THE STUDENTS' ABILITY

IN COMPREHENDING NARRATIVE TEXT

AT GRADE XI OF SMA NEGERI 3 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree of Islamic Educational Schoolar (S.Pd.I) in English Program

ANDIKA GULTOM
Reg. No. 07 340 0076

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2012

THE STUDENTS' ABILITY

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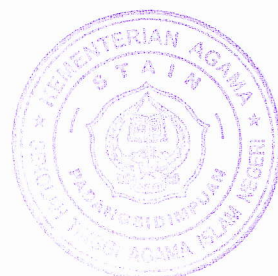# AT GRADE XI OF SMA NEGERI 3 PADANGSIDIMPUAN

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By:

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TARBIYAH DEPARTEMENT

STATE COLLEGE FOR ISLAMIC STUDIES

(STAIN)

PADANGSIDIMPUAN

2012

Hal   : Sidang Skripsi
        a. n. Andika Gultom
Lamp : 5 (Lima) Exemplar

Padangsidimpuan, 15 April 2012
Kepada Yth.
Bapak Ketua STAIN Padangsidimpuan
      di.
          Padangsidimpuan

Assalamu 'alaikum wr.wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Andika Gultom, yang berjudul "The Students' Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidimpuan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

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Department/ Study Program : TARBIYAH/ TBI-3

The Tittle of Thesis : **The Students' Ability in Comprehending Narrative Text at Grade XI of SMA N 3 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 of STAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan,   April 2012
Declaration maker,

ANDIKA GULTOM
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Indeks Prestasi Kumulatif (IPK): 3,06
Predikat: Amat Baik

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : **THE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT GRADE XI OF SMA NEGERI 3 PADANGSIDIMPUAN**

Ditulis Oleh : ANDIKA GULTOM
NIM : 07 340 0076

Telah dapat diterima sebagai salah satu syarat memperoleh
gelar Sarjana Pendidikan Islam.

Padangsidimpuan, 26 April 2012

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Firstly, the writer would like to convey him grateful to Allah SWT, The Most Ceator and Merciful has given him the health, time and chances for finishing this thesis "The Students' ability in Comprehending Narrative ." This thesis is written in order to fulfill one on the requirements for being Sarjana Pendidikan Islam in English section at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan.

In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the writer would like to express his gratitude to the following people:

1. Special thanks are due to Drs. Fitriadi Lubis M.Pd., as my advisor I and Eka Sustri Harida M.Pd., as my advisor II who give me much suggestions and supports.

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3. Thanks are due to Hj. Zulhimma, S.Ag, M.Pd., as the Chief of Tarbiyah Faculty and her staff.

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And finally the writer would like to express my special grateful to my parent and sisters who had given the supports, moral, and material during his academic at the English section of State College for Islamic Studies (STAIN) Padangsidimpuan.

This thesis is still so far from being perfect based on the weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestion from the readers to improve this thesis.

Padangsidimpuan, 29 March 2012
The writer

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ABSTRACT

NAMA : **ANDIKA GULTOM**

NIM : 07 340 0076

JURUSAN/PRODI : TARBIYAH/BAHASA INGGRIS-3

JUDUL SKRIPSI : THE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT GRADE XI OF SMA N 3 PADANGSIDIMPUAN

This research discusses about The Students' Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidimpuan. In this research are what extend the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan. The aims of the research are to know the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan.

The researcher uses quantitative research. The method of the research is descriptive method. The populations in this research are IPA and IPS class; they are 343 students. The sample of the research is 32 students. The method of sample is cluster sampling. As instrument of research is test for collecting data. the researcher uses Mean Score for analyzing the data. Where as the formula of Mean Score as below:

$$M = \frac{fx}{N}$$

After analyzing the data that mean score of students ability in comprehending narrative is 62,73; the hypothesis that the students' ability in comprehending narrative text was more that 60 can be accepted. It is categories enough score.

Appendix 1

THE INSTRUMENT OF COMPREHENDING OF NARRATIVE TEXT

A. Pengantar
1. Instrument ini hanya bertujuan untuk menjaring data dari siswa/i tentang students' comprehending narrative text.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini,

B. Petunjuk
1. Bacalah setiap pertanyaan secara seksama!
2. Jawablah pertanyaan sesuai dengan soal yang diberikan!
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 90 menit.

C. Bacalah teks dibawah ini kemudian jawablah pertanyaan sesuai dengan teks!
Teks 1.

At a quarter to three one afternoon, a little girl, about seven years old, was found wandering outside a police post in Fleet Street. She was wearing a light blue nightdress and shoes that were too large for her.

"What is your name? Where do you live?" a kind policeman asked her. But the little girl looked at him and did not say anything. No one seemed to know this lost child. Since the police could not get any information from her, they sent her to the Bradley Children's centre.

At the children's center, the little girl remined silent and did not talk to anyone. As the people did not know her name, they began to cal her 'Little One'.

'Little One' underwent a medical examination which showed that she was not a normal, healthy child. Although she was not dumb, she remained silent for four days. It was only then that she began to talk.

The nursess looked after her just as they did othet children, and 'Little One' seemed quite happy and contended. She was always cherrful and responsive, although she was abit slow in understanding instruction. When she was allowed to go out of her ward, her face beamed with curiosity and excitement.

Meanwhile, the police tried to find her parents. Their efforts proved wothless when no one came to claim her. She was 'nobody's child'.

'Little One' had nowhere else to go. The centre became her home.

Jawablah Pertanyaan di Bawah ini!

1. What is the tittle of the text?

2. Which one of paragrap is containing orientation?

3. What did police man say to a little child?

4. Why did she remain silent at the centre?

5. What was the kind policeman do after find the little girl?

6. Who is find the liitle girl?

7. What is Bradley Children's Centre?

8. How many days that she silent?

9. Who is to look after her?

10. Are people call her as little one?

11. What was wrong with her health?

12. What does **She** refer to? (Paragraph 1)

13. What is meaning of silent? (Paragraph 3)

14. What do **They** refer to? (Paragraph 3)

15. What does synonym of efforts? (Paragraph 6)

16. What does synonym of cherrful? (Paragraph 5)

17. What are the efforts done by the police man?

18. What is to be her home?

19. What do you think about the child?

20. What is the tenses used in the text?

D. Bacalah teks dibawah ini dengan cermat!

Task 2

Mary Hasagawa was out walking along a beach in Japan when she came acroos a brown paper bag . Curious to know what it contained, she looked inside it. To her amazement, she found a little baby boy crying inside the bag. She felt so sorry for the baby that she took him home with her.

He was the first of the many abandoned children that Mary brought up as her own. Today, mary and her husband run a well-equipped home for abandoned children. There are thirty-six boys and gilrs altogether. They all receive good acre and attention at the home.

