AN ANALYSIS ON STUDENTS' ABILITY
IN COMPREHENDING NARRATIVE TEXT
AT GRADE XI SMA NURUL 'ILMI PADANGSIDIMPUAN

A THESIS

Submitted to State Institute of Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Islamic
Educational Scholar (S.Pd.I) in English

BY:

NOVIANDI
Reg. No: 07 340 0016

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
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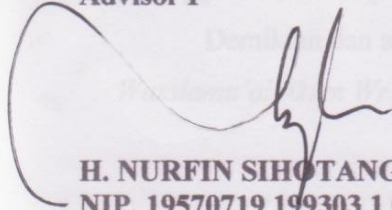# AT GRADE XI SMA NURUL 'ILMI PADANGSIDIMPUAN

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Advisor I   Advisor II

H. NURFIN SIHOTANG, M.A,Ph.D   **EKA SUSTRI HARIDA, M. Pd**
NIP. 19570719 199303 1 001   **NIP. 19750917 200312 2 002**

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

Hal : Skripsi a.n

Noviandi

Lamp : 5 (lima) Eksemplar

Padangsidimpuan, 20 Januari 2014
Kepada Yth.
Bapak Rektor IAIN Padangsidimpuan
di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. **Noviandi**, Nim. 07.340 0016 yang berjudul " **An Analysis on Student's Ability in Comprehending Narrative Text at Grade XI SMA Nurul 'Ilmi Padangsidimpuan"**. Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam ilmu Tarbiyah pada Jurusan Tarbiyah IAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan skripsinya dalam sidang munaqosyah.

Demikian dan atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Wasslamu'alaikum Wr. Wb

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DECLARATION OF SELF THESIS COMPLETION

Name : NOVIANDI

Registration number : 07 340 0016

Department / Study Program : Tarbiyah / TBI – 1

The title of thesis : **AN ANALYSIS ON STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT GRADE XI SMA NURUL 'ILMI PADANGSIDIMPUAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

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Padangsidimpuan, January 21st 2014
Declaration Maker,

NOVIANDI
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EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

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Student's ID : 07 340 0016
Thesis   : AN ANALYSIS ON STUDENTS' ABILITY IN
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Time   : 09.00 AM until finish
Result/ Mark   : 78.12/ B
Cumulative Achievement Index : 3.61
Predicate   : Cumlaude.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

PENGESAHAN

Skripsi   Berjudul   :   **AN   ANALYSIS   ON   STUDENTS'   ABILITY   IN COMPREHENDING NARRATIVE TEXT AT GRADE XI SMA NURUL 'ILMI PADANGSIDIMPUAN**

Ditulis Oleh   : **NOVIANDI**

NIM   : **07 340 0016**

Telah dapat diterima sebagai salah satu syarat memperoleh gelar

Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 02 Mei 2014
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ACKNOWLEDGEMENT

<p align="center">بسم الله الرحمن الرحيم</p>

Firstly, I would like to thank Allah SWT who has given me the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, I faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank to:

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3. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty of IAIN Padangsidimpuan.

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7. Drs.H.Marasati Ritonga, as the headmaster of SMA Nurul 'Ilmi Padangsidimpuan who has helped to complete this research as well as his students for the helping has given to me.

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13. My beloved friend Alca Zero Six and Alkamil who have motivated and support me in finishing this thesis.

14. My beloved friend Pencak Silat team who have motivated and support me in finishing this thesis.

15. My beloved friend Scouting IAIN Padangsidimpuan who have motivated and support me in finishing this thesis.

16. My beloved friend Futsal team IAIN Padangsidimpuan who have motivatedand support me in finishing this thesis.

17. All my friends that I cannot mention them here who have supported and motivated me to finish this thesis.

Last but least, I just want to say thank you very much for your helping, Allah bless you all and IAIN Padangsidimpuan also.

Padangsidimpuan, January 24th 2014

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Reg. No. 07 340 0016

Name   :   **NOVIANDI**

Reg. No   :   **07 340 0016**

Title   :   **AN ANALYSIS ON STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT GRADE XI SMA NURUL 'ILMI PADANGSIDIMPUAN**

ABSTRACT

The aims of the research were to know students' abilities in comprehending narrative text at grade XI SMA Nurul 'Ilmi Padangsidimpuan, to know the difficulties of the students of grade XI SMA Nurul 'Ilmi Padangsidimpuan in comprehending narrative text, and to know the efforts done by the English teacher in overcoming the difficulties.

The research was conducted by descriptive analysis and qualitative approach. The source of the data in the research was students of grade XI SMA Nurul 'Ilmi Padangsidimpuan. XI PA 2 class was primary sources of the data and English teacher was secondary sources of the data. Primary sources consisted of 32 students and secondary sources consisted of one teacher. There were 3 instruments in collecting data: test, interview, and observation. Data was processed and analysed with qualitative process.

After doing the research to the students of grade XI SMA Nurul 'Ilmi Padangsidimpuan, it could be concluded that the students' ability in comprehending narrative text was high category (80.70). Even though, there was still the students' difficulties in mastery simple past tense, vocabulary, answer/ found the ideas of narrative text, and identifying the generic structure of narrative text. The efforts done by the English teacher in overcoming the difficulties;first, the teacher often repeated the lesson (simple past pattern) then gave the more examples about simple past tense from the text. Secondly, the teacher asked to bring the dictionary to memorize the new words they found in the text. Then, the effort of the English Teacher in finding the idea and identify generic structure of narrative text; firstly, the English teacher gave the tittles that near with Tangkuban Perahu and A Bad Camping by CLT (Communicative Language Teaching), scanning and skimming. Secondly, the English teacher repeated to explain and then discussed again the material about the text, whether there were any other problems that were found by the students or not.

CURRICULUM VITAE

A. Identity

Name : NOVIANDI

Nim : 07 340 0016

Place and birthday : Padangsidimpuan, November 11th 1987

Sex : Male

Religion : Islamic

Address : Kelurahan Sihitang, Padangsidimpuan Tenggara.

B. Parents

1. Father's name : Ali Bosar hasibuan (Lated)

2. Mother's name : Nurhani Lubis (Lated)

C. Educational background

1. Graduated from Primary School number 200508 Sihitang, Padangsidimpuan in 1994-2000

2. Graduated from SMP Swasta Nurul 'Ilmi Padangsidimpuan in 2000–2003.

3. Graduated from SMA Swasta Nurul 'Ilmi Padangsidimpuan in 2003 – 2006.

4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan since 2007.

APPENDIX 1

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi Sekolah

   (The location of the school)

2. Sarana dan Prasarana Sekolah

   (The fasilities of the school)

3. Kemampuan siswa dalam memahami naratif teks.

   (The students' abilities in comprehending narrative text)

4. Kesulitan-kesulitan siswa dalam memahami naratif teks.

   (The students' difficulties in comprehending narrative text).

5. Faktor-faktor yang membuat siswa sulit dalam memahami naratif teks.

   (The factors of the students' difficulties in comprehending narrative text)

6. Solusi-solusi dari guru untuk mengatasi kesulitan siswa dalam memahami naratif teks.

   (The teachers' solutions to solve the students' difficulties in Comprehending Narrative text).

APPENDIX 2

The List of Interview

A. Interviews to the Head Master

1. Kapan SMA Nurul 'Ilmi Padangsidimpuan berdiri?

   (When was the SMA Nurul 'Ilmi Padangsidimpuan built?)

2. Bagaima letak Geografis SMA Nurul 'Ilmi Padangsidimpuan?

   (How as the Geographical location of the SMA Nurul 'Ilmi

   Padangsidimpuan?)

3. Berapa jumlah kelas di SMA Nurul 'Ilmi Padangsidimpuan?

   (How many class rooms are in SMA Nurul 'Ilmi Padangsidimpuan?)

4. Berapa jumlah guru di SMA Nurul 'Ilmi Padangsidimpuan?

   (How many are teachers of SMA Nurul 'Ilmi Padangsidimpuan?)

5. Berapa jumlah siswa kelas XI SMA Nurul 'Ilmi Padangsidimpuan?

   (How many are grade XI students SMA Nurul 'Ilmi Padangsidimpuan?)

B. Interviews to the Teachers

1. Apakah siswa belajar naratif teks di SMA Nurul 'Ilmi Padangsidimpuan?

   (Do the students study the narrative text at SMA Nurul Ilmi

   Padangsidimpuan?)

   The answer: Yes, they do.

2. Metode-metode apa saja yang digunakan bapak/ibu dalam mengajarkan naratif teksdi SMA Nurul 'Ilmi Padangsidimpuan?

(What are the methods that used by English teacher in teaching narrative text at SMA Nurul 'Ilmi Padangsidimpuan?)

The answer: Communicative Language Teaching (CLT).

3. Apa-apa saja yang bapak/ibu ajarkan sebelum menugaskan siswa untuk memahami naratif teks?

(What are that English teacher teach before order the students to comprehend narrative text?)

The answer: Discussing the generic structure of narrative, the tense that is used, action verbs, transitional signal, and the communicative purposes of narrative text.

