11	56
19.	RKS	21	4	84
20.	RADS	19	6	76
21.	MA	14	11	56
22.	RSH	13	12	52
23.	SRT	13	12	52
24.	DPS	14	11	56
25.	ESS	20	5	80
26.	AS	15	10	60
27.	DSH	15	10	60
28.	DS	14	11	56
29.	SRSH	14	11	56
30.	JE	15	10	60
Total				**1664**

Based on table above, the total scores of XI Mining Geology at SMKN 2 Batang Toru in reading narrative text is 1664. It can be also seen that there were students have got 84 as the highest score and there were

have 32 score as the lowest score. To know the quality score each of the

students in identifying word classes can be seen as below:

Table IV.2
The Quality Score of the Students in Reading Narrative Text

No.	Students' Initial	Total Scores	Quality Score
1.	NAP	32	Low
2.	AS	40	Low
3.	IS	60	Enough
4.	ZFA	60	Enough
5.	FRP	44	Enough
6.	NNS	40	Low
7.	RAS	44	Enough
8.	AWP	44	Enough
9.	CS	56	Enough
10.	EM	56	Enough
11.	GL	60	Enough
12.	AZ	60	Enough
13.	KNP	48	Enough
14.	AMH	52	Enough
15.	RA	52	Enough
16.	IAC	52	Enough
17.	MS	60	Enough
18.	NZ	56	Enough
19.	RKS	84	Very High
20.	RADS	76	High
21.	MA	56	Enough
22.	RSH	52	Enough
23.	SRT	52	Enough
24.	DPS	56	Enough
25.	ESS	80	High
26.	AS	60	Enough
27.	DSH	60	Enough
28.	DSH	56	Enough
29.	SRSH	56	Enough
30.	JE	60	Enough
Total		**1664**	

Based on table above, it is clearly that quality score the students' score in reading narrative text is differently. There were many students have low, enough, and high. It means that the ability of XI Mining Geology at SMKN 2 Batang Toru in reading narrative text is variously.

B. Students' Result in Reading Narrative Text

Based on the table above, it can be known from 30 students that the highest score is 84 and the lowest score is 32. From the data, the researcher calculated that the mean score is 55.47. The researcher got median score is 56.00, mode is 60 and std. deviation is 11.054.

1. Mean

   Mean is the numeral that represent to all the data in average. The mean was very important because to know the average of the students' value. The calculation can be seen on the following:

$$M = \frac{\Sigma x}{N}$$

   Where:

   M   = Students' mean score

   Σx = Sum of the students' score

   N   = The number of students

   M_x $= \frac{1664}{30}$

$$= 66.56$$

From on the calculation above, the researcher had found that the mean was 66.56. So, students' ability in reading narrative text was high, it can be known from the table interpretation mean score in chapter III.

2. Median

Median is the middle score or the center of value which was taken from the rows data. The data must have arrangement from lowest to the highest score. As showed in the previous table, it was word formation ability. The data were: 32 – 40 – 40 – 44 – 44 – 44 – 48 – 52 – 52 – 52 – 52 – 52 – 56 – 56 – 56 – 56 – 56 – 56 – 60 – 60 – 60 – 60 – 60 – 60 – 60 – 60 – 76 – 80 – 84.

Median of the data was 56. Median took fom devided the all data into two part and then, took the score in the middle.

3. Mode

Mode is the most appearance score of the data. As showed in the previous table, it was word formation ability. The data were: The data were: 32 – 40 – 40 – 44 – 44 – 44 – 48 – 52 – 52 – 52 – 52 – 52 – 56 – 56 – 56 – 56 – 56 – 56 – 60 – 60 – 60 – 60 – 60 – 60 – 60 – 60 – 76 – 80 – 84. Mode of the data was 60. Thus, the most apperance score was 60.