Earlier, during the war, many people disapproved of Mary's picking up unwanted children. Once, a five-year-old Eurasian boy went up to Mary and put one hand in hers. Mary asked the crowd which had gathered, "Does this boy belong to any of you?" No one answered and most of them left. Mary took the boy home. In this way, Mary became a 'mother' to more and more children.

Mary and her husband did not receive aid from anyone at all. They worked entirely on their own, with only the help of a few friend.

It was not until 1958 that the government officially recognized the home as an orphanage. Soon, people began to realize that Mary was helping the whole community and they gave her their full support.

Mary says, " most of our neighbours approve of the home. We met with little opposition to our recent plants to add a three-storey wing.

Isilah titik-titik dibawah ini sesuai dengan teks di atas!

21. The tittle of text is….

22. 'Mary Hasagawa was out walking along a beach in Japan when she came acroos a brown paper bag'. This part of sentence is called…

23. What is the above topic sentence…

24. The story happened…

25. The location of the story is…

26. She find … in the bag

27. Mary's caracter in the story…

28. Mary's reaction to the cildren …

29.They do to the children…

30. He refers to…..(paragraph 2)

31. They refers to… (paragraph 3)

32. Marry say when they gave her support…

33. Mary became….to more children

34. Mary helping…community

35. The last paragraph is called….

36. **Aid** synonym with … (paragraph 4)

37. **Took** synonym with … (paragraph 3)

38. The message of the story is…

39. Mary and her husband … receive aid from anyone at all.

40. To show an action of the text the writer uses……tense.

Appendix 2

Key Answer

1. No Body's Child
2. Paragraph One
3. What's your name? Where do you live?
4. She was not a normally health child
5. They sent her to Bradleys Centre
6. Policeman
7. The place protect of Children
8. 4 Days
9. The Nurse
10. Yes, they do
11. She was not a child
12. Use/memakai
13. Good/Baik
14. Diam / Say nothing
15. Happy/Riang
16. Attempy/Usaha
17. Police tried to find out her parents
18. Bradley's Centre
19. I feel so sad
20. Past tense
21. Mary's Achievement
22. Orientation
23. Find the child
24. She
25. Japan
26. A little baby boy
27. She found a little child
28. Good care and attention
29. Run a well equipment
30. A little baby boy
31. Mary and her husband
32. Of a few friend
33. Mother
34. The whole
35. Evaluation
36. Help
37. Bring/carry
38. Help each other

39. Did not
40. Past tense

Appendix 3

The Name of Students SMA Negeri 3 Padangsidimpuan

No	Name of Students	No	Name of Students
1.	AFRIADI HARAHAP	17.	MERIEN ADHELA PURBA
2.	ANANDA PEBRI SRG	18.	NANA SURYANA
3.	ANGGI FITRIANI LUMBANBATU	19.	NURAINUN
4.	CYNDY EFELINA	20.	OSKY NOVITA RIZKI.S
5.	DOSMA ULI NURITA	21.	PUTRA WIJAYA NST
6.	EVA YANI HANDAYANI	22.	PUTRI UTAMI LUBIS
7.	FADLAN NST	23.	REZI SETIAWAN
8.	GEMINI HOLIDAH SIA	24.	RIKA KHAIRANI SRG
9.	HOTLINA NAPITUPULU	25.	SAMSIDAR
10.	INTAN SYAFITRI	26.	SARI ANDUM BTR
11.	JHON HERY TUAHN RAMADHAN	27.	SINTHAMI YA SHINTA
12.	JULIANA SARI CANIAGO	28.	SUCI NUR AQIDAH BTR
13.	JONANDA MANURUNG	29.	TIYA LESTARI
14.	LOTHAR MATEUS BTB	30.	WINDAH LESTARI

CURRICULUM VITAE

Name   : **Andika Gultom**

Registration Number : 07 340 0076

Place/Date of Birth   : Pasar Simangambat , January, 6, 1988

Sex   : Male

Address   : Pasar Simangambat Kec. Saipar Dolok Hole

Parents Name:

1. Father name   : Rahmad Gultom

2. Mother name : Dermawan Pasaribu

Educational Background:

1. Primary school   : SD Negeri 1 Pasar Simangambat- Kec. Saipar Dolok Hole , year finish 2000

2. Junior high school : SMP Negeri 1 Pasar Simangambat year finish 2003

3. Senior high school : SMK N 2 Padangsidimpuan year finish 2006

4. Institute   : Entered State Collage for Islamic Studies (STAIN) Padangsidimpuan, year 2007.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a medium for communication, and it can be used for establishing social relationship and conveying information. Everyone needed instrument for communication. There is English. Now days, English is as an international language has well known around people in the world. In Indonesia, English is important lesson which learned by the students. It is learned from elementary school up to university level.

English has four major aspects categorized into two main ways are receptive competence and productive competence. Receptive competence consists of two different modes of language behavior are listening and reading, which also obviously includes interpretation of contexts and relational tasks. Productive competence consists of two modes are speaking and writing, it included using of non- verbal signs and cues, and writing. In turn the four types of competence could be organized two other ways, as oral competence (listening and speaking) and as written competence (reading and writing)[1]. In teaching process, especially in teaching writing and reading are important as medium to know all of knowledge. Both of the teaching process were written in the Holy Quran at Surah Alaq, verse 1-5:

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[1]Nirmala Sari. *An Intruction to Linguistics* (Jakarta : Debdikbud, 1998), p. 11.

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Its meaning: "Proclaim! (or read!) in the name of thy Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is Most Bountiful. He who taught (the use of) the Pen. Taught man that which he knew not."[2]

Next, Allah who Most Merciful said that knowledge was source of life to get comprehend something and able to do something. Allah who Most Merciful said it in the Holy Quran at Surah Al-Baqarah, verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن

كُنتُمْ صَـٰدِقِينَ ۝

───────────────

   [2] Abdullah Yusuf Ali, *The Meaning of the Holy Quran in the English* (Al- Alami Publications: Beirut, 2001), p. 924.

Its meaning: "And He taught Adam the nature of all things; then he placed them before the angels, and said: "tell Me the names of these if you are right."[3]

The prophet Muhammad SAW said:

وحدثني عن انه مالك بلغه ان رسول الله صلى الله عليه وسلم قال : تركت فيكم امرين لن تضلوا ما تمسكتم بهما كتاب الله وسنة نبيه (روا أحمد)

Its meaning: " Gave me the information from Malik that Rasulullah Saw, I left you two things were Holy Quran and Sunnah for you, you would not lost forever if you hold on to both of them."[4]

In the method, syllabus and contents of the curriculum are also very important because the materials presented in the teaching process were already planned in the syllabus.

In educational curriculum, from elementary school to senior high school a great deal of narrative text comprehension was given to the students as plan in the curriculum. This curriculum had three important aspects they were cognitive, affective, and psychomotorycs. Hopefully, working on this learning program the learners are able to speak English well.