4. Bagaimanakah sistem pengajaran dalam memahami naratif teks di SMA Nurul 'Ilmi Padangsidimpuan?

(How are the teaching systems in comprehending narrative text at SMA Nurul 'Ilmi Padangsidimpuan?)

The answer: Firstly, before I ask the students to read the text, I give them some questions to increase their curiosity (scanning technique). Secondly, I give the students time for reading the text. Thirdly, we discuss the text such as what does the text tell about(are there any problems in the text and ask the students to explain how is the end of the text) and we discuss also the generic

structure of the text; the tense, the verb, the communicative purpose of the text and making the conclusion of what have we studied about.

5. Bagaimanakah hasil belajar siswa dalam memahami naratif teks?

(How about the students result in narrative text?)

The answer: Their achievement is good. I mean most of the students score passes the KKM (Minimal Score Criteria).

6. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam memahami naratif teks?

(What are the students' difficulties in comprehending narrative text?)

The answer: Students are difficult in understanding the explicit and implicit meaning of simple past sentence, so they do not understand narrative text, because of their vocabularies are less.

7. Bagaimana bapak/ibu memecahkan masalah tersebut?

(How do the English teachers to solve this problem?)

The answer: I asked them to pay attention the context, because one word has a bundle of meaning.

C. Interviews to the Students

1. Apakah adik-adik belajar bahasa inggris, khususnya mengenai naratif teks?

(Do you study English especially about narrative text?)

2. Apakah menurut adik memahami naratif teks itu sulit?

(Do comprehend narrative text is difficult for you?)

3. Kesulitan-kesulitan apa saja yang adik hadapi dalam memahami naratif teks?

   (What are your difficulties in comprehending narrative text?)

4. Bagaimana adik memecahkan masalah tersebut?

   (How is your solution to solve this problem?)

APPENDIX 3

The Instrument of the test

Name :

Class :

A. Pengantar

1. Instrument ini hanya bertujuan untuk menjaring data dari siswa - siswi tentang kemampuan siswa dalam memahami narrative text.

2. Jawaban anda tidak mempengaruhi nilai andadi sekolah.

B. Petunjuk

1. Bacalah setiap pertanyaaan secara seksama!

2. Jawablah pertanyaan sesuai dengan soal yang diberikan!

3. Apabila ada pertanyaan yang kurang jelas, tanyakanlah langsung kepada pengawas.

4. Waktu yang tersedia 90 menit.

C. Bacalah teks di bawah ini lalu jawablah pertanyaan dibawah ini sesuai dengan teks.

Teks 1

A long time ago, there was a young man who had nice parents. Her dad was a regular human being, but her mum was a witch. Because of this, she would never get old. There was a man who had different parents also. They emt each other and after a while they fell in love and got married.

After a year, the girl had a baby boy. They really love their son. One day, the father took his son to go hunting for a deer using a bow and narrow. Accidently, the son shot the arrow in the wrong direction and killed his own father. He went crazy and when he told his mother about this, she was really mad about him. His mother hit him on the head with a rock and kicked him out of the house.

Several years later, the mother finally found another man. They fell in love. The man wanted to marry her. After the man took the shower, he asked her to brush his hair. While she was brushing his hair, she saw a mark on his head. She asked him what happened since he had a mark in his head. He said, "I was hit by my mother". She really disturbed about this, but she just kept quiet because she knew that was her own son. Her son still did not know that she was his own mother. She decided not to marry him, but the man kept forcing her to marry him.

Finally she made a deal with the man. The deal was she would marry him, but first he had to build a ship and it needed to be done before the sun rose. He started building the ship. He built it by himself because he had half of her witch power. When she found out that the ship would be done soon, and it would be done before sun rise, she woke all the chickens and made them start crowing. When the son heard the crow of the chickens, he was really sad because he thought he had not finished the ship before the sun rose. He realized that he was not going to marry her, so he kicked the ship with all his power. They ended up going separate ways.

Now answer these questions based on the text above!

1. According to you, what is the suitable title of the text?

2. Who was the girl's mom?

3. What does the third paragraph tell you?

4. In which paragraph do you find the tragic incident (complication)?

5. Why did she kick him out of his home?

6. When did she find another man?

7. When did she know that a man was found by her is her son?

8. He said, "**I** was hit by my mother", what does the underlined bold word refer to?

9. What is the deal between mother and the son?

10. What the tense that is used on the text?

D. Bacalah teks di bawah ini dengan benar lalu jawablah pertanyaan sesuai perintah!

Teks 2

A Bad Camping

On July 1 I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up my tent for it began raining. I set off to explore the jungle and I brought some food, matches, ropes, and a flashlight on my knapsack.

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then, I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.

I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me,"Are you injured?" I answered,"Yes, my back is in pain." "I will handle it." He bandaged my back. After that, he got back with his friend and they carried a litter and put me on.

When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okay?" "I am a bit unwell," I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.

Now identity the generic structure of the text, which one of paragraph that contains the orientation, complication, resolution and coda!

APPENDIX 4

Key Answer

Teks 1

1. Tangkuban perahu.

2. The girl's mum was a witch.

3. The third paragraph tells me about the mother found another man, and finally she knew that a man is her son. She knew it when she was brushing the man's hair and saw a mark in his head. Then a man said that the mark was hit by his mother. It made her not to marry him, even though the man kept forcing her to marry him.

4. In second paragraph.

5. Because the son has shot the arrow in the wrong direction when the son and his father went hunting and killed his own father.

6. Several years later.

7. **I** refer to the son/ the man.

8. She knew it when she was brushing his hair and saw a mark in his head. The a man said that the mark was hit by his mother. She really disturbed by this, but just kept quiet because she knew that was her own son.

9. The deal is she would marry him, but first he had to build a ship and it needed to be done before the sun rose.
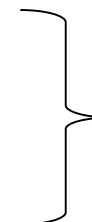
10. Simple past tense.

Teks 2

A Bad Camping

On July 1 I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up my tent for it began raining. I set off to explore the jungle and I brought some food, matches, ropes, and a flashlight on my knapsack.
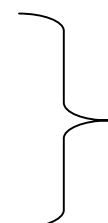
— Orientation

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then, I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.

— Complication

I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me,"Are you injured?" I answered" Yes, my back is in pain." "I will handle it." He bandaged my back. After that, he got back with his friend and they carried a litter and put me on.

— Resolution

When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okay?" "I am a bit unwell," I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.

Coda

APPENDIX 5

The Ability of grade XI SMA Nurul 'Ilmi Padangsidimpuan

In Comprehending Narrative Text

No	Initial	Language Features	Generic Structures	Sum
1	AN	90	75	82.5
2	ASS	70	100	85
3	AFL	80	100	90
4	AIA	30	100	65
5	ARB	80	100	90
6	AAS	70	75	72.5
7	AM	80	100	90
8	AS	70	100	85
9	AP	80	100	90
10	ARD	70	100	85
11	ASOS	90	75	82.5
12	DR	60	100	80
13	DAH	30	100	65
14	DAS	80	100	90
15	FA	70	75	72.5
16	GA	80	100	90
17	HH	70	100	85
18	IA	70	100	85
19	HIS	30	100	65
20	IM	30	100	65
21	IH	80	100	90
22	IRH	70	75	72.5
23	IML	80	75	77.5
24	KA	60	100	80
25	MNS	70	75	72.5
26	MSH	70	100	85
27	MIH	60	100	80
28	RSP	80	100	90
29	RP	100	100	100
30	RH	30	100	65
31	SA	70	100	85
32	ZR	90	75	82.5
Total				**2582**

The researcher calculated the score by using the following formula:

$$= \frac{\sum \text{Score}}{\sum \text{Respondent}} \times 100\%$$

$$= \frac{2582}{32} \times 100\% = \mathbf{80.70}$$

CHAPTER I

INTRODUCTION
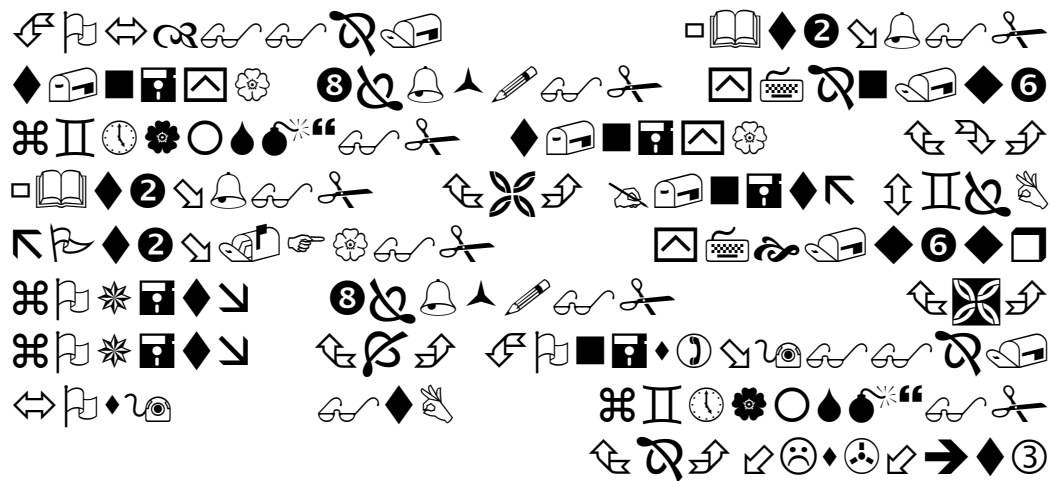
A. Background of the Problem

Language is a mean of communication and a central human existence and social process. English is the language used by most people in every country for communicating and interacting one others. People have long time interested in language it can be seemed from the way how to investigate the language. They do different things at different times and everything they do is motivated by principle derived modern science.

