The Eleventh Graders' Ability in Comprehending Reading Narrative Texts in SMAN 1 Kedamean Gresik

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Abstrak

Teks narrative secara dominan diajarkan di Sekolah Menengah Pertama (SMP) adn Sekolah Menengah Atas (SMA). Ini sangat penting belajar membaca dikarenakan membaca mengabungkan kecakapan lainnya. Ada beberapa mempengaruhi kemampuan membaca siswa. Pengajar seharusnya berperan untk memberikan model strategi meliputi mengabungkan membaca strategis dengan tujuan membantu siswa supaya menjadi pembaca strategis and memahami pesan yang terkandung pada teks, yakni teks narrative. Studi bertujuan mengetahui bagaimana siswa kelas 11 dapat memahami teks narrative? The RAND Reading Study Group (2002:11) medefisinikan komprehesi membaca adalah suatu proses secara serentak menarik dan membangun arti melalui interaksi and keterkaitan dengan bahasa tertulis. Studi ialah kuantitatif. Subjek studi adalah siswa kelas 11 IPA 1. Peneliti memperoleh dua data berbentuk teks pertanyaan pilihan ganda. Teks pertama memuat tujuh pertanyaan and teks kedua memuat sepuluh pertanyaan. Hasil studi menunjukkan bahwa kemampuan membaca siswa (dalam bahasa inggris) meningkat itu terlihat dari pekerjaan menjawab teks pertanyaan pilihan ganda yang setiap pertanyaan mengandung indikator skill comprehensi membaca yang harus dicapai oleh siswa. Hampir siswa memenuhi skill comprehensi membaca pada tugas yang diberikan. Mereka mengunakan pengetahuan dasar to menyimpulkan arti teks baik secara explisit maupun implisit, menyimpulkan kata baru dari konteks, menentukan maksud pengarang, mengidentifikasi tipe struktur teks and menarik kesimpulan. Siswa juga dapat membedakan antara topik and gagasan utama. Ini meliputi pengringkasan gagasan utama, mengikuti gagasan / pendapat pengarang tanpa berpegang pada semua gagasan pendukung dan mengidetifikasi gagasan utama. Serta siswa dapat menentukan tema dari teks. Sebagai rekomendasi, selain pengajar menilai comprehensi membaca siswa melalui pemberian tugas, bisa juga melalui retelling, ringkasan dan rekaman berjalan. Pengajar juga dapat menentukan strategi tepat dan skill dengan tujuan pengembangan pengajaran sehingga siswa dapat memahami isi yang terkandung di dalam teks.

Kata Kunci: teks naratif, membaca strategis

Abstract

Narrative text is dominantly taught in junior and high schools. Learning reading is very important because it integrates other skills. There are some factors affecting students' reading ability. The teacher has role to model strategy including integrating strategic reading to help the students become more strategic readers and comprehend text, namely narrative texts. The goal of the study is (1) How are the eleventh-grade students' ability to comprehend narrative text?.The RAND Reading Study Group (2002:11) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This study is the quantitative research design. The subjects are the eleventh graders of SMAN 1 Kedamean. The researcher uses two data in the form of multiple choice tasks. The first task consisted of seven questions and the second task consisted of ten questions. The result shows that the students' reading ability increased in doing the task from the first meeting until the last meeting. There was increase in the students' reading ability in doing the task containing indicators of reading comprehension skill that had to be achieved by the students. Most the students could fulfill the skill of reading comprehension on the task. They applied their background knowledge to infer implicit and explicit meaning of the text and to infer an unknown word from the context, determine author's purpose, identify type of text structure and draw conclusion. The students could differentiate between a topic and main idea. It involved their' summarizing an important idea of the text, keeping track of the idea or opinions of the author without hanging on to all the supporting details and identifying important information (main idea). Moreover, the students determined theme from the text. It is recommended that the teacher asses the students' reading comprehension through the administration of task, but also trough other assessment such as retelling and summarizing, running record. In addition, she determines appropriate strategies and skills to develop for teaching so that the students can comprehend texts.