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[3] *Ibid.*, p. 7.
[4] Malik bin Anas, *Al-Muwatto* (Beirut: Dar Al-Kitab Ilmiah, tt) p. 899.

There were many materials taught in senior high school. One of them was about text such as narrative, descriptive, report, hortatory exposition, and others And other, it was known as genre. In the study of narrative text, the students must mastered in orientation, sequence of events which problematic the leads to conflict-climax, resolution coda and the function of the narrative text to know comprehend a material of event.

In teaching the narrative text, the teacher must be able to make and give interesting stories which concluding narrative text and asked the students to do exercise about the stories, then the teacher guided the students in doing the narrative text. So, the students could be understand about the content of narrative text.

Nevertheless the facts indicated that many senior high school graduated were still very poor in English. The teachers still found most of the students of high school graduating still poor in orientation, complication, resolution, retells the stories and conclusion of the narrative text. When the teacher ordered the students made the narrative text and retell the text in their words, they couldn't do that. Then, they were low to answer the question about the narrative text. The factors of the students felt difficult in comprehending narrative text was lack in vocabulary; lack vocabularies made the students were unable to comprehend the text.

Beside of that, they did not know the generic structure of the text, the lexico-grammatical and the tense using. If they did not understand the structure, it would make the students felt difficult to understand even to write the narrative text. The problems that also found was the students did not understand about the tenses. The last was about the students' habit. They did not have good habit in reading. They were lazy to read; in which made them were unable to understand the text. So, the generic structure was also important to understand the text.

In identifying of the above, the researcher focused only in analyzing narrative text about rhetorica which concluding orientation, complication, resolution, identifying social function and tense.

The narrative text is very important to students, in mastering the narrative text, the students were able to know the content and taken the conclusion of the stories, but the fact the students' ability was unsatisfactory although there were many books were written in narrative text.

Based on the explanation above, the researcher was interested in conducting research about "The Student's Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidimpuan."

B. **The Terminologies**

To prevent misunderstanding for the reader, so the researcher would like to explain some words, such as ability, comprehending and narrative text.

1. Ability was a capacity or power to do something physical or mental, like cleverness, intelligence a man of great or special natural power to do something well.[5]

2. Comprehending was it means the ability to understand.[6]

3. Narrative text was a written material which describing of events.[7]

   Based on the definition above, the meaning of the title of students' ability in comprehending narrative text of SMA Negeri 3 Padangsidimpuan was the capacity of the grade XI students of SMA Negeri 3 Padangsidimpuan in understanding a written material of event text.

C. Formulation of the Problems

The formulation of the problem in this research was what extend the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan?

D. Purposes of the Research

The purpose of this research was to know the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan.

E. Significances of the Research

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[5] AS Hornby. *Oxford Advanced Learner's Dictionary of current English* (London: University Press, 1995), p.2
[6] *Ibid.*,p.311
[7] *Ibid.*,p.881

The significances of this research were:

1. To the Head Master of the school, to motivate the English teacher to teach well,

2. To English teacher, to increase the English teaching especially about reading skill,

3. To other researchers, as the information to do more research related to this problem.

4. To researcher, to add knowledge and insight the researcher about the students' ability in comprehending narrative text.

5. Researcher has done the research, to the English Education Study Program of State Collage for Islamic Studies in partial fulfillment of the requirement for the Degree of Islamic Educational Schollar (S.Pd.I) in English Program.

F. The Systematic of the Research

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one discussed about introduction. It consisted of background of the problem was the students' ability in comprehending narrative text who students must be master in orientation, sequence of events which problematic the leads to conflict-climax, resolution coda and the function of the narrative text to know comprehend a material of event. Identification of the problem was the students were still poor in orientation complication, resolution, retells the stories and conclusions of narrative text. Limitation of the research was narrative text. Formulations of the problem were what extend was the

students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan and what were the difficulties of the students in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan. Purposes of the research were to know the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan and to know the difficulties of the students in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan. Significances of the research were to Head Master of the school, to motivate the English teacher to teach well, to English teacher to increase the English teaching especially about reading skills, and to other researchers as the information to do more research related to this problem. The definition of the key terms were ability, comprehending, and narrative text.

Chapter two was the theoretical description which explain about definition of definition of narrative text, purposes of narrative text, narrative text elements, the language of element of narrative text, and kinds of narrative text. Conceptual frame work was the teacher teached students about narrative text: the students must comprehend narrative text and its element. Next, hyphotesis was the students' ability in comprehending narrative txt was more than 60.

Chapter three discussed about the methodology of the research; it consisted of place and schedule of the research was June 2011 to April 2012, the location of research was SMA Negeri 3 Padangsidimpuan. Method of research was quantitative descriptive. Population and sample was grade XI students of SMA

Negeri 3 Padangsidimpuan; sample of research was 32 students. The instrument of research was test. Next, the technique of analyzing data was Mean Score.

Chapter four consisted of the result of the research and data analyzing consist of description of data were students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan was categorized enough. The last, discussion result of the research was students' ability in comprehending narrative text.

Chapter five consisted of the conclusion was mean score of students' ability in comprehending narrative text was 62,73; it was enough. Next, suggestions were the researcher hoped that other researcher would conduct a research related to the topic of this study, the students should have to do practice in reading text, the teachers are hoped to develop the students' ability in comprehending text and the headmaster should be active to look his students' ability.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Comprehending

Comprehension is the ability to understand written and spoken language. According to Oxfords' Dictionary, "Comprehension is the power of understand."[1] According to Websters' Dictionary, "Comprehension is the act of grasping with the mind, understanding or knowledge that results form this, the capacity for understanding ideas, facts."[2]

In addition, Hilman, et.al support the argument above that comprehension 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 that "Comprehension 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

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

[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.

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]

In addition, Jack C. Richard satated that, "Comprehension 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 tet and exploring the organation of a text arecessential for good comprehention."[5] According to David Nunan that, "Comprehension is essential to sucsessful reading."[6] The last, according to Kasihani K. E. Suyanto that comprehension isa process in which the reader may construct meaning by interacting with the text.[7]

According to Kathleen T. Mc Whorrther, to select an appropriate level of comprehension and recall, you might try the following techniques:[8]

1. Clearly define your purpose for reding the material.
2. Decide what, if anything, you will be required to do after you have read the material.
3. Evaluate the relative difficulty of the material.

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[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.

[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.

There were comprehension units:

1) 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.
2) 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.
3) 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).
4) Strategic knowledge
   The metacognitive strategies for evoking skills and knowledge designed to monitor and check ongoing comprehension.[9]

It was 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 were:

1) Mechanical skills
   This aspect considered as a low level in reading comprehension (lower order), this aspect included are:
   a. Recognition of letter form.
   b. Recognition of linguistic elements (phoneme/grapheme, words, phrase, clause pattern, sentences).
   c. Recognition of relationship/correspondences spelling form and sound (the ability in utterance).
   d. Reading slow.