English is very important for us, because English is an international language. By speaking English, It can be able to communicate to international community globalization era; it also makes good relation with another country, and remember that good communication will make a good relation. It must communicate well by using English in this era.

In education system as of scientific resources, such as, books and articles are available in English. Nowadays, English has studied in schools; it has studied from elementary schools until senior high schools and up to university. From this phenomenon appears that English is very important to study about writing, speaking, reading, and listening.

Reading is one of the four language skills is which essential skill for the students at every level started from elementary school until university. In other words, by reading the reader will get something to add his knowledge, information, and pleasure, instruction to do something and also know what is happening and has happened. As someone's knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading, sources such as magazine, novel, short story, scientific book, and religious book.

Reading is important skill to get and delivery the information to other person well. In Islam the first revelation which is delivered to Muhammad was "Reading" is:

1. Read! In the name of your Lord who has created (all that exists)
2. He has created man from a clot (a piece of thick coagulated blood)
3. Read! And your Lord is the Most Generous
4. Who has taught (the writing) by the pen

5. He has taught man that which he knew not. [1]

Text has a communicative purpose. Based on that purpose, text is classified into many kinds of text which are named as genre of the text. There are many genres of the text; they are description, report, explanation, discussion, procedure, narrative, spoof, recount, anecdote, news item and exposition.

Narrative is written to tell a story, describe an experience. In arranging ideas in paragraph it should be based on the time, the important characteristics of it should be achieved by written is coherence, completeness, unity and cohesion. Narrative is a text containing four generic structure, example orientation, complication, resolution, and coda by which researcher amuses, entertains people, and to deal with actual or vicarious experience. The also students should know about components in comprehending narrative text. So they are able to comprehend narrative text well.

The aim of studying reading narrative text in SMA Nurul 'Ilmi Padangsidimpuan, based on Syllabus is students can comprehend narrative text wel. Based on the Buku Kumpulan Nilai,[2] the students values of SMA Nurul 'Ilmi Padangsidimpuan can be categorize into high, but based on the pre-research interview to the English teacher,[3]Emmi Fitriani, S.Pd.I said that many

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[1] Muhammad Taqi-ud-Din Al-Hilali dan Mhuammad Muhsin Khan, *Translation of the Meanings of THE NOBLE QUR'AN IN THE ENGLISH LANGUAGE* (Madinah: King Fahd Complex for the Printing of the Holy Qur'an, 1440), p. 842.

[2]Buku Kumpulan Nilai SMA Nurul 'Ilmi Padangsidimpuan, *Private Document*, Date 7, Month 5, Year 2013.

[3]Interviewed Pre-Research to the English teacher of Grade XI PA (SMA Nurul 'Ilmi: Padangsidimpuan on Tuesday, June 4th, 2012 at 9 am).

students can not able to comprehend generic structure of narrative text.She also stated that many problems to comprehend the learning process of reading narrative text.[4]Here are the further explanations.

First, students do not have many vocabularies. Many vocabularies are one way to comprehend the sentences. But in reality, from the teacher's explanation about the ability of the students, the students do not have many vocabularies. If the students are ordered by teacher to translate, they usually use the dictionary because they do not know the meaning of the words. So, it makes them difficult to comprehend the text.

Second, students are not able in grammar. Grammar is a basic to comprehend a text; here they study about tenses, passive voice, direct and indirect, and parts of speech. In comprehending narrative text, the students learn about noun, conjunction, action verbs such as regular, irregular and saying verbs, and simple past tense. Emmi Fitriani, S.Pd.I said that the students are low in comprehending all parts of the language elements of narrative text like had stated above. So, if the students cannot be able in grammar (the language elements) impossible that they comprehend the text especially narrative text.

Third, many teachers use technique "teacher-center", Many methods and strategies can use in the classroom, but, the teachers only still use "teacher-center". So, students cannot express their knowledge, cannot say their ideas

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[4]Interviewed Pre-Research to the English teacher of Grade XI PA (SMA Nurul 'Ilmi: Padangsidimpuan on Tuesday, June 4th, 2013 at 9 am).

every time, and only using "teacher-center". If the teacher only using "teacher-center"when the teacher knows what are they thinking, their ideas, and also their want. So, it makes them difficult to comprehend the text.So that, the researcher interest to conduct a research about the students' ability in comprehending narrative text at grade SMA Nurul 'Ilmi Padangsidimpuan.

B. The Focus of Research

To avoid the missperceptions about the title in this research, the researcher focuses to the analysis on students'ability in comprehending narartive text and also on generic structure of narrative text at grade XI SMA Nurul 'ilmi Padangsidimpuan.

C. The Formulation of the Problem

Based on the background of the problem, researcher formulated the problems as follows:

1. How was the students' abilities in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan?

2. What were students' difficulties in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan?

3. What were the English teacher efforts to solve the students' problem in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan?

D. The Objective of the Research

By looking up to the previous sub-chapters, it has been known that the purposes of carrying out this research, are:

1. To know students' ability in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan.

2. To know students' difficulties in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan.

3. To know the English teacher's efforts to solve the students'' problem in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan.

E. The Significances of Research

The research is expected to be significance as follows:

1. Theoretical Signification of Research

   a. For education services as information to improve the quality of teaching English language in senior high school.

   b. For the headmaster as information to improve the quality of English teachers of English Department at SMA Nurul 'Ilmi Padangsidimpuan.

   c. For other readers as an input to conduct further research.

2. Practical Signification of Research

a. For English teachers as information to improve the quality of teaching reading at SMA Nurul 'Ilmi Padangsidimpuan.

F. The Definition of Key Terms

According to the topic of this research "An Analysis on Students' Ability In comprehending narrative text". The researcher used some terminologies in it, the terminologies used in it regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

1. Analysis

According to A.S Hornby analysis means to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain.[5] So, analysis in this research is detailed identification of student abilty in comprehending narrative text

2. Student

The word student in this topic of discussion means a person who is studying at a school, college, University,etc.A.S. Hornby states: "Student means: Anyone who studies or who is devoted to the acquisition of

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[5] AS. Hornby. *Oxford Advanced Learner's Dictionary,* (New York: University Press, 2005)*,* p. 130.

knowledge".[6] So, students in this research is people who study in senior high school of Nurul 'Ilmi Padangsidimpuan.

3. Ability

Ablitiy is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness, or talent.[7]

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of Ability such as, "Ability are:

a. Capacity or power to do something physical and mental.

b. Cleverness,intelegence.

c. Special natural power to do something well that talent".[8]

So, the ability means the power of students SMA Nurul 'Ilmi Padangsidimpuan in comprehending narrative text.

4. Comprehension

According to Burton comprehension is a grasping, a taking in of the material with which you are required to deal[9]. Comprehension is the ability to understand or mastery something. So, comprehension that is meant in this research is students' ability in understanding or mastering written material.

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[6] *Ibid,* p. 859.

[7] Victoria Neufelat, David B. Guralmik. *Webstren New World Collage Dictionary* (USA: MacMillan, 1995), p. 2.

[8] *Ibid*., p. 3.

[9] S.H.Burton, *Mastering English Language* (Hong Kong: The Macmillan . 1982), p.13

5. Narrative Text

Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.[10] It similarly with John Langan said "Narration is a researcher tells the story of something that happened" through narrative, we make a statement clear by relating in detail something that has happened to us.[11] So, Narrative is a type of genre that have a main function not only to entertain or amuse another person but also to give a moral lesson to the writer itself and the readers.

Based on the explanations above the meaning of research title "an Analysis on Students' Ability in Comprehending Narrative Text" is analysis the power of students to understand or mastery material and get information especially in comprehending narrative text which is kinds of text or genre tells about world event, gives information and entertains, next it is not only to entertain or amuse another person but also to give a moral lesson to the writer itself and the readers, at grade XI SMA Nurul 'Ilmi Padangsidimpuan.

G. The Outline of the Thesis

The systematic of this research described into five chapters. Each chapter consists of many sub chapters with detail as follows:

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[10]AS. Hornby, *Op. Cit.,* p. 1013.
[11]John Langan, *Collage Writing Skills with Readings,* (New York: MC Graw-Mill Book Company, 1986), p. 111.

In the chapter one, it is consist of background of the problem it is explanation about the building of the research, focus of the problem explain about the research concerned, formulation of the problem tell about the formula to get information of the research, purposes of the research explain about the using of this research for the other, the significances of the research explained about the aim of the research, then, the definition of key terms consist of terminologies in the research.

In the chapter two, it is consist of the theoretical description explain about the materials of the research, they are narrative text and review of related finding consisted of the related research that found before this research conducted.