In order to brief and clear it can be seen on the following table:

Table IV.3: Mean, Median, Mode Scores in Reading Narrative Text at Grade XI of SMKN 2 Batang Toru

No.	Items	Scores
1.	Mean	66.56
2.	Median	56
3.	Mode	60

The table above shows the data distribution for students in reading narrative text.

$$R = 84 - 32 = 52$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3 \,(1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

$$i = R/K$$

$$= 52/6$$

$$= 8.66$$

$$= 9$$

Table IV.4: The Distribution Frequency in Reading Narrative Text at Grade XI of SMKN 2 Batang Toru

No	Interval	Frequency	Percentage
1	32-40	3	10.0 %
2	41-49	4	13.3 %
3	50-58	12	40 %

No	Interval	Frequency	Percentage
4	59-67	8	26.7 %
5	68-76	1	3.3 %
6	77-85	2	6.7 %
	i =9	**30**	**100%**

Based on the frequency distribution above, the researcher has found that the student who got the score 32-40, they were 3 student or 10.0 %, while the students who got the score 41-49, they were 4 students or 13.3 %, the score 50-58 were 12 students or 40%, the score 59-67 were 8 students or 26.7 %, the score 68-76 were 1 student or 3.3 %, and the score of 77-85 were 2 students or 6.7%.

Based on the above table, it can be drawn at histogram as below:

Frequency
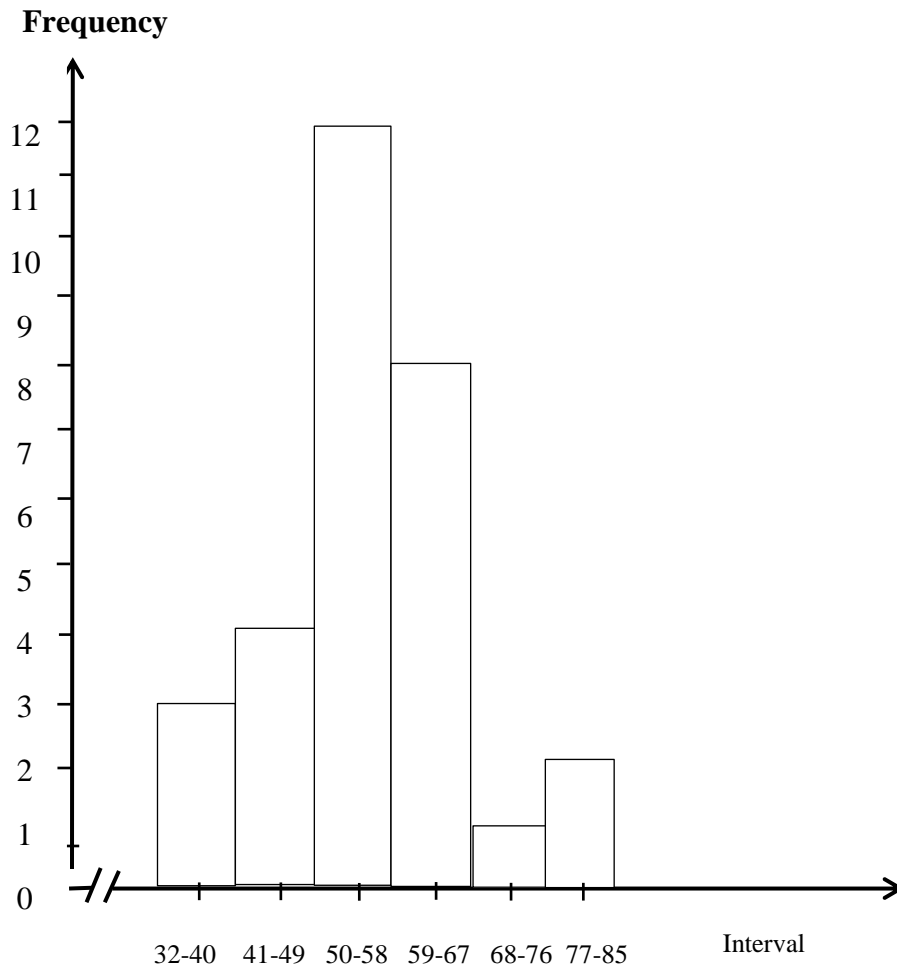
Figure IV.1: The Histogram of Students' Ability in Reading Narrative Text of XI Mining Geology at SMKN 2 Batang Toru

Based on the figure above, it was known that the variable revelation students' ability in reading narrative text shown that the respondent at 32 – 40 were 3 students, interval 41 – 49 were 4 students, interval 50 – 67 were 12 students, interval 59 – 67 were 8 students, interval 68 – 76 was 1 students, interval 77 – 85 were 2 students. So, the meaning of interval in this research is showing the count of sample who got score in histogram.