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[9] Douglas Carnine, et. al, *Op. cit*, p.41.

2) Comprehension skills.

This aspect considered as a high level in reading comprehension (higher order), this aspect included are:

a. Understanding simple meaning (lexical, grammatical, and rhetorical).

b. Understanding meaning and significances (the purposes and aims authors/culture condition, responding of readers).

c. Assessment and evaluation (content, form).

d. Reading flexible[10]

There were comprehention signals:[11]

1) Positive signals:

a. Everything seems to fit and make sense; ideas flow logically from one to another.

b. You are able to see where the author is leading.

c. You are able to make connections an see ptterns of thought developing.

d. You read at regular pace without slowing down or rereading.

e. You begin to see uses or applications to other situations.

f. You feel comfortable and have some knowledge about the topic.

2) Negative signals:

a. Some pieces do not seem to belong; the material seems disjointed.

b. You feel as if you are struggling to stay with the author and are unable to think ahead.

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[10] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2005), p.11-12.

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

c. You are unable to detect relationships; the orgnization is not apparent.

d. You need to reread frequently and you make frequent regression.

So, the researcher could concluded that comprehension is understanding of written or spoken language and it was an unobservable mental process which a special kind of thinking process.

2. Narrative Text

1) Definition of Narrative Text

A narrative text is a special kind of story that is valued very highly in English-Speaking cultures. The narrative pattern is used as the basic of stories in novels, poems, plays, comics, soap operas, movies in English – Speaking cultures.

A S. Hornby in Oxford Advanced Learner's Dictionary defines: "Narative text is a description of events.[12] Meanwhile, Otong Setiawan Djuhrie says "Teks Narrative adalah merupakan jenis teks berupa cerita atau dongeng yang bertujuan menghibur pembaca".[13](Narrative text is a kind of text is talking about story or folk which the aim is to entertain the reader).

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[12] AS. Hornby. *Op.Cit.,* p. 881.
[13] Otong Setiawan Djuharie. *Genre* (Bandung : Yrama Widya, 2007), p. 41.

Next Pardiyono says,

> ”Narrative adalah jenis teks yang sangat tepat untuk menceritakan aktivitas atau kejadian masa lalu yang menonjolkan problematic experience dan resolution dengan maksud menghibur dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca”.[14]

(Narrative is kind of text to retell the activities or last action which show problematic experience and resolution to amuse and to give moral lesson to readers).

In addition, David Butt says, “Narrative is to construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or the listener”.[15]

The researcher concluded that narrative text a text focusing specific participants. Its social function was to tell stories or past events and entertain the readers. So, that the comprehending narrative text here was understanding about the elements of narrative text or genre to entertain the reader through text which given by the writer.

2) Purposes Narrative Text

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[14] Pardiyono. *Teaching Genre-Based Writing* (Yogyakarta:Andi OFFSET,2007), p. 94.

[15] David Butt and et al. *Using Functional Grammar* (Sydney : MacQuarie University, 2003) p.217

Narrative text is the form of writing used to relate the story of act or event. There are some purposes of narrative text:

Sanggam Siahaan states that narrative text has purposes to amuse, entertain people, and to deal with actual or vicarious experience in different ways.[16] Similiarly Pardiyono says that the narrative text has purpose to amuse or entertain and also gives good lesson to us and other people who listen about narrative.[17]

Next, Otong Setiawan Djuharie says that the Narrative text has aim to entertain the reader.[18] So, it can be concluded that the purpose of narrative text is to entertain the reader through text which given by the writer.

3) Text Element of Narrative Text

To write the narrative, there is some consideration which should be care suggested by Pardiyono as stated in the table below:[19]

Table 1

Text Element of Narrative Text

Text	Function

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[16] Sanggam Siahaan & Kisno Shinoda. *Generic Text Stucture* (Pematangsiantar : Graha Ilmu, 2008), p. 73.
[17] Pardiyono. *Op.Cit.*, p. 93.
[18] Otong Setiawan Djuharie, *Loc.Cit.*,
[19] Pardiyono, *Op.Cit..*, p. 97-98.

element	
Orientation	• Content of topic of an activity or event which wonderfully will be talked. • Should be interest and can provoke the readers to know specifically. • Using adjective to describe 'personal attitude' generally.
Sequence of events which are problematic the leads to conflict-climax.	• Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax. • Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence markers: first, second, third etc, or first, next, after, that, then, finally etc. • Grammatical features 　a. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense. 　b. Using verbs of doing on predicate, such as ran out, got, and went 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. Repeating subjective pronoun is same in text is general such as: 　*First, <u>my aunt</u> was very frightened, but <u>she</u> tried to manage herself to be quiet.* 　e. Using conjunction is also found such as: 　*First, my aunt was very frightened, <u>but</u> she tried to manage herself to be quiet.*
Resolution coda	• Content problem solving has told until the climax. • Content about moral lesson which is possible can be taken at the events, such as: *My aunt was so relived to see the snake leaving the room without making my harm to anybody.*

Then, Narrative text generally have the following basic structure:

a. Orientation: The part where the writer describes the setting, the context or situation in which the story takes place, (that is, where and when the story takes places), and the characters (who involved in the story).

b. Evaluation: A stepping back to evaluate the plight.

c. Complication: Part where the writer introduces a problem, a change in the situation, or an action that require a response. This part is usually the most interesting part of the whole story.

d. Resolution: The section where the writer presents the way problems has been resolved. In this section the whole story ends.

e. Coda: Contain conclusion of summary with give a moral lesson.[20]

Meanwhile Sanggam Siahaan states that narrative text containing five components, they are:

a. Orientation is the beginning of the text. Its function is to set the scene and introduces the participants.

b. Evaluation is a stepping back to evaluate the plight.

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[20]Dewi Marlina Siregar, Differential Effect of Teaching Techniques with Tenses Exercises and Identifiying Parts of Speech on Comprehending Narrative Text (Unpublished script), (Padangsidimpuan: STKIP, 2008), p. 7.

c. Complication is the place in which a crisis arises.

d. Resolution is the crisis is resolved for better or for worse.

e. Reorientation is it can be optional.[21]

So, it can be concluded that in narrative text has some components: orientation, sequence of events or problems and resolution.

4) The Language Elements of Narration

According to Otong Setiawan Djuharie, the language elements used in writing narrative text are, nouns, individual participant, past tense, conjunction, action verb, and saying verb.[22]

a. Noun

Noun is a word used as the name of a person, place or thing.[23]

Example:

Johan is our teacher.

There is a table in the class.

I saw a man in the market.

Noun can be divided two forms:[24]

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[21] Sanggam Siahaan, *Op.Cit*., p. 73.
[22] Otong Setiawan Djuharie.*Op.Cit*., p. 41.
[23] Wren & Martin. *High School English Grammar* p.5.
[24] Jayanthi DakshinaMurthy. *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 10.

a) Concrete noun is the name of a thing that can be touched or seen.