In the chapter three, it is consist of research methodology tell about the kinds of the research that used by the researcher and in research methodology consist of schedule and place of the research explain about the time and the location this research conduct, research design tell about the types of the research, the instrument of the data collection, sources of the data are the participants whose participate in this research, the last the techniques of data analysis explain how the researcher to get the data of the research and outline thesis.

In the chapter four, it is the result of the research tells about the result of research from the participants. This chapter also consists of Description of the data, and Discussion from the related finding that found before conduct this

research. The last, the treats of the research explain about the weakness of the researcher in finishing this research.

Finally, in the chapter five consist of conclusion of the research that describe the final result of the research and suggestion for the readers.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Comprehending

The word "Comprehending" is from the word "comprehend" + "-ing" means to understand something completely or the process of understanding something completely. Comprehending here as a noun or it is popular said by gerund, it is like in the word "comprehension". As it is known that comprehension is a noun, too. It is from the word "comprehend" + suffix "-ion" means ability to understand something. It can be concluded that "comprehending" as a noun has the same meaning with "comprehension" that is also a noun.

Comprehending is the ability to understand/ in understanding written and spoken language. According to Oxfords Advanced Learner's Dictionary, "Comprehension is the power of understand."[1] Then, in Webster Dictionary, "Comprehension is the act of grasping with the mind, understanding or knowledge that results form this, the capacity for understanding ideas and

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[1]AS Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 235.

facts."[2] It means that comprehending is the power, act and capacity of understanding ideas and facts.

In addition, Hilman, et.al support the argument above that ccomprehending is a multifaceted process affected by a variety of factors. At the heart, the understanding of comprehension process is the realization that it is an internal and mental process that cannot be observed or studied directly.[3] Next, James said "Comprehending has two common senses. It is narrow sense it denotes the mental processes. In its narrow sense it donotes the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey. It is the building of meanings from sounds ".[4] Whereas, Jack C. Richard satated "Comprehending is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly dificult texts); raising students awareness of main ideas in the mind and exploring the organation of a text are essential for good comprehention."[5] Then, according to David Nunan "Comprehension is essential to sucsessful reading."[6] The last,

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[2]Victoria Newfeldt, *Webters' New World College Dictionary* (USA: Macmillan, 1991), p. 286.

[3]Arthur W. Heilman, et. al, *Principles and Practices of Teaching Reading* (Ohio: Bell and Howell Company, 1981), p. 237.

[4]Herbert H. Clark, *Psychology and Language An Introduction to Pcycholinguistics* (New York: Atlanta), p. 43.

[5]Jack C. Richard, *Methodology in Language Teaching* (New York: Cambrige University Press, 2002), p. 277.

[6]David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), p. 75.

Kasihani K. E. Suyanto considers that comprehension is a process in which the reader may construct meaning by interacting with the text.[7] So, the researcher can conclude that comprehending is the understanding of written or spoken language and it is an unobservable mental process which a special kind of thinking process.

While, according to Kathleen T. Mc Whorrther, to select an appropriate level of comprehension and recall, you might try the following techniques:

a. Clearly define your purpose for reding the material.

b. Decide what, if anything, you will be required to do after you have read the material.

c. Evaluate the relative difficulty of the material.[8]

There are comprehension units:

a. Comprehension units
The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.

b. Processing skills
The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simpler form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills, and so forth.

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[7]Kasihani K. E. Suyanto, *English for Young Learner* (Jakarta: Bumi Aksar, 2008), p. 27.
[8]Kathleen T. Mc Whorrther, *Effecient and Flexible Reading* (New York: Harper Collins Publisher, 1992), p. 33.

c. Knowledge base
The background knowledge and specific skills knowledge important to understanding and evaluating the message in a text (syntax), (semantic), (factual information), (logic), and (schema).
d. Strategic knowledge
The metacognitive strategies for evoking skills and knowledge designed to monitor and check ongoing comprehension.[9]

It is known that the aspects of comprehension above effected on reading comprehension mastery. In other hand, according to Henry Guntur Tarigan's book of *Membaca Sebagai Suatu Keterampilan Berbahasa*, states that the aspects of reading comprehension divided into two aspects, they are:

a. Mechanical skills
This aspect considered as a low level in reading comprehension (lower order), this aspect included are:
1) Recognition of letter form.
2) Recognition of linguistic elements (phoneme/grapheme, words, phrase, clause pattern, sentences).
3) Recognition of relationship/correspondences spelling form and sound (the ability in utterance).
4) Reading slow.
b. Comprehension skills.
This aspect considered as a high level in reading comprehension (higher order), this aspect included are:
1) Understanding simple meaning (lexical, grammatical, and rhetorical).
2) Understanding meaning and significances (the purposes and aims authors/culture condition, responding of readers).
3) Assessment and evaluation (content, form).
4) Reading flexible.[10]

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[9]Douglas Carnine, et. al, *Op. Cit.,* p. 41.
[10]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2005), p. 11-12.

There are comprehention signals:

a. Positive signals:
   1) Everything seems to fit and make sense; ideas flow logically from one to another.
   2) You are able to see where the author is leading.
   3) You are able to make connections an see patterns of thought developing.
   4) You read at regular pace without slowing down or rereading.
   5) You begin to see uses or applications to other situations.
   6) You feel comfortable and have some knowledge about the topic.
b. Negative signals:
   1) Some pieces do not seem to belong; the material seems disjointed.
   2) You feel as if you are struggling to stay with the author and are unable to think ahead.
   3) You are unable to detect relationships; the orgnization is not apparent.
   4) You need to reread frequently and you make frequent regression.[11]

So, in signaling the ability of someone's understanding something, it can be looked from two parts. They are from positive and negative signal. In positive signals; everything are going to the good sense and it is at regular pace. There is no re-reading and feel comfortable in it. While, in negative signal, everything seems disjointed, need to reread frequently and make frequent regression.

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[11]Kathleen T. Mc Whorrther, *Op. Cit.,* p. 42.

2. **Narrative Text**

   a. **Definition of Text**

   According to American Heritage Dictionary, text is a subject refers

to a topic and is a noun refers to:

1) The original words of something written or printed, as opposed to
   a paraphrase, translation, revision, or condensation.
2) The words of a speech appearing in print.
3) Words, as of a libretto, that are set to music in a composition.
4) Words treated as data by a computer.
5) The body of a printed work as distinct from headings and
   illustrative matter on a page or from front and back matter in a
   book.
6) One of the editions or forms of a written work: *After examining all
   three manuscripts, he published a new text of the poem.*
7) Something, such as a literary work or other cultural product,
   regarded as an object of critical analysis.
8) A passage from the Scriptures or another authoritative source
   chosen for the subject of a discourse or cited for support in
   argument.
9) A passage from a written work used as the starting point of a
   discussion.
10) A textbook.[12]

   A text is a meaningful linguistic unit in a context. A linguistic unit

is a phoneme or a morpheme or a phrase or a clause or a sentence.

According to American Heritage Dictionary a text can be the original

words of something written or printed as opposed to a paraphrase,

translation, revision, or condensation to the reader passage from the text.

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[12]Gugun Rimansyah, "What Is Text" taken from *http://www.answers.com/topic/text*
accessed at June 7, 2013 retrieved on 2 p.m.

b. Narrative

There are many types of text learnt by students of Senior High School in learning the reading skill. According to Djuharie, they are description, report, explanation, discussion, procedure, narrative, spoof, recount, anecdote, news item and exposition.[13] So, this research focused on narrative text.

1) Nature of Narrative Text

A. S. Hornby in *Oxford Advanced Learner's Dictionary* defined: narrative is a description of events, especially in a novel or story, the act or process of feeling a story.[14] It is similarly with John Langan said "Narration is a researcher tells the story of something that happened" through narrative, It can be make statements clear by relating in detail something that has happened to us.[15] According to Otong Setiawan says "Naratif merupakan jenis teks cerita berupa cerita dongeng yang bertujuan menghibur pembaca.[16] (Narrative is kinds of text about story or legend and resolution to amuse and to give entertain to readers).

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[13]Sanggam siahaan dan Kisno Shinona, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 23.

[14]A. S. Hornby, *Op. Cit,* p. 1013.

[15]John Langan, *Collage Writing Skills with Readings* (New York: MC Graw-Mill Book Company, 1986), p. 111.

[16]Otong Setiawan Djuharie. *Genre Dilengkapi 700 Soal Uji Pemahaman* (Bandung: CV. Yrama Widya, 2007), p. 41.

According to Pardiyono that:

> Narrative adalah jenis teks yang sangat tepat untuk menceritakan aktivitas atau kejadian masa lalu yang menonjolkan problematika experience dan resolution dengan maksud menghibur dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca.[17]

It means that narrative is kinds of text which appropriate to talk the past activities or events which order to problematic experience and resolution to amuse and to give lesson to readers.

Based on the explanation above, the researcher concludes that narrative is a special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or listener, such as: novels, poems, comics, movies and other.