C. Hypothesis Testing

The hypothesis of research is ''The students' Ability in Reading Narrative text of XI Mining Geology at SMKN 2 Batang Toru was good ability. Based on the collected data, the data has been analyzed by using mean score formula. Based on the calculation in mean score, the researcher got the mean was 66.56. The interpretation can be seen by the table below:

Table IV.5
The Classifications Quality of the Students' Score

No	Score	Criteria
1	0 – 20	Very low
2	21 – 40	Low
3	42 - 60	Enough
4	61 - 80	High
5	81- 100	Very High[1]

Based on the classification, it can be concluded that the mean score was at 61-80 classification. That showed that the students' ability in reading Narrative text is high ability.

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[1]Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), p.23.

D. Discussion

Seeing the data analysis, the researcher found the mean score of students' ability in reading narrative text was 66.56. It means that the students have a high ability in reading narrative text. Eventhough all of the ways had tried by the researcher to be better in this research, the researcher realized that this research is far from perfect.

The students' reading comprehension of narrative text was generally of a high level. It implied that every student had good comprehension skills for narrative text. Even though some of them scored incorrectly on the test, this was mostly due to their limited vocabulary and lack of comprehension of language features.

It was also discussed with the related findings that had been stated by researcher. The first was the students' perception on reading comprehension problems in narrative text. The result showed that the students still experienced some problems in reading narrative text. Based on the result of the questionnaire, the most problematic aspect that hinder the students' reading comprehension was "Motivation" (65.6%), followed by "Strategies" (63.7%), "Background Knowledge" (63.3%), "Reading Process (60%)" and "Language Knowledge (55.4%)"[2] So, the researcher can categorized that they are good in comprehending narrative text.

The second is the results of the study showed that students of class IX IPS 1 SMAN 1 Talamau Pasaman to read narrative text was moderate.

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[2]Sari, Santihastuti, and Wahjuningsih, "Student's Perception on Reading Comprehension Problems in Narrative Text."

It was indicated by the scientific fact that 6 students (69.57%) had moderate ability.[3] From the results of the above research, it can be concluded that students still experience many difficulties in understanding a text, especially in narrative texts in accordance with applicable rules. Furthermore, based on the results of this study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities.

The third research is designed to see how video games influenced students' reading comprehension on narrative text games.[4] The study consisted of 72 students from MAN 1 Bandar Lampung in tenth grade X MIA 3 and X MIA 4 were the class samples of this study. The effect of video games can be reflected in the multiple-choice students' score. The writer used a quantitative and quasi-experimental method as the methodology with a random sampling approach. Multiple-choice test was used as the tool of test. The research in this study explained that video games had significantly impact.

The fourth research showed that students' ability in understanding reading of narrative text is very good. The first aspect of reading which mastered by the students is main idea with 84.44%, the second is reference with 83.89%, the third is detail with 81.11%, the fourth is inference with

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[3]Marzona and Ikhsan, "An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade At SMAN 1 Talamau."

[4]Amin and Wahyudin, "The Impact of Video Game: 'Age of Empires II' toward Students' Reading Comprehension on Narrative Text."

80.33% and the last aspect is vocabulary with 66.67%.[5] It concludes that the aspect that mastered well by the students is main idea and the most difficult aspects for the students in reading is vocabulary. Pertaining to interview, teacher taught the students by using many methods in order to avoid the students' boredom in learning.

So, based on the explanation of the researches above, the researcher found the differences and similarity in students' ability in reading narrative text. In other hand, four of this research is similar research where related to reading narrative text, but the result and objects are different. The researcher described how the students' ability in reading narrative text at grade XI SMK N 2 Batang Toru.

E. Threats of the Research

The researcher discovered there were numerous risks when conducted this research. The researcher recognized the thesis was far from being an excellent one because it was written from the title until the method of data analysis.