Key words: narrative text, strategic reading

INTRODUCTION

English is an international language spoken by the people on the earth to communicate with others. It is one of the languages used for acquiring information or transferring knowledge by most people. English is meant for teaching in almost books, internets, and public. Thus, it is necessary to acquire or to master English especially for Indonesian students in order to compete in the globalization era.

The English instruction for senior high school students has three goals based on the 2006 book of standard competency. The students are expected to be capable of developing communicative competence namely oral and written skill at informational literacy level. Secondly, the students should realize the importance of the use of English language in the globalization era. Finally, the students are expected to have ability to enhance their knowledge of language and culture. The English teaching for senior high school students covers three realms. One of them is the ability to understand and write a variety of short functional texts and text types namely narrative. students are expected to understand the meaning and rhetorical structure of narrative.

It is vital to have a good reading skill in language learning as stated by Nunan (2003:69) that as a second language reading as important skill ought to be acquired by students to ensure success in both learning English and any content area. Moreover, the importance of reading is as one skill integrating other skills. Reading is combined with writing to make précis of information, make notes, integrate information in reports, write critique and etc. Reading and listening are combined naturally when students hear tell of the lesson related to something previously read or to be read and record on the topic and often lead to written output or oral presentation (Grabe and Stoller, 2000). Along with listening, reading is a major means of learning more about language. Reading is also basic to improvement of other language skills and the expansion of knowledge (Chastain, 1976:326)

Reading skill would be best appropriate for students but it is affected by tasks difficulty, student need, student motivation, and teacher resources (Grabe and Stoller, 2000). Some factors influence students reading comprehension including motivation and background knowledge and concentration (Wainwright, 1972). In fact, the students of senior high school usually lack motivation in learning reading as stated by Nuttal (1996:3) that the condition is aggravated by the students' low motivation in learning language including reading. Students can understand a text to the level of their understanding. Some of them can understand every word, sentence and paragraph of the text and the whole text because they have different general background knowledge. Moreover, their individual reading strategies and comprehension in the process of understanding a text are rarely constant. Therefore, every student can understand to the limit of his /her reading rate. It means that these factors lead to the difference between strategies used by students who are slow or weak in understanding text and strategies used by students who are good or strong in understanding text.

The teacher's control toward the students is necessary. Teachers not only teach but also measure the students' achievement. They administer a variety of test. Evaluation is an effective way to evaluate the teaching and learning performance in language program and to enhance the teaching process. Test is a means of measuring the students' ability.

Thus,the writer is motivated to describes the eleventh graders' ability in comprehending narrative texts with hope that the result of the study will give positive contribution for the teacher and the students. for the teacher, she will know if her teaching reading narrative text is successful or not. For the students, it gives feedback to the students concerning their comprehension of narrative text .the present study adresses the follwing reseach question:

1. How is the eleventh-grade students' ability in comprehending narrative text?

METHODS

1. Research design

In doing this study, the writer used the quantitative research design. The quantitative was empirical, using numeric, and quantifiable data. Conclusion was the basis of experimentation and objectives and systematic observation (Belli,2008:59) The researcher analyzed students' reading skills in reading tasks.

2. Participants

The participant were 27(5 male and 22 female) the eleventh grade students of senior high school (SMAN 1) Kedamean. There were four classes in this grade namely class IPA 1.

3.Data collection technique and instruments

The instruments that writer used to elicit w data were in the form of the students 'reading tasks from the teacher after the teaching and learning process. The first data consisting of seven questions was collected on the 19th of May and the second data consisting of ten questions was collected on 24th of May 2011.

Reading comprehension task is a piece of paper contains questions related to the reading text given. From reading comprehension task administered to the students, the researcher analyzed the students' reading skills. The tasks contained indicators of reading skills involving determining author's purpose, using background knowledge, identifying type of text structure, identifying main idea and drawing conclusion The teacher determines the standard minimum grade (>78) that must be attained by the students.