2) **Generic Structure of Narrative**

According to Otong Setiawan Djuharie, to write the narrative text, there are four generic structures that should be care:

a) Orientation. Orientation is parts of text give setting or opening about the narrative.
b) Complication. Complication is parts of text to inform about the conflict in Narrative
c) Resolution. Resolution is parts of text to describe about the reaction to solve the problem
d) Coda. Coda is the describe reflection or evaluation the conflict about the Narrative. [18]

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[17]Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007), p. 94.
[18]Otong Setiawan Djuharie. *Op. Cit.*, p. 20-22.

So, we can concluded that orientation is part of narrative text which is introduce the character,place, and setting. Complicationis parts of text to inform about the conflict or introduce s the problem in the story. Resolution is stage resolved untill the climax. Coda part is content about moral lesson which is possible can be taken at the events.

3) The Function of Generic Structure of Narrative:

There are four functions of generic structures of narrative text, they are:

a) Orientation
  (1) Content of topic an activity or event which wonderfully will be talked.
  (2) Should be interest and can provoke the readers to know specially
  (3) Using adjective to describe personal attitude generally.
b) Complication
  (1) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
  (2) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally, etc.
  (3) Grammatical features
    (a) Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
    (b) Using verb of doing on predicate, such as ran out, got and bent etc. which describe the activities.
    (c) Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy, etc.

(d) Repenting subjective pronoun is same in text is general such as: First *my aunt* was very frightened, but *she* tried to manage herself to be quiet.

(e) Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.

c) Resolution

Content problem solving has told until the climax.

d) Coda

Content about moral lesson which is possible can be taken at the events, such as: my aunt was so relieved to see the snake leaving the room without making my harm to anybody.[19]

It can be concluded that narrative has rhetorical stages; they are orientation, complication, resolution and coda. In the orientation, the writer of the story describes the characters (who are involved in the story) and setting (the context and situation in which the story takes place, which is where and when the story happened). In the other words, the introduction answers the question *who, when,* and *where* about the story. The part where the writer introduces the problem, a change in the situation, or an action that requires a response is the complication stage. There is usually a major complication which is the core problem that wills usually the most interesting section of the whole story. While, the resolution stage is resolved until the climax. The complication or problem may be resolved for better or for worse (happily or unhappy). Then, the whole story ends in this stage which is

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[19]Pardiyono, *Op. Cit.,* p. 97-98.

the coda part; content about moral lesson which is possible can be taken at the events.

4) **Language Elements of Narrative**

According to Otong Setiawan Djuharie, the language elements used in writing narrative paragraph are, nouns, individual participant, past tense, conjunction, action verb, and saying verb. [20] Here is the further explanation:

a) Noun

Noun is a word used as the name of a person, place or thing.[21] Example:

Johan is our **teacher.**

There is a **table** in the **class.**

I saw a **man** in the **market.**

b) Individual Participant

Individual participant means that the subject which takes part in a situation or the story of specific subject.[22] Such as story about a bad camping, island of Liliput.

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[20]Otong Setiawan Djuharie. *Op. Cit*., p. 20-22.
[21]Wren and Martin, *Op. Cit.,* p. 5.
[22]Otong Setiawan Djuharie. *Op. Cit.,* 20-22.

c) Past Tense

       The simple past is used of a complete action that happened at one spesific time in the past.[23] According to Betty Schrampfer Azar, simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.[24] Meanwhile, according to Jayanthi Dakshina Murthy, simple past tense is when a verb is used to shown that an action was completed.[25]

d) Conjunction

       Conjunction is a word which is used to join one word to another word, or one sentence to another sentence. There are two types of conjunction coordinating conjunction and subordinating conjunction.[26] According to Slamet Riyanto dkk, conjunctions are words that are used to connect words or a group of words or sentence.[27]

e) Verbs

      The action verb divided into two forms:[28]

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[23]Michael A. Pyle and Mary Ellen Munoz, *TOEFL Preparations* (India: Willey Dreamtech, 2005), p. 59.

[24]Betty Schrampfer Azar, *Fundamentals of English Grammar* (Jakarta: Bina Rupa Aksara, 1993), p. 32.

[25]Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 151.

[26]Wren and Martin, *Op. Cit.*, p. 151-153.

[27]Slamet Riyanto dkk, *A Complete Course to the Toeic Test* (Jogjakarta: Pustaka Belajar, 2008), p. 80.

[28]Ahmad Kardimin, *Fundamental English Grammar* (Jakarta: Pustaka Belajar, 2009), p. 30-36.

(1) Regular Verb

A regular verb is a verb which has a normal inflection or normally added by "ed" or "d" to the infinitive. Example:

V. I	V. II	V. III
Help	helped	helped
Want	wanted	wanted
Open	opened	opene

(2) Irregular verb

An irregular verb is a verb which does not have a normal inflection or nor normally added by "ed" or "d" to the infinitive form. Example:

V. I	V. II	V. III
Become	became	become
Beat	beat	beaten
Begin	began	begun

According to Betty Schrampfer Azar, the action verb divided in two froms.[29]

(ii) Regular verb: the simple past and past participle and in-ed. Example:

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[29]Betty Schrampfer Azar, *Op. Cit.,* p. 17.

V. I	V. II	V.III
Stop	stopped	stopped
Listen	listened	listened
Study	studied	studied

(iii) Irregular verb: the simple past and past participle do not end in-ed. Example:

V. I	V. II	V. III
Break	broke	broken
Find	found	found
Swim	swam	swum

f) Example of Narrative Paragraph

A Bad Camping

On July 1 I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up   my tent for it began raining. I set off to explore the jungle and I brought some food, matches, ropes, and a flashlight on my knapsack. — Orientation

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then, I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree. — Complication

I screamed for a help but no one hard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me,"Are you injured?" I answered," Yes, my back is in pain." "I will handle it." He bandaged my back. After — Resolution

that, he got back with his friend and they carried a litter and put me on.

When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okay?" "I am a bit unwell," I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.[30]

Coda

The researcher interests to choose this text. Because the researcher thinks many students have done camping, so they will be easy to understand this text.

3. Students' Difficulties in Comprehending Narrative Text

According to the theory, the language features of narrative text are noun, individual participant, past tense, conjunction, verbs (regular and irregular verb). Then, the generic structures of narrative text are orientation, complication, resolution and coda. But here, the researcher made the opinion that the students' difficulties in comprehending narrative text are:[31]

a. Difficulties in using Simple Past Tense; regular and irregular verb.

b. Difficulties in facing new vocabulary from narrative text.

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[30]Sanggam Siahaan & Kisno Shinoda, *Generic Text Stucture* (Jogjakarta: Graha Ilmu, 2008)*,* p. 74.

[31]Interviewed Pre-Research to the English teacher (SMA Nurul 'Ilmi: Padangsidimpuan on Tuesday, June 4th, 2012 at 9 am).

c. Difficult in finding the idea of narrative Text

d. Difficult to identify the generic structures of narrative text; orientation, complication, resolution, and coda. They do not know where each generic structure must be put.

B. The Review of Related Findings

There are some findings related to this research. *First*, the Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009-2010 Academic Years by Evi Maya Sari.[32] She concluded that the ability of the eight grade student of SMP Negeri 3 Padangsidimpuan in mastering narrative text is good. It can be seen through the averange score is 75. The difficulties of the eight grade sudents of SMP Negeri 3 Padangsidimpuan in mastering narrative text are: vocabulary and grammar.

Second, Improving Students' Achievement in Reading Comprehension through Team Games Tournament (TGT) Method. He concluded students' score kept improving in every evaluation. In the test I the mean was 65,33, in the test II the mean was 71,72 and the test III the mean was 84,54. Based on observation sheet and questionaire, it was found that teaching-learning process ran well. Students were active, enthusiastic, and interested in reading. The result of the

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[32]Evi Maya Sari, "The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009-2010 Academic Years" (An Unpublished Thesis, Padangsidimpuan: UMTS, 2010), p. 59.

research showed that Team Games Tournament (TGT) method significantly improved students' achievement in reading comprehension especially reading narrative text.[33]

Third, Marwah, her thesis is "The Correlation between Reading Strategies and Students' Reading Comprehension at Fourth Semester STAIN Padangsidempuan". The purpose of this research is to know the correlation between reading strategies and students' reading comprehension at students at fourth grade and analyzed using quantitative approach and using product moment correlation. Finally, she found the significant correlation between reading strategies and reading comprehension.[34]

According to related finding above, the researcher did a research to know how about the ability of the students in comprehending narrative text. So, in this research, the researcher analyzed the students' ability in comprehending narrative text by qualitative approach.

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[33]Ahmad Santoso, "Improving Students' Achievement in Reading Comprehension through Team Games Tournament (TGT)" (An Unpublished Thesis, Medan: Unimed, 2011), p. 32.
[34]Marwah, "The Correlation between Reading Strategies and Students' Reading Comprehension at Fourth Semester of TBI STAIN Padangsidempuan" (An Unpublished Thesis, Padangsidempuan: STAIN, 2011), p. 47.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Location and Schedule of the Research

1. Location

This research had been conducted at SMA Nurul 'Ilmi Padangsidimpuan on Jl. BM. Muda/ Silandit No.05, South Padangsidimpuan Sub district, Padangsidimpuan town, North Sumatera, Indonesia.