Example:

I enjoy watching **cricket.**

She cooks fries rice.

b) Abstract noun is the name of a quality, action or state.

Example:

Tony is our **choices.**

We have good **pleasure** today.

Concrete and abstract forms were divided into five kinds:

1. Proper Noun

Proper Noun is a word which stands for personal names, names of geographic units, names of nationalities and religions, name of holiday, name or time unit or any particular names which begun with a capital letter in writing.

Example :

James is a worker.

Jakarta is the capital of **Indonesia**.

2. Common Noun

A common noun is a noun denoting class of objects or a concept as opposed to a particular individual.

Example:

Take your **book**, please!

I met **a man** yesterday.

3. Material Noun

A material noun is a word that denotes the material or substance of which things are made.

Example:

Salt is necessary for life.

We found fish in the **water.**

4. Collective Noun

A collective noun is a word which denotes a group of people, animal or objects considered as a single unit for a group of collection of multitude taken as one complete whole.

Example:

I see the **flock** in the desert.

The army made the ceremony.

Noun could be divided into kinds:

1) Countable and Uncountable forms

(a) Countable Noun

Countable noun is a noun can be counted. It is usually made plural by the addition of "*s*" it is divided into two forms.

(1) Singular

Example:

a book   a pen

<div align="center">
a chair   a ring
</div>

(2) Plural

Example:

Two rings

Three rivers

Four wells

(b) Uncountable Noun

An uncountable noun is a noun that is not used in the plural.

Example:

<div align="center">
Air   Milk

Bread   Oil
</div>

b. Individual Participant

Individual participant means that the subject which taken part in a situation or the story of specific subject[25], such as story about Snow White, Prophet Muhammad, Malin Kundang.

c. Past Tense

The simple past is used for a complete action that happened at one specific time in the past.[26] According to Betty Schrampfer Azar, "simple past tense is used to talk about activities or situations that

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[25] Otong Setiawan Djuharie.*Op.Cit.*,
[26] Cliffs. *TOEFL* (India : Dream Land, 2005)., p. 59.

began and ended at a particular time in the past".[27] Meanwhile, according to Jayanthi Dakshina Murthy, "Simple past tense is when a verb is used to shown that an action was completed".[28]

Related to tenses used in narrative is past tense, so the pattern of past tense are stated below.[29]

Positive

> Subject + Verb 2

Example:

He arrived last night.

She studied English last night.

They went to Bali three days ago.

They cleaned the classroom yesterday.

I lent his book last month.

They played football three days ago.

I danced with her last night.

Her cheated me yesterday.

Negative

> Subject + did not + Infinitive

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

[28] Jayanthi DakshinaMurthy. *Op. Cit.,* p. 151.

[29] Dani Setiawan. *16 Tenses* (Jakarta : PT Suka Buku,2011), p.58-59.

Example:

> They did not arrive last night.
>
> They did not clean the classroom yesterday.
>
> She didn't go to Bali three days ago.

Question

> Did + Subject + Infinitive ?

Example:

> Did she go to Pekalongan two days ago?
>
> Did she study English last night?
>
> Did they arrive last night?

Jayanthi Dakshina stated that the use of simple past tense as below:

(1) For a past action with past time adverbs
   Example:
   > Madhavi wrote me a letter yesterday.
   > I saw Janaki long ago.
   > My father died last year.
   > He went to Delhi in 1990.

(2) For a past discontinued habit
   Example:
   > He visited temples frequently.
   > She usually sang songs in the evening.
   > Madhavi always talked about her beauty.[30]

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[30] Jayanthi Dakshina Murthy. *Op.Cit.,* p. 166.

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.[31]

e. Action Verbs

The action verb divided into two forms :

1) Regular Verb

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

Example:

Add	added	added
Smoke	Smoked	Smoked
Advice	Advised	Advised

2) Irregular Verb

An irregular verb is a verb which does not have a normal inflection or not normally added by " ed" or "d" to the infinitive form.

Example:

Eat	Ate	Eaten
Bring	Brought	Brought

Do	did	Done. [32]

f. Saying Verbs

It is about the verb which to show the report or say such as *said, told, promised, thought, understood* etc.[33]

5) Kinds of Narrative Text

There are many kinds of narrative text, they were:[34]

a. Legend

A legend is a narrative of human action that are perceived both by teller a listener to take place within human history, typically a legend is a short traditional and histories. Narrative performed in a conventional mode. Some define legend as folktale. The example of legend in narrative text was:

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. His mother was a single parent because Malinkundangs' father had passed away when he was aa baby. Malinkundang had to live hard with his mother.

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[32] www. Dictionary home. com
[33] Otong Setiawan Djuharie.*Op.Cit*., p. 41.
[34] (nn. from http://www.understanding text.blog spot.com) accessd on 21 December 2011.

Malinkundang was a healthy, diligent, and strong boy. He usually when to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malinkundang was sailing, he saw a merchants ship which was being ridded by a small band of pirates. He helped the merchant with his brave and power, Malinkundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malinkundang to sail with him. To get a better life, Malinkundang a great. He leaved his mother alone.

Many years later, Malinkundang become wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly, he had a beautifully wife too. When he was sailing his trading journey his ship landed on a beach near a small village. The villagers recognized him. He news run fast in the town; "Malinkundang has become rich and now he is here."

And old woman run to the beach to meet the new rich merchant. She was Malinkundangs' mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malinkundang who was in front of his well dessert wife and his ship crews deniyed meeting that old lonely women. For three times his mother begged Malinkundang and for three times he yelled at her. At last Mlinkundang said to her "enough" old woman! I have never had a mother like you, a dirty and ugly woman!". After that he ordered his crews to set sail. He would leave the old mother again, but in that time she was full of both sadness and angriness.

Finally, and reged she cursed Malinkundang that he would turn into a stone if didn't apologize. Malinkundang just laughed and really set sail in the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it of this ship. He felt on a small island. It was really too late for him to avoid his course. Suddenly, he turned into a stone.[35]

b. Fable

A fable is short allegorical narrative making a moral point traditionally by means of animal character who speak and act like human beings. Example:

The Lion and The Mouse

Once, when a lion was sleep, a title mouse began running up and down upon him; this soon wakened the lion, who placed his huge paw upon him, opned his big jaws to swallow him. "Pardon, O King, "cried the title mouse," forgive me this time, I shall never forget it who knows but what I may be able to do you turn some of these days?" The lion was so tickled at the idea of the caught in a trap, and the hunters, who desired to carry him on. Just then, the title mouse happened to pass by, and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that Moral: Little friends may prove great friends.[36]

c. Fairy Tale

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[35] Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994). p. 200.
[36] *Ibid.,* p. 202.