Due to the students' activities, there were extra times while taking the test. In addition, students were not provided adequate time. Additionally, the researcher was unknowing of how seriously the students were taking the test.

Therefore, the researcher looks at the response without considering

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[5]Nisa, Safura, and Wicoksono, "Students' Ability in Mastering Reading Comprehension."

it. The researcher was aware that everything would want to be searched, but obtaining the best results from the research was more challenging due to dangers facing the writer, the researcher, and all advisors, as well as the head master and English teacher.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' ability in reading comprehension on narrative text of XI Mining Geology at SMKN 2 Batang Toru. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that the mean score of students' ability in writing comprehension categorized into high category. It can be seen from the value of the percentage from mean score gotten by students, that is 66.56 mean score.

The majority of the students had difficulty comprehending because they had a limited vocabulary and read relatively rarely, which confused them when they tried to respond to the text and to the questions. Therefore, the researcher suggests the students to increase their reading activity, such as reading a legend and some books include narrative. Those are some possible solutions which are given by the writer to solve the problems which are faced by the students.

B. Implications

This research was done indicated to know the students' ability in reading narrative text at the XI grade of SMKN 2 Batang Toru which was the result that was getting by the test. In other hand, it is expected with the

existed of thesis, the parties concerned can view wider the obstacles that happening in education and knowing the steps what must be done for reduce the obstacles. It can be made sure that the result of this research has positive implication for vary of parties who concerned into this research.

From vary of obstacles that happening in scope of this research had revealed the results of research impact on the parties directly. One of them is the result of research which discussed in part of discussion point one obtained the result was not good enough. This thing is needed for note to parties of school that important has a better system in applying of learning that will be given for students.

It encouraged the teacher for more explored and more understand in detail about the students' ability in reading narrative text at the XI grade of SMKN 2 Batang Toru. Therefore, this research expected can be applied in school because it has good impact and positive impact towards students'.

C. Suggestions

After taking the conclusion, the researcher wanted to give the suggestion about the result of this research. The experience convinced the researcher that some claims needed to be supported by evidence. It can be seen as bellow:

1. For the headmasters

   It is suggested to the Headmaster, to motivate the teachers, especially English teachers of SMKN 2 Batang Toru to keep motivating their students in studying English.

2. For the teachers

   It is suggested to the English teachers, especially to the grade XI English teachers before studying about reading comprehension, or reading narrative text. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in reading narrative text.

3. For further research

   It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect ones to topic to the limitation of the researcher material, knowledge and experience.

. In this case the researcher stated that the researcher cannot make good instrument because unless of researcher's reference, although the researcher has weakness, the students answered the test based on their ability or they did the test in correctly way.

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APPENDIX 1

TEST

NAME   :

CLASS   :

SUBJECT :

Instruction: Read narrative text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. So, you choose the best answer a, b, c, d or e to each question/ give mark (x) on the best your answer.

TEXT 1 for question number 1-13

An old lion realized one day that due to old age he was too weary and weak to hunt for his food. Sadly, he approached his den knowing that soon he would perish. He stopped at the entrance, and breathed difficulty, spoke in a low, soft voice to a pack of wolves which was passing by his den at the moment. He told them of his sad condition.

Soon, the news of the lion's illness spread throughout the forest and caused much concern among the other beasts. Out of pity, the animals came one by one to pay their last respects. The old lion was very happy. As each animal entered has den and came within reach, the lion pounced on it and made it his meal. Very soon, the lion became fat.

Early in the morning, the fox came. He had come to pay his respects too. The fox, well-known for his wits and intelligence, approached the lion's den with extreme caution. Standing some distance away, he politely enquired about the lion's health and asked him if he was feeling any better.

"My dear friend," said he lion, "is it you? I can hardly see you. You are so far away. Please come closer and whisper some words into my ears to console me for i have not long to live. The fox, meanwhile, had been observing closely the ground in front of the lion's den. At las, he looked up, and turning to go away, he remarked. "Please excuse me if i do not stay, for i feel quite uneasy at seeing the many footprints leading into your den, but none leaving it."