2. Time

This research had been held for 8 months. It had been started on May 2013 to January 2014.

B. The Research Design

Based on the location, this research is field research, that is the research in a certain field. In this research, the field was at . Based on the analysis of the data, this research used qualitative research, that is research provide field focused, interpretive, detailed descriptions and interpretations of participants and their setting.[1]

Based on the method, this reseach is used descriptive method. Descriptive research also called survey research, collects numerical data to answer questions

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[1]Peter Airasian, *Educational Research, competencies For analysis and Application*, (Prentice Hall, Inc, 1996) p. 26.

about the current status of the subject study.[2] Thus, this research is qualitative descriptive which describe the present conditional naturally. Descriptive are carried out to obtain information about the references, attitudes, practices, concerns, or interest some group of people.

According to the explanation above, the researcher did the research to describe the the students' abilities and difficulties in comprehending narrative text at grade XI SMA Nurul 'Ilmi Padangsidimpuan and how are the English teacher's efforts to solve the students' problems in comprehending narrative text.

C. The Instruments of Data Collection

To collect the data in this research the instrument that used by the researcher are:

1. Observation

Abdurrahman Fathoni stated: "Observasi adalah teknik pengumpulan data yang melakukan suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau prilaku objek sasaran". It means that, "Observation is a technique of colecting data which is done through an observation and taking a note a condition or the aim of the object behavior.[3]

The research concluded that observation was doing the research directly to the location of the research to see the location, structure and infrastructure

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[2]*Ibid.,* p. 25.
[3]Abdurrahman Fathoni, *Metode Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

of the school. Observation was also used for looking the students and teacher' learning and teaching process in comprehending narrative text.

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[4] "Interview is a conversation both of two persons with a certain aim".[5]

In interviews, the researcher conducted face to face interviews with the participants, interviews participant by telephone or engaged in focus group interviews with six to eight interviewees in each group. These interviews involved unstructured and generally open-ended questions that are few in a number and intended to elicit views and opinions from the participant[6].

In this research, the researcher used an interview to get the information from the sources of the data about narative text, that are about the generic structure; orientation, complication, resolution, and coda, at grade XI SMA Nurul 'Ilmi Padangsidimpuan. The interview was used to get information from secondary source, that were from English teacher and the students. The interview that had been collected from English teacher is about the methods and systems that are often used by the teacher for making the students more

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[4]Gay & Arasian, *Education Research Competences for Analysis & Application*, (U.S.A: Prentice Hall, 2000), p. 219.

[5]Lexy.J. Moleong, *MetodologiPenelitian Kualitatif*, (Bandung: Rosdakarya, 1995), p. 32.

[6]John W. Creswell, *Research Design*, (USA: Sage Publication, 2002), p. 188.

comprehensive able in narrative text, what are their difficulties in teaching narrative text, how they solve that problems so the students are more comprehensive in narrative text and how are the students' result in comprehending narrative text. Then, the interview that had been gotten from the students is about the students' difficulties in comprehending narrative text.

Table 1

List of Interviews

No	The Guideline of Researcher's Interviews		
	From the 1st Source of Data	From the 2nd Sources of Data	
		The English Teacher	The Headmaster
1.	Do the students of grade XI PA 2 get the problems in studying narrative text?	What are the English teacher's methods in studying narrative text?	The profile/ the first year when of SMA Nurul 'Ilmi Padangsidimpuan built.
2.	What are the difficulties they found?	What are that English teacher teach before order the students to comprehend narrative text?	Geographical location of SMA Nurul 'Ilmi Padangsidimpuan.
3.	And what are their solutions solving the problems they found.	How the English teacher's teaching systems in comprehending narrative text and if the students found the problems, what is the English teacher solution solving them?	Total of teachers and students of SMA Nurul 'Ilmi Padangsidimpuan, especially the total of grade XI.

3. Comprehending Test

Test is an examination of knowledge or ability, consisting of questions for them to answer or activities for them to carry out:

a) an IQ/ intellegence/ aptitude test
b) to take a test
c) to do a test
d) a test on irregular verbs
e) to pass/ fail a test
f) a good mark in the test
g) a good grade on the test[7].

To know the students' reading comprehension the researcher used test. Test is the tool that is used to measure knowledge, intelligence, and ability or skills of someone or groups. Then, test had been done by giving text to be comprehended, and then they had been tested by using essay question to know their comprehension about narrative text. The reading test consists of two directions. The first is 10 items of essay questions and the second is one item of essay question; the students have to identity the generic structures of the narrative text, which one of the text that contains the orientation, complication, resolution and coda. Here is the following table:

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[7] A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Press, 2005), p. 1396.

Table 2

The Indicator of Test

No	Indicators	Items will be scored	Score	Result Score
1.	Students are able to answer 10 items about narrative text, that is about language elements of narrative	1.Find the title!	10%	100%
		2.Who was the girls' mum?	10%	
		3.What third paragraph tell about?	10%	
		4.Which paragraph tell complication?	10%	
		5.Why did she kick out?	10%	
		6.When she did find another man?	10%	
		7.When did she know the man was her son?	10%	
		8.Identify individual participant!	10%	
		9.What is the deal between them?	10%	
		10.Identify tenses!	10%	
2.	Students are able to identify the generic structure of narrative text	1.identify orientation	25%	100%
		2.identify complication	25%	
		3. identify resolution	25%	
		4. identify coda	25%	
			$100\% + 100\% = \dfrac{200\%}{2}$ $=100\%$	

Here is the further explanation:

Part 1: it has 10 items, every item is scored 10.

a. Students are able to understand about noun. (Number 1, 4, and 6)

b. Students are able to understand about simple past tense. (Number 10)

c. Students are bale to understand about individual participant. (Number 2 and 7)

d. Students are able to understand about the verbs that are used in the simple past tense and the sentence structure of simple past tense. (Number 3, 5, 8 and 9).

Part 2 : it has 4 items, identify generic structure , every item is scored 25

The test used to measure the students' ability as the primary source in this research. The test also usually to get information about the students' ability in comprehending narrative text at grade XI SMA NURUL 'ILMI Padangsidimpuan.

D. The Sources of Data

The sources of the data of this research, as follows:

1. The primary source of the data which needed in this research was students of grade XI . The students of grade XI PA 2 consist of 32 students.

2. The secondary source of the data was the headmaster and the English teacher of SMA NURUL 'ILMI Padangsidimpuan.

E. The Techniques Analysis of Data

To analize the data, the researcher used qualitative, and all of the data that forms explanation was processed qualitatively. In processing the data qualitatively would use steps, as follows:

1. Writing the data from the participant.

2. Analyzing the data which was the appropriate data with the real condition of source the data.

3. Structuring the data on the appropriate data, then organizing the data to complete the data and continued by checking the data that have been collected.

4. The last step was explanation the data in systematically and in clear sentence.

F. Checking of Trustworthiness

In doing the research, the researcher needed to make validating of the findings, in this case the researcher used the term of 'trustworthiness' for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed by asking teacher technique.

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the research the researcher must do the research with carefully, detail and continuous to the object the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends through discussion is done with expose the interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative causes is the research collects example and in appropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics and collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to report of his/her research result, so description will be done carefully and accurately to draw the context of the research.

9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extant.[8]

From 9 techniques of checking trustworthiness, the researcher used the fourth technique. It is checking with friends through discussion is done with expose the interim result or the final result that gotten in the discussion with friend. Here, the researcher asked the teacher as the researcher's friend to discuss this research. Asking teacher tecnique is supposed to support finding by showing that independent measured of the result. It means that, asking the teacher should compare the resources or measures or the result that do not contradict each other. The data that were compare must be related and supported each other. It has done by the researcher by comparing the different data sources; they confirmed one another. The data about comprehending narrative text that the researcher got from direct interviewing the English teacher. After the researcher did interview, the researcher found the real data that the researcher needed.

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[8]Lexy J. Maleong, *Op. Cit.,* p. 175-183.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

1. History of SMA Nurul 'Ilmi Padangsidimpuan

The place of the research was conducted at SMA Nurul 'Ilmi Padangsidimpuan in 2013/2014 academic year. Which the complete addresses was at Jl. BM. Muda/ Silandit No.05, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, North Sumatera, Indonesia. The history of SMA Nurul 'Ilmi Padangsidimpuan when researcher interviewed with SMA Nurul 'Ilmi Padangsidimpuan's headmaster, Drs. H. Marasati Ritonga, he said that the status of the school was swasta, and the beginning at 1995 year. So, SMA Nurul 'Ilmi Padangsidimpuan was existing 18 years old.[1]

2. Situation of SMA Nurul 'Ilmi Padangsidimpuan

The facilities are important for supporting the successful of education institution the facilities of SMA Nurul 'Ilmi Padangsidimpuan as follow:[2]

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[1]Drs. H.Marasati Ritonga, The Headmaster in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 3rd 2013.

[2]The Result Observation in Grade XI SMA Nurul 'Ilmi Padangsidimpuan, at October 3rd 2013.