According to Wikipedia, fairy tale is an English language term for a type of short narrative a fairy table typically features such folkloric character an usually magic or enchantments. Example:

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving snow white in the castle because they both wanted to go to America and they didn't have enough money to take snow white.

Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw the little cottage. She knocked but no one answered so she went inside and fell sleep.

Meanwhile, the seven dwarfs were coming home from work, They went inside. There they found snow white sleeping. Then snow white wake up. She saw the dwarfs. The dwarfs said,' what is your name?' snow white said,' my name is snow white'.

Doc said,'if you whish, you may live here with us'. Snow white said,'Oh could I Thank you'. Then snow white told the dwarfs the whole story and snow white and then 7 dwarfs lived happily ever after.[37]

B. Review Related Findings

This research was not as beginner in this title, but some the researchers had been searched before which relevant with this title, they were:

Muri Sagita in her script:[38] The correlation between the Simple Past Tense and Narrative mastery to the grade XI students SMA Negeri 4 Padangsidimpuan.

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[37] *Ibid.,* p. 205.

She stated there were a positive correlation between the Simple Past Tense and Recount mastery which got the value of "r" calculation r count (0,96) and r table (0,301), so there was the significant correlation because r count and r table (0,96 more than 0,301).

Next, Evi Maya Sari[39] in her script: the ability of the eight grade students of SMP Negeri 3 Padangsidimpuan in mastering narrative text. She found that the ability of the eight grade students of SMA Negeri 3 Padangsidimpuanin mastering narrative text were 75, it can be categorized into good

The other, Elisa Tambunan[40] in her script: "The Correlation Between The Students' Ability in Passive Voice and Their Skill In Writing Narrative to the Third Year Students of SMP Negeri 3 Padangsidimpuan In 2007-2008" can be categorized as "low" it could be seen from the mean of the students about passive voice: 2,03 and the mean of their skill in writing: 2,34, and than the value of rxy:0,25, so it could be stated it was categorized into the low correlation.

So that from the finding above, the researcher concluded that, there were some correlation between Past Tense on writing narrative and there were low correlation.

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[38]Muri Sagita. The Crrelation Between The Simple Past Tense and Narrative Mastery To Grade XI Students of SMA Negeri 4 Padangsidimpuan, (Unpublished Script: FKIP UMTS Padangsidimpuan, 2007).

[39] Evi Maya Sari. The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Narrative (Unpublished Script: FKIP UMTS Padangsidimpuan, 2010).

[40] Elisa Tambunan . The Correlation Between The Students' Ability in Passive Voice and Their Skill In Writing to The Third Years Students of SMP Negeri 3 Padangsidimpuan In 2007/2008 (Unpublished Script: FKIP UGN Padangsidimpuan, 2008).

C. Conceptual Frame Work

In education, reading is one of important skill. Reading could help student to understand for every material, especially in English material. Narrative text is one kind of text. It is talking about our experience or story in last time. The generic structures used in narrative text were orientation, complication, resolution, re-orientation, and coda. From all of these aspects could form a narrative text.

Vocabulary is one of aspect that which could build one word can related into sentence. By knowing much vocabularies, we could understand about the text. Thus, the researcher assumes that with much vocabulary we can understand about text. Especially in reading a narrative text.

D. Hypothesis

Based on the explanation of conceptual framework and the theoretical descriptions have written above, the researcher formulated the hypothesis as follows," the students' ability in comprehending narrative text was more than 60.

CHAPTER III

RESEARCH METHODOLOGY

A. Schedule and Location of the Research

The research was conducted for about ten months from June 2011 up to April 2012. It had been done at SMA Negeri 3 Padangsidimpuan. It was located on Jl. Perintis Kemerdekaan No. 56 Padangsidimpuan. This place was chosen because this place were the researcher due to it was his study field practice and its representative this research.

B. Method of the Research

The kind of this research was quantitative research with descriptive method. According to L.R Gay & Peter Airasian, "Quantitative approach are based on the collection and analysis of numeral data, usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments."[1]

The descriptive method was used to describe the ability of the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan.

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[1] L. R Gay & Peter Airsian. *Educational Research: competence for analysis & application* (U.S.A:Prentice-Hall, 2000)p.8

C. Population and Sample

a. Population

The population of the research was the students of SMA Negeri 3 Padangsidimpuan at XI grade, they were 343 students. It could be seen in the following table:

TABLE 2

THE POPULATION OF ELEVENTH YEAR STUDENTS OF SMA N 3 PADANGSIDIMPUAN

NO	CLASS	NUMBER OF STUDENTS
1.	XI IPA1	38
2.	XI IPA 2	39
3.	XI IPA 3	39
4-	XI IPA 4	40
5.	XI IPA 5	40
6.	XI IPA 6	40
7.	XI IPS 1	36
8.	XI IPS 2	34
9.	XI IPS 3	36
	TOTAL NUMBER	343

b. Sample

Sample was presentative whole of population. Acording to Suharsimi that:

> "Apabila subjeknya kurang dari 100 lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15% atau 20-25% atau lebih tergantung kemampuan peneliti dari berbagai macam segi."[2]

(When subject less than 100, it was better to take all and if it was more had taken by 10% - 15% or 20% - 25% or more appropriate with the researchers' ability.)

Sample in this research was cluster sampling. So, from the population at XI grade of SMA Negeri.3 Padangsidimpuan and sample of this research was taken 32 students.

D. The Instrument of The Research

The instrument used in this research was a test. This test was used to examine of the students' ability in comprehending narrative text at grade XI of SMA Negeri.3 Padangsidimpuan**.**

The test of this research was about narrative text. The total test consisted of 40 items and divided in two parts. *The first*, answer the question and *the second* fill the blank sentences. For each question would be scored 2,5. So, the total score would be 100.

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[2] Suharsimi Arikunto.*Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta:Rieneka cipta, 1997) p. 112

TABLE 3

THE INDICATORS COMPREHENDING NARRATIVE TEXT

Indicators	Item	Number	Score
a. Find the title	2	1, 21,	5
b. Find the evaluation	5	3,5,6,22,23,	12.5
c. Finding orientation	3	2,24,25,	7.5
d. Finding problems	10	4,7, 8,26,27,10,17,18,32,35	25
e. Finding resolution	4	9, 11, 28,29	12,5
f. Understanding meaning	9	12,13,14,15,16,30,31,36,37	22.5
g. To identity social function	4	19,33,34,38	10
h. Identifying the tenses		20,39,40	7.5
	3		
TOTAL			100

E. Techniques of Collecting Data

In conducting the test to the students, the researcher was helped by teacher of SMA Negeri 3 Padangsidimpuan. For the first, the researcher got permit from the headmaster of SMA N 3 to hold the research. The second, researcher met the teacher to collect the students in one class to do the test. And the researcher given the time to the students about 60 minutes. After the time is over, all the students

sheet was collected the test. Then all the students' answer would be analyzed by the researcher, and then researcher continued to the next step that is analysis data.