1. What is the topic from the text above?

   a. A lying Lion

   b. A Big Lion

   c. A Lying Fox

   d. A Lying Fox and Lion

   e. A Lion King

2. What is the main idea of text?

   a. An old lion realized one day that due to old age he was too weary and weak
      to hunt for his food

   b. An old lion realized one day that due to old age he was too weary

   c. He stopped at the entrance, and breathed difficulty

   d. Sadly, he approached his den knowing that soon he would perish

   e. He told them of his sad condition

3. Why were the lion's hunting days over?

   a. The animals found out about the lion's illness

   b. There were no more animals to hunt

   c. The wolves always beat the lion

   d. The lion is getting older and weaker

   e. The lion was too strong

4. These words support the view of the lion's sad condition, except....

   a. old age

   b. too weary and weak

   c. approached his den

   d. breathing difficulty

   e. has an iilness

5. The old lion was very happy. This means that....

   a. many animals visited the lon out of pity

   b. the lion didn't had to hunt for his food

   c. each animal that entered the den showed their respect

   d. the lion became fat

e. the lion was desperate

6. The footprints tell us that....

    a. the pack of wolves passed the lion's den

    b. so many animals pay their respects to the old lion

    c. the animals which entered the cave did not leave the cave alive

    d. the lion is getting better and healthier

    e. the animals want the lion passed away soon

7. In what ways are the lion and the fox the same?

    a. The lion and the fox are both respectable

    b. The lion and the fox are both strong

    c. The lion and the fox are botch clever

    d. The lion and the fox are both honest

    e. The lion and the for are patient

8. An old lion realize one day that due to old age he was too weary and *weak* to hunt for his food. The italicized word has the closet meaning with....

    a. heavy

    b. small

    c. tired

    d. old

    e. bold

9. "Please excuse me if I do not stay, for I feel quite *uneasy* at seeing the many footprints leading into your den.... The italicized word has the closet meaning with....

    a. close

    b. relax

    c. comfortable

    d. uncomfortable

    e. enjoy

10. ...the lion became **fat**. The bold word means....

    a. big

    b. small

c. has a big body

d. smart

e. hard

11. The word "intelligence" in paragraph 3 has a synonim with...

a. tall

b. spoiled

c. clever

d. angry

e. happiness

12. "My *dear* friend,". The italic word means...

a. Lovely friend

b. Hater

c. Always together

d. Friend since born

e. Fantacy friend

13. From the story above we can assume that fox represents a characteristic of a

   ...person

a. stupid

b. clever

c. lazy

d. kind

e. stubborn

Text 2 for questions 14-25

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you

sunddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood usying his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere.

One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them.

By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

14. What is the story about?
    A. A wrath son
    B. West java's tales
    C. Tumang a Dog husband
    D. The legend of Tangkuban Perahu
    E. Dayang Sumbi's rejection to marry Sangkuriang

15. What is the main idea from the text?
    A. Once upon a time in west java, lived a writer king who had a beautiful daughter
    B. a writer king who had a beautiful daughter
    C. Once she was weaving a cloth when one of her tools fell to the ground
    D. She was very tired, at the same time she was too lazy to take it.
    E. Then she just shouted out loudly.

16. According to he story, Tumang was….
    A. actually a handsome prince
    B. married to Dayang Sumbi
    C. Sangkuriang pet dog
    D. good at hunting deer
    E. in fact Dayang Sumbi's father

17. What did Dayang Sumbi look like?
    A. She liked weaving clothers
    B. She looked for the heart of a deer

C. She was beautiful

D. She was looking at her fallen tool

E. She and her son were alike

18. What made Dayang Sumbi stay young?

   A. She set up conditions in doing things

   B. A young man fall in love with her

   C. She married a dog

   D. She knew how to take care her body

   E. God gave her an eternal beauty

19. Who are the main caracthers in the story?

   A. Dayang Sumbi and Sangkuriang

   B. The king Dayang Sumbi, the dog and Sangkuriang

   C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis

   D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis

   E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

20. The complication starts when….

   A. Sangkuriang arrived at his own village

   B. Tumang came bringing Dayang Sumbi fallen thing

   C. Dayang Sumbi asked Sangkuriang to find deer's heart

   D. Dayang Sumbi and Sangkuriang fellinlove and decided to marry

   E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

21. The word "present" in paragraph 2 has a synonim with...

   A. Special

   B. Gift

   C. Box

   D. Handmade

   E. Souvenir

22. So Dayang Sumbi gave very **difficult** condition. The bold word in the

sentence has a antonym with...