Table 3

The Facilities of SMA Nurul 'Ilmi Padangsidimpuan

No	The Name of the Unit	Total
1.	Classroom	16
2.	Library room	1
3.	Headmaster room	1
4.	Teacher room	1
5.	Administration room	1
6..	Mosque	1
7.	UKS room	1
8.	Computer room	2
9.	Head bath room	1
10.	Teacher bath room	2
11.	Male students bath room	6
12.	Female students bath room	6
13.	Canteen	3
14.	Sport field	5
15.	Parking place	1

3. **Teacher Situation of SMA Nurul 'Ilmi Padangsidimpuan**

Teachers are the basic factor to do the education process, because the learning will not happen without teacher. Teacher will give developed talent and ability of students in learning. The function and responsibility of the teacher are very big in the school caused the successful of the students in learning is determined by the teacher. The total of teachers at SMA Nurul 'Ilmi Padangsidimpuan are 63 teachers; they are 58 S1 teachers, 4 of S2 teachers, and 1 S3 teacher. From 63 teachers, 3 of them are the English

teacher. They are a teacher for grade X, one for grade XI and one for grade XII.

4. Situation of Learning Process of Students at Grade XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan

In learning process, students are the factor that to be the target that will be guidance and developed based on the potency of students. Without the students, an education institution does not name an education. Institution or school caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people is very important.

Next, in the grade XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, the researcher looked that the English teaching learning process is so conducive, patient and in the comfortable situation.[3] They learned English so curious, because most of them used to ask the teacher when their English teacher explained narrative text unclear. Then, they were also so enthusiastic answering the question that the teacher gave. It can be seen at appendix 6, it is the picture of the English teaching learning process at grade XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan.

So, the researcher concluded that the students' English teaching learning process in SMA Nurul 'Ilmi Padangsidimpuan is so peaceful which

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[3]The Result of Observation by Taking Picture in Grade XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, (SMA Nurul 'Ilmi: Padangsidimpuan, at October 3rd 2013).

is being supported by the good facilities both of macro and micro elements in it

5. **The Total of Primary Source of the Data: XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan**

In learning process, students are the factor that to be the target that will be guidance and developed based on the potency of students. Without the students, an education institution do not name an education. Institution or school caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people is very important.

Table 4
The Grade XI PA 2 Situation of Students
at SMA Nurul 'Ilmi Padangsidimpuan

No	Male	Total
XI PA 2	32	32

So, the total of grade XI PA 2 as the primary sources data is 32 students, all of them are male.

B. Specific Findings

1. Description of the Student's Ability in Comprehending Narrative Text SMA Nurul 'Ilmi Padangsidimpuan

a. The Data From Test of Students in Comprehending Narrative Text at SMA Nurul 'Ilmi Padangsidimpuan

From the test, the researcher found that the student's ability in comprehending narrative text at SMA Nurul 'Ilmi Padangsidimpuan as general is good or in a counted way said by high category. It can be concluded that there was 1 student got 100 score, there were 2 students got 90 score, there were 10 students got 80 score, there were 11 students got 70 score, there were 3 students got 60 score, there were 5 students got just 30 score in comprehending language feature of narrative text. Then, the student's ability in comprehend generic structure; there were 24 students comprehend to identify orientation, there were 8 students could not able to identify orientation, all students could identify complication, resolution and coda. It can looked on Appendix 5.

Next, the result test of the students grade XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, their abilities in comprehending narrative text (indicator 1 and 2); there were 5 students got 65 scores, there were 4 students got 72.5 scores, there was 1 student got 77.5 scores, there were 3 students got 80 scores, there were 3 students got 82.5 scores, there were 7

students got 85 scores, there were 8 students got 90 scores, and there was

1 student got 100 scores. The scores can be drawn as table below:

Table 5

Student's Ability in Comprehending Narrative Text

at SMA Nurul 'Ilmi Padangsidimpuan

No	Indicators	Items	Frequency	Percentage
1.	Able to comprehend language feature of narrative text	10 items (find the title, identify the tenses, find the problems, find the orientation, find the resolution and understanding of meaning)	$\dfrac{2190}{32}$ = 68.43	0.68%
2.	Able to comprehend generic structure of narrative text	Orientation	24	75%
		Complication	32	100%
		Resolution	32	100%
		Coda	32	100%

Then, after analyzing the data that has been collected from the

respondent, it was gotten that the value of the mean score (M) of the

ability of the students at grade XI PA 2 SMA Nurul 'Ilmi

Padangsidimpuan in comprehending narrative text in 2013/ 2014

academic year was 80.7 and it can be categorized into high category, and

it can be seen at Appendix 5. To know the description about classification

or the criteria of the ability of the students SMA Nurul 'Ilmi

Padangsidimpuan in comprehending narrative text in 2013/2014

academic year, look the following table:

Table 6

The Criteria Score Interpretation[4]

No.	Percentage	Criteria
1	0% - 20%	Very low
2	21% -40%	Low
3	41% - 60%	Enough
4	**61% - 80%**	**High**
5	81%-100%	Very High

Table 7

The Classification of the Student's Ability in Comprehending Narrative text

at SMA Nurul 'Ilmi Padangsidimpuan in 2013/ 2014 Academic Year.

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very low	0	0%
2	21% - 40%	Low	0	0%
3	41% - 60%	Enough	0	0%
4	61% - 80%	High	12	37.5%
5	81% - 100%	Very High	20	62.5%
Total			**32**	**100%**

According to the previous classification, it can be seen that, there

were 0 students that can be categorized into very low category. It means

that there were 0% of the student can be classified into very low category.

Then, there were 0 students that can be categorized into low category. It

means that there were 0% of the students can be classified to low

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[4]Riduwan, *Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula, (*Bandung: Alfabeta, 2005) p.89.

category. Next, there were 0 students that can be categorized into enough categories. It means that there were 0% of the students can be classified to enough categories. And there were 12 students that can be categorized into high category. It means that there were 37.5% of the students can be classified to high category. The last, there were 20 students that can be categorized into very high category. It means that there were 62.5% of the students can be classified into very high category.

b. **The Data From Interview of Students and Teacher in Comprehending Narrative Text at SMA Nurul 'Ilmi Padangsidimpuan**

Based on the interview, the English teacher stated that most of half students knew and understood the generic structures of narrative text, and what the transactional text are; such as first, second, next, after finally, etc. It is also the real evidence that they knew the language elements of narrative text; such as noun, individual participant, saying and regular verbs and conjunction.[5]

The researcher also got the answer from the student of SMA Nurul 'Ilmi Padangsidimpuan, Iqbal Hamidi.[6] In the second question; do you think that comprehend narrative text is difficult?. Then, he explained that

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[5]Emmi Fitriani, S.Pd I, The English teacher of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.
[6]Iqbal Hamidi, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

for comprehending narrative text is not so difficult. Just try to identify the generic structure and what are the language elements in it, so it will be easy for answer the question given after the text.

Next, Gio Armansyah said "The point for understanding narrative text is in past tense, it means that narrative text has grammatical features. It is past tense. Understand first in past tense, so I will be easy for getting the point that written in narrative text".[7] Ashadi Pulungan also explained what the action verb is, what is said by noun, and individual participant. "Action verb is the regular and irregular verb, regular verb is the verb added by –ed in last verb. While the irregular verb does not have a normal inflection and nor normally form".[8] While, Fakri Abdillah said that he was just difficult in remembering regular and irregular verbs, "because there are still knowledge that I had learnt about them".[9]

So, it means that most of students have known what the generic structures of narrative text are, regular and irregular verbs, and how the form of past tense is. It can be concluded that they have known identifying noun and who the individual participants are in the text given. Moreover, it means that the students' ability in comprehending narrative text at Grade XI SMA Nurul 'Ilmi Padangsidimpuan based on the

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[7]Gio Armansyah, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

[8]Ashadi Pulungan, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

[9]Fakir Abdillah, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

interview the English teacher and the students, the researcher concluded that their result in it is in good category. It is because of they are difficult in the generic structures of narrative text are, regular and irregular verbs, and the form of simple past tense.

2. Description of the Student's Difficulties of SMA Nurul 'Ilmi Padangsidimpuan in Comprehending Narrative Text

Eventhough the grade XI SMA Nurul 'Ilmi Padangsidimpuan is categorized into high score, but they still faced difficulties as follow:

a. Difficulties in mastery Simple Past Tense

Muhammad Ilham Hasibuan said that he had the difficulties in comprehending narrative text such as feeling difficult in simple past tense, the students still confused to find the tense of a comprehending narrative text.[10]

Based on the result of interview, Ahmad Iqbal Anshori[11] said that He has the problem in simple past tense, he was not able to use simple past tense correctly. While many of them did not know what the irregular or regular verbs are that they found in narrative text like Ilham Habibi Sagala statement, "It is so hard identifying the irregular and regular verbs, because knowing the Irregular verbs have to look in the dictionary or the

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[10]Muhammad Ilham Nasution, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

[11] Ahmad Iqbal Anshori, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

book that is the irregular form in it".[12] It is fact from the interview of Adi Syahputra Situmorang, in comprehending narrative text they did not use tense but they wrote narrative text by arranging the words literally to be an analytical exposition text and sometimes make the irregular verb to be regular verb.[13]

b. Difficulties in Vocabulary

The other difficulty was about vocabulary. Based on the result of interview with Fakhri Abdillah, He said that she did not have many vocabularies and she never memorizes the vocabularies in her house. So when he wanted to comprehend narrative text, she needed long time to open dictionary.[14]

Next, M. Nurdin Simanullang said that, vocabulary is the most difficulties in comprehending narrative text, because English is difficult to memorize including vocabularies. So, in comprehending narrative text "I did not know what I would answer when I was asked by the teacher for comprehending narrative text in the class".[15]

This point made strong by Ilham Anshauri said that, in comprehending narrative text many students did not know vocabularies.