F. Techniques of Analyzing the Data

In analyzing the data, the researcher got the means score of the students' ability in comprehending narrative text to test the hypothesis by using formula: [3]

$$M = \frac{fx}{N}$$

The rules can be read as in the following:

M = Mean (the rating score)

fx = Frequency of the score

N = the number of sample

After collecting the students score, their ability in writing descriptive text could be analyzed by using criteria of value.

No.	Class of Score	Predicate
1.	80 – 100	Very good
2.	70 – 79	Good
3.	60 – 69	Enough
4.	50 – 59	Low

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[3] Burhan Bungin. *Metodologi Penelitian Kuantitatif* (Jakarta: Prenada Media Group. 2006). p. 172

A. The Description of Data

1. The Result of Comprehending Narrative Text

As stated at the chapter before that the instrument of this research was test. In this case, the students were asked to answer the questions about narrative text. The indicators of comprehending narrative text were find the title, find the evaluation, finding orientation, finding problems, finding resolutions, understanding meaning, to identify social function and identifying the tenses.

The description score of them in comprehending narrative text test could be seen as table below:

Table V

The Students' Total Scores in Comprehending Narrative Text Test

No.	Students' Initial Name	Total Score
1.	DO	75
2.	MA	85
3.	SA	72.5

4.	JU	70
5.	YU	52.5
6.	PU	85
7.	ME	72.5
8.	AN	90
9.	EV	95
10.	CY	62.5
11.	HO	62.5
12.	JUL	75
13.	MAY	52.5
14.	GK	57.5
15.	TIY	37.5
16.	YA	37.5
17.	IN	57.5
18.	SU	72.5
19.	AN	77.5
20.	WI	62.5
21.	FA	52.5
22.	SI	65
23.	LOT	57.5
24.	PUT	52.5

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25.	OSK	70
26.	NAN	40
27.	REZ	52.5
28.	JH	52.5
29.	SAR	67.5
30.	NN	47.5
31.	RK	40
32.	AH	57.5
TOTAL		2007.2

Based on the table above, it could be concluded from 32 students were given the test there were 2 students that got 37,5 score, there were 2 students that got 40 score, there was 1 student that got 47,5 score, there were 6 students that got 52,5 score, there were 4 students that got 57,5 score, there were 3 students that got 62,5 score, there was 1 student that got 65 score, there was 1 student that got 67,5 score, there were 2 students that got 70 score, there were 3 students that got 72,5 score, there were 2 students that got 75 score, there was 1 student that got 77,5, there were2 students that got 85 score, there was 1 students that got 90 score, and there was 1 students that got 95 score.

B. Testing Hypothesis

The hypothesis which want to prove was "the students' ability in comprehending narrative text was more than 60". To prove it, the research used the formula of Mean Score:

$$Mx = \frac{\sum fx}{N}$$

From the data above, it could be found the mean score as bellow:

$$Mx = \frac{\sum fx}{N}$$

$$= \frac{2007.2}{32}$$

$$= 62,73$$

Finally, from the calculation the score above, it could be got that the sum of the students' scores was 62,73 , whereas the number of students that follow the test was 32 students. Further, the values Mean Score of the grade XI students of SMA Negeri 3 Padangsidimpuan was   62,73. It meant that the students' ability in comprehending narrative text at grade XI of SMA Negeri 3 Padangsidimpuan could be categorized into *enough* category. So, the hypothesis was proved.

C. The Analysis of Data

Based on calculation above, it could be found that the Mean Score of the students was 62,73. It was known that the value of Mean Score was 59-66. Thus, the value of Mean Score could be categorized into enough. It could be said that the students ability in comprehending narrative text was enough.

In addition, the description the data of the students' ability in comprehending narrative text could be applied into the distribution frequency as follows:

Range = high score – low score = 95-37.5 = 57.5

The total of classes (BK)   = 1 + 3,3 log n

$$= 1 + 3,3 \log (57.5)$$

$$= 1 + 3,3 (1.759)$$

$$= 1 + 5.804$$

$$= 6.804$$

$$= 7$$

It means that:

$$i \quad = \frac{R}{BK} = \frac{57,5}{7} = 8,2 = 8$$

Then, the result of the score above could be applied into the table distribution frequency as below:

Table VI

The Frequency Distribution of the Students Score in Comprehending

Narrative Text

No.	Interval	X	F	Fx
1.	35– 42	38.5	2	6.25%
2.	43–50	46.5	3	9.375%
3.	51 – 58	54.5	5	15.625%
4.	59 – 66	62.5	6	18.75%
5.	67 − 74	70.5	8	25%
6.	75-82	78.5	4	12.5%
7.	83-90	86.5	2	6.25%
8.	91-98	94.5	2	6.25%
	Total		32	100 %