4. Data analysis

The writer as researcher analyzed the students' reading abilities from the reading tasks according to the indicators of reading skills. He determined what reading skills were for each item of the two reading tasks. He then computed how many the students who answered the questions correctly and the students who were wrong. The number of overall correct answers was presented in percentage terms.

RESULTS

To know the students' reading ability during the implementation of strategic reading, the researcher analyzed the students' task given by the teacher for each meeting. Based on the student's scores, excellent mark was given when the students got score in the range of 79-100 points. Poor mark was given below 78 points. The task had indicators of reading comprehension skills that had to be attained by the students.

Moreover, the researcher reported the students' reading ability seen from their scores following the integration of strategic reading in the English lesson. The standard minimum score of the English lesson for 11th graders was 78 in this school.

According to the teacher, the first task was in the form of multiple choices questions consisting seven items. Each of those items was worth 14.28 points. Like the first task, the second task had multiple choice questions made up of ten items. Each item was worth 10 points. the researcher analyzed the students' tasks. . The task given in the first meeting consisted seven items. Each of the items had different skills described as follows:

No	question	indicator	Students'correct answers	%
1	What is the purpose of the text?	Determining author's purpose	15	55.6%
2	They chased after him shouting, "A spy! A spy!" Who said "A spy! A spy!"?	using background knowledge	25	92.6 %
3	What would have happened if the two knights had not obeyed what Lady Etvia had said?	Identifying type of text structure	23	85.2 %
4	What is the relationship between Sir Paul and Lady Etvia?	using background knowledge	25	92.6 %
5	Who was Lady Etvia actually?	Identifying main idea	26	96.3 %
6	How did the story end?	using background knowledge	16	59.2 %.
7	From the next we can conclude that?	Drawing conclusion	20	70.1%.

Question one refers to the skill of determining author's purpose. The students were asked to catch the reason of the text written by the author. They made inference of the meaning based on the writer's purpose. Fifteen students answered correctly. Twelve students answered incorrectly. Two of them chose option C. their wrong answers

showed their ignorance of identifying text type. Ten students chose option D because they might relate the story to their background knowledge about descriptive text they had learnt.

Question two, four, and six refer to the skill of using background knowledge. Question two called for the students to make inference of implicit

information in the text. Twenty five students answered correctly. Two students were wrong because they chose option D. They could not use their background knowledge to answer the question.

Question four required the students to make inference of explicit meaning in the text. 25 students answered correctly. Two students chose option C because they could not identify the gist of small portion of the text.

Question six required the students to infer implicit information in the text. Sixteen students answered correctly. Eleven students were wrong with their answer. Nine of them chose option E. another student chose option C and the other chose option D. they could not use their background knowledge to make inference.

Question three required the students to recognize the generic structure of text. They were asked to guess what to come in the text. There were

twenty three students answering correctly. Seven students were wrong. They chose option B because they could not identify text type namely plots.

Question five refers to the skill of identifying main idea. It involved the students' synthesizing an important idea form the text. Twenty six students answered correctly. Only one student chose option B.

Question seven refers to the skill of drawing conclusion. It required the students to create meaning that was unnecessarily stated in the text. Twenty students answered correctly. Seven students were wrong. Four of them chose option D. the other chose option E. they could not use their background knowledge to draw conclusion.

The second task was in the form of multiple choice containing ten items. The number of the pass improved. 18 students scored in the range of 80-90 points. The list of the fail was reduced to 9 students.