[12] Ilham Habibi Sagala, The Student of XI PA in SMA Nurul 'Ilmi Padangsidimpuan, *Interview* at October 2nd 2013.

[13]Adi Saputra Situmorang, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

[14]Fakhri Abdillah, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

[15]M. Nurdin Simanullang, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

Their abilities in mastering vocabularies still low. "I still have less vocabulary. So if I meet the new vocabulary, I did not understand what is the text tell about." [16]

Based on the result of the researcher's interview when the researcher gave them the test to comprehend narrative text (answer some questions), many students were confused to answer the vocabularies that they needed. Whereas the English teacher gave a change for them opened the dictionary. But they were lazy to open dictionary, even in guessing the new words. The last, most of them imitated their friends' narrative text answer.[17]

The researcher concluded that vocabularies were very important in comprehending narrative text. Without the vocabulary, students were not able to comprehend or understanding explicit and implicit meaning from the text. The students did not have many vocabularies. So, they felt difficult in comprehending narrative text.

c. Difficult in Answering/ Finding the Idea of Narrative Text

Based on the result of interview to Abdiansyah Nasution said, in comprehending narrative text the students also felt difficult to find the theme or idea of like comprehending narrative text with title

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[16]Ilham Anshauri, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

[17]The Result of Interview in Grade XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, at October 2nd 2013.

"**Tangkuban Perahu**" most of the students difficult chose to find a good idea . [18] Then, it can be looked also from his answer in the interview. "I cannot find the idea, because I do not know what the text tells about and I cannot understand a half of the text".

This point in compliance with result of observation to many students at grade XI SMA Nurul 'Ilmi Padangsidimpuan, they felt difficult to find the theme or idea of the text. The evidences are also found from their answer about finding the idea. Many of them cannot answer it correctly. They also said sometimes they did not have inspiration (some tricks) or idea in comprehending narrative text.[19]

Based on the result of interview got from the students, it were not most of the students wrote wrong answer. The main idea was not suitable to supporting idea in their answer. Sometimes answer did not appropriate or relate to the main idea. Example they answer narrative text about "**Tangkuban Perahu**".[20]

The main idea was the one important aspect of text. Every text must have the main idea. So it will be easier to construct the text. It could be concluded the students would be easy in comprehending narrative text if they know the main idea of a paragraph, even of a text.

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[18]Abdiansyah Nasution, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

[19]The Result of Interview, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

[20]The Result of Interview, The Student of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

d. Difficult to Identify Generic Structure of Narrative Text

From the test given, there are 10 students cannot answer the generic structure; orientation and coda correctly. They are Ahmad Iqbal Anshari, Ali Amansyah Siregar, Dawed Alraniri Harahap, Fakhri Abdillah, Ilham Habibi Sagala, Imam Maulana, Irham Hamonangan, Irham Maulan Lubis, M. Nurdin Simanullang, and Rinaldy Harahap. Then, they do not know where the orientation and code must be put in the text. Like Irham Hamonangan Harahap answer in the test, he made the resolution and coda in the last paragraph. But actually the case must be only the coda is in the last paragraph. The resolution is for the third paragraph. It is same with Irwan Maulana Lubis, he cannot identify where the orientation is. So he got 75 scores in identifying the generic structure of narrative text. There are 4 generic structure of narrative text; they are orientation, complication, resolution and coda. Every structure is 25%; orientation (25%), complication (25%), resolution (25%), and coda (25%). It means that Irwan Maulana Lubis got 75 score, because he cannot answer one of the narrative generic structure.

3. **The Efforts of the English Teacher to Overcome the Student's Difficulties in Comprehending Narrative Text**

To anticipate the students' difficulties in comprehending narrative text, the English teacher had many efforts. Based on the result of interview to Mrs.

Latipah Hanum[21] as the English teacher in SMA Nurul 'Ilmi Padangsidimpuan, she said that, she anticipated the difficulties of the students in comprehending narrative text were:

a. The English teacher must repeat again about simple past tense for them like finding the past sentence in narrative text. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple past tense. So, the students were able to comprehending narrative text easily.

b. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.

c. To make the students were easier in finding the idea, the English teacher gave the tittles that near with experience, knowledge and age of students and give them more, more and more about how to find the idea of narrative text by scanning, skimming and Communicative Language Teaching or said by CLT. After that the teacher gave the example for them. Next, the teacher made discussion group. The last the teacher gave exercise for them.

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[21] Emmi Fitriani, The English Teacher of XI PA 2 SMA Nurul 'Ilmi Padangsidimpuan, *interview* at October 2nd 2013.

d. The difficulties in identifying the generic structure of narrative text, before gave the exercise to the students the English teacher explained about narrative text, the generic structure of narrative text and aspects of narrative text by giving them the explanation how to find the generic structure by scanning and skimming technique. Next, the teacher gave the example and then the teacher made the group discussion and gave many titles for them. Each group only chose one title and then identifying the generic structure of narrative text. The last, the teacher gave again the other narrative text for homework.

C. Threats of the Research

In this research, there were many threats that researcher done. It started from the titles until the techniques of analyzing data, so the researcher knew that it was so far from the perfect.

In doing the test, there were the threats of time, because the students had activities. Besides, the time which was given to the students was not enough and also the students did not have much time for doing the test, because of their time for studying is in full time (at 8 a.m. to 4 p.m.). So, the researcher took the sheets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threats of the researcher. The

researcher has searched this, research only. Finally, it has been done because the helping from the entire advisors, headmaster and English teacher.

D. Discussion

One of genre which taught in senior high school is narrative text. A narrative text is a text which talking about story, legend or event which had the aim to entertain the reader. In comprehending narrative text, there are many elements of text that must be known by readers like orientation, complication, resolution, and coda, social function or language features of narrative text, etc. By knowing all the elements of narrative, it could be made good comprehending. Relation with this, the result of this research which the title "An Analysis on Students' Ability in Comprehending Narrative Text at Grade XI of SMA Nurul 'Ilmi Padangsidimpuan could be categorized into high category (80.70).

To anticipate their difficulties in comprehending narrative text, they needed the solutions from the English teacher in overcoming their problems. The solutions were given by the English teacher were repeated and explained again about tenses (simple past tense), how to find the meaning of the new words in the text, how to find the main idea, and how to identify the generic structure of narrative text. Then, the teacher often repeats the lesson (simple past pattern) then gave the more examples about simple past tense from the text, ask to bring the dictionary to memorize the new words they found in the text, the English Teacher in finding the idea of the text; to make the students were easier in finding the idea,

the English teacher gave the tittles that near with Tangkuban Perahu and A Bad Camping by CLT (Communicative Language Teaching), scanning and skimming, the English teacher repeated to explain and discuss again the material about the text, whether there are any other problems that were found by the students. Then, if they did not able to do it, so it was the mistakes. May be they did not hear or pay attention when the English teacher explained about the material.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the next steps were taking the conclusion of this research. It is regard important because it can describe the final research itself.

In this case, the conclusions of this research as the following:

1. The ability of students in grade XI SMA Nurul 'Ilmi Padangsidimpuan in comprehending narrative text was 80.70. It can be categorized into high categories.

2. The Difficulties of students in grade XI SMA Nurul 'Ilmi Padangsidimpuan in comprehending narrative text were not too significant; they are: Difficulties in mastery simple past tense, vocabulary, answering/ finding the Idea of narrative text, identifying the generic structure of narrative text.

3. The efforts of the English teacher in overcoming the students difficulties in writing analytical exposition text were:

   a. The teacher often repeats the lesson (simple past pattern) then gave the more examples about simple past tense from the text. So, the students were able to comprehend easily.

   b. Ask to bring the dictionary to memorize the new words they found in the text.

c. The English Teacher in finding the idea of the text; to make the students were easier in finding the idea, the English teacher gave the tittles that near with Tangkuban Perahu and A Bad Camping by CLT (Communicative Language Teaching), scanning and skimming.

d. The English teacher repeated to explain and discuss again the material about the text, whether there are any other problems that were found by the students.

B. Suggestions

After formulating the conclusions, the researcher wants give the suggestions concern with the result of the research. It can be seen as below:

1. It is suggested to the headmaster to motivate his teacher to increase their ability in study English, especially in comprehending narrative text.

2. It is suggested to the English teacher:

   a. Before studying the comprehending narrative text, the students had to know and master about generic structure/ element of narrative text.

   b. Apply the suitable strategies, methods, ways, or procedures which can improve or help them understand in learning English Especially in making narrative text.

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

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