Figure 1: The Histogram of Students' Ability in Comprehending Narrative Text

at the Grade XI in SMA Negeri 3 Padangsidimpuan
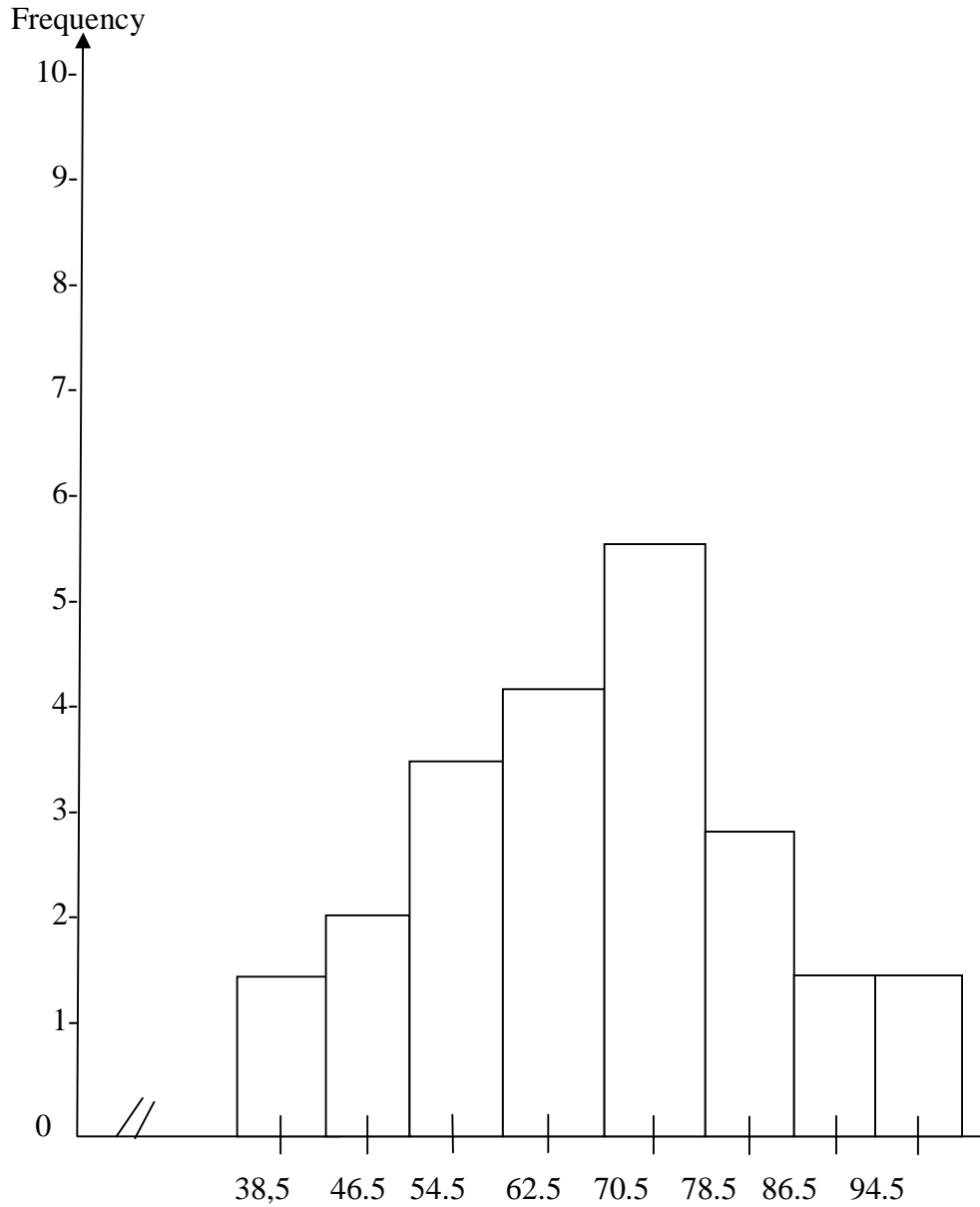
From the histogram above, it could be known that there were 2 students

who got score 91 – 98, and there were 2 students got the lowest 35 – 42.

Further, most of students who got the score 67-74 , there were 8 students and

the mean score of them was 62,73. It could be concluded that the ability of the grade XI students at SMA Negeri 3 Padangsidimpuan in comprehending narrative text was called enough because the students' average score was 60.

D. The Discussion

One of genre which taught in senior high school was narrative text. A narrative text was a text which talking about story, legend or event which had the aim to entertain the reader. In comprehending narrative text, there were many elements of text that must known by reader like introduction, evaluation, resolution, social function 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 "The Students' Ability in Comprehending Narrative Text at Grade XI of SMA Negeri 3 Padangsidimpuan could be categorized into enough category (62.73).

The researcher was related to some previous researchers' concluding. They were Muri Sagita, Evi Maya Sari, and Elisa Tambunan. The first researcher was Muri Sagita; her script title was The Correlation Between the Simple Past Tense and Narrative Mastery to the Grade XI Students SMA Negeri 4 Padangsidimpuan. She stated there were a positive correlation between the Simple Past Tense and Recount mastery which got the value of "r" calculation r count

(0,96) and r table (0,301), so there was the significant correlation because r count and r table (0,96 more than 0,301).

Next, Evi Maya Sari[1] in her script: The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text. She found that the ability of the eight grade students of SMA Negeri 3 Padangsidimpuanin mastering narrative text were 75, it can be categorized into good.

Based of the explanation above it is proved that this research about the comprehending of students in narrative text was rather same with the other although it was in this different location. It can be stated that the ability of the students in comprehending narrative text is enough.

E. The Threats of the Research

The researcher as the former in doing the research had many weaknesses. It was caused by many aspects. In this case, the researcher here stated many researches limited, such as; as the former, the researcher had the lack of knowledge and the processing of data might be had the simple one, so that was way the result was not good, as the expert done or far from the perfect. To end this research, the researcher realized there were many weaknesses in doing this research. Then, the researcher felt

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[1] Evi Maya Sari. The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Narrative (Unpublished Script: FKIP UMTS Padangsidimpuan, 2010).

this was the maximal effort that the researcher had done. And the researcher expected

to the generations would be able to do the best

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After calculating and analyzing the data from the students' score, it could be found the score of the students is 2007.2 and the value of their means score was 62.73 Based on the consideration into the criteria students' score as stated before, it could be said that the students, ability in comprehending narrative text at Grade XI of SMA Negeri 3 Padangsidimpuan in 2011 – 2012 academic year was stated into *enough* category in identifying comprehending narrative text. The hypothesis of research was received.

B. Suggestions

Based on the conclusion and the implications of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other students' ability in comprehending other text

2. To the students of SMA Negeri 3 Padangsidimpuan should have to do practice in reading text, especially narrative text.

3. To the teacher especially English teachers of SMA Negeri 3 Padangsidimpuan were hoped to develop the students' ability in comprehending text, especially narrative text.

4. To the headmaster of SMA Negeri 3 Padangsidimpuan should be active to look his students' ability.

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al : Pembimbing Skripsi

Padangsidimpuan, Oktober 2011

Kepada

Yth. 1. **Drs. Fitriadi Lubis., M.Pd**
2. **Eka Sustri Harida, M. Pd**

Di –

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

Nama/NIM : ANDIKA GULTOM / 07.340 0076
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Judul Skripi : **THE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT GRADE XI OF SMA N.3 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud. Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

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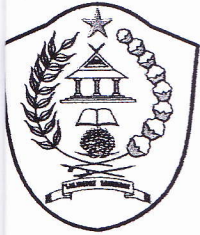
S U R A T   K E T E R A N G A N
Nomor : 421.4/ 259 /SMA3/2011

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kota Padangsidimpuan, Propinsi Sumatera Utara dengan ini menerangkan bahwa :

    1. Nama   : Andika Gultom

    2. NIM   : 07.340 0076

    3. Jurusan / Program Studi   : Tarbiyah /TBI-3

    4. Lokasi Penelitian   : SMA Negeri 3 Padangsidimpuan

Benar telah melaksanakan penelitian di SMA Negeri 3 Padangsidimpuan dengan judul :"   **THE STUDENTS ' ABILITY IN COMPREHENDING NARRATIVE TEXT AT GRADE XI OF SMA NEGERI 3 PADANGSIDIMPUAN".** Sesuai dengan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan Nomor : Sti.14/I.B4/PP.00.9/1078/2011 tanggal 09 Nopember 2011 tentang Mohon Izin Mengadakan Penelitian.

Demikian Surat Keterangan ini di perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 22 Nopember 2011

Kepala SMA Negeri 3 Padangsidimpuan

Drs. HASBULLAH SANI NASUTION
NIP. 19560919 198602 1 002

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