A. Easy

B. Hard

C. Tough

D. Complicated

E. Trouble

23. "He brought her the falling tool". The underline word "He" refers to……

A. Samgkuriang

B. Tumang

C. Dayang Sumbi

D. The king

E. Father

24. " if you are male, I will marry you' (paragraph 2). the sentence mean that the
one who helped Dayang Sumbi became her….

A. Husband

B. Maid

C. Boss

D. Son

E. King

25. What moral value can we learn from the story?

A. People must keep their words all the time

B. Do not make a promise to easily

C. Never be reluctant to do good things

D. We should not hate our decendants

E. Just do what we have planned

Appendix 2

Form of Construct Validity

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/ I

Penelaah   : Yusra Hartati, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

2. Berilah tanda cek (√) pada kolom "ya" apabila soal yang ditelaah sudah sesuai dengan kriteria.

3. Berilah tanda cek (X) pada kolom "tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria.

4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI di semester I?			
2.	Apakah isi materi dan topik sesuai dengan			

No.	Aspek	Ya	Tidak	Catatan
	jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,

Validator

Yusra Hartati, S.Pd

APPENDIX 3

Answer Keys

1. A	11. C	21. B
2. A	12. A	22. A
3. D	13. B	23. B
4. C	14. D	24. A
5. B	15. A	25. A
6. C	16. B	
7. C	17. C	
8. C	18. C	
9. D	19. A	
10. C	20. C	

APPENDIX 4

The Total Score of Students' Ability in Reading Narrative Text

No.	Students' Initial	True	False	Total Scores
1.	NAP	8	17	32
2.	AS	10	15	40
3.	IS	15	10	60
4.	ZFA	15	10	60
5.	FRP	11	14	44
6.	NNS	10	15	40
7.	RAS	11	14	44
8.	AWP	11	14	44
9.	CS	14	11	56
10.	EM	14	11	56
11.	GL	15	10	60
12.	AZ	15	10	60
13.	KNP	12	13	48
14.	AMH	13	12	52
15.	RA	13	12	52
16.	IAC	13	12	52
17.	MS	15	10	60
18.	NZ	14	11	56
19.	RKS	21	4	84
20.	RADS	19	6	76
21.	MA	14	11	56
22.	RSH	13	12	52
23.	SRT	13	12	52
24.	DPS	14	11	56
25.	ESS	20	5	80
26.	AS	15	10	60
27.	DSH	15	10	60
28.	DS	14	11	56
29.	SRSH	14	11	56
30.	JE	15	10	60
Total				**1664**

APPENDIX 5

Documentations

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Nomor   : B3236 /Un.28/E.1/PP.00.9/10/2022   21 **Oktober 2022**
Lamp   : -
Perihal   : **Pengesahan Judul dan Penunjukan**
             Pembimbing Skripsi

Yth:
1. **Dr. Hamka, M.Hum.**   **(Pembimbing I)**
2. **Sri Rahmadhani Siregar, M.Pd.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama   : Sopian Tambunan
NIM   : 19 203 00089
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : Students' Ability in Reading Narrative Text at Grade XI of SMK
                  2 Batangtoru

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Students' Ability in Reading Narrative Text at Grade XI of SMK 2 Batangtoru"**

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

a.n Dekan
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Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Padangsidimpuan   Nomor : B-3641/Un.28/E.1/TL.00/07/2022 Tanggal 26 Juli 2023, maka Kepala SMK Negeri 2 Batang Toru menerangkan bahwa :

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Alamat	:	Desa Napa

Benar telah melakukan penelitian tentang **" Students' Ability in Reading Narrative Text at Grade XII of SMK 2 Batang Toru".**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Batangtoru, 29 Juli 2023
Kepala SMK Negeri 2 Batang Toru

ERIKSON B.M. SIHOMBING, S.Pd
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