No	question	indicator	Students'correct answers	%
1	The three sheiks were not	using background knowledge	27	100%
2	Which statement is true about the queen?	Identifying main idea	27	100%
3	The queen ordered his servants to give the sheiks the same kinds of food she got from the evening before because…	Identifying type of text structure	20	74.1 %
4	The main idea of paragraph six is….	Identifying main idea	27	100%
5	It can be inferred from the passage that queen Maura had the following characteristics, except	Identifying main idea	17	62.9 %.
6	Queen Maura found difficulty choosing the right suitor because…	Identifying type of text structure	27	100%
7	''Only by one she discarded them, until her list reduced to just three sheiks,…..''(Paragraph 1). The underlined word refers to:….	using background knowledge	13	48.1%
8	'Hakim, who received a plate of delicious meat, refused to eat it if the other two could not ….''(paragraph 5). The antonym of the underlined word is :…..	using background knowledge	23	85.2%
9	In order to know more about the three sheiks, queen Maura…..	Identifying type of text structure	12	44.4 %
10	And this act finally convinced Queen Maura that he was the man for her.'' (paragraph 6). The underlined word refers to:…	using background knowledge	23	85.2%

Question one, seven, eight, and ten refer to the skill of using background knowledge. In question one, All the students answered correctly. Question seven involved the students' inferring implicit information contained in the text. Thirteen students answered correctly. Fourteen students were wrong with their answer. They chose option C because they could not identify the implicit meaning of in the story.

In question eight and ten involved the students' inferring an unknown word from the context. As for question three, twenty three students answered correctly, four students were wrong because they chose option A. they could not deduce the meaning from the text. On the contrary, in question ten, twenty three students answered correctly. Three were wrong. They chose option E and the other chose option C. those students could not use their background knowledge to deduce the implicit meaning of the text.

Question two involved the students' keeping track of the idea or opinions of the author without hanging on to all the supporting details. All the students answered correctly.

Question three, six, and nine refers to the skill of identifying type of text structure. in question three, twenty students answered correctly. Seven students were wrong. They chose option C. their answer showed their ignorance of understanding text structure namely plot. In question six, all the students answered correctly. In question nine, twelve students answered correctly. Fifteen students were wrong. They chose option C. they could not use their background knowledge to comprehend the type of text structure namely plot.

Question four and five refer to the skill of identifying important information (main idea). In question four, all the students answered correctly. In question five, seventeen students answered correctly. Ten students were wrong. They chose option D.

DISCUSSION

The first task through the last task covered skills of reading comprehension that had to be attained by the students. It showed that by integrating strategic reading, the students 'ability to comprehend the text while doing the tasks. The number of the students who passed the task in the first meeting was thirteen. On the contrary, the students who obtained bad marks were due to their answering questions one, two, six and seven incorrectly according to the specification/ indicators of skill contained in the tasks. In the second meeting, the number of the pass was increasingly was eighteen students. Unhappily, the high scorers from the first

meeting got bad mark. They might have cheated or been lazy to do the task.

There was improvement of the students' reading ability in doing the task containing indicators of reading comprehension skill that had to be achieved by the students. Most of the students could fulfill the skill of reading comprehension on the task. They could use their background knowledge to infer implicit and explicit meaning of the text and to infer an unknown word from the context, determine author's purpose, identify type of text structure and draw conclusion. The students could identify main idea. It involved their' synthesizing an important idea of the text, keeping track of the idea or opinions of the author without hanging on to all the supporting details and identifying important information (main idea). Moreover, the students determined theme from the text.

CONCLUSIONS

The students' reading ability increased in doing the task from the first meeting until the last meeting. There was increase in the students' reading ability in doing the task containing indicators of reading comprehension skill that had to be achieved by the students. Most the students could fulfill the skill of reading comprehension on the task. They applied their background knowledge to infer implicit and explicit meaning of the text and to infer an unknown word from the context, determine author's purpose, identify type of text structure and draw conclusion. The students could differentiate between a topic and main idea. It involved their' summarizing an important idea of the text, keeping track of the idea or opinions of the author without hanging on to all the supporting details and identifying important information (main idea). Moreover, the students determined theme from the text.

SUGGESTIONS

The teacher should not only asses the students' reading comprehension through the administration of task, but also through other assessment such as retelling and summarizing, running record. In addition, she determines appropriate strategies and skills to develop for teaching so that the students can comprehend texts.

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