An Analysis of Reading Comprehension In Narrative Text At Eleventh Grade Students of SMA N1 Slogohimo

Michael Daniel Senewe[1], Lukman Al Hakim[2]
English Language Education, Universitas Slamet Riyadi Surakarta,
Gmail: michael.dsenewe01@gmail.com

Abstract: This study aims to analyze the students reading comprehension ability on narrative text based on the four levels of comprehension skills at eleventh Grade Students of SMA N1 Slogohimo. This research used qualitative descriptive research To describe the students reading comprehension in narrative text based on the four level comprehension skill for eleventh Grade Students of SMA N1 Slogohimo. To collect the data, the researcher used questionnaires and interview with the teacher and students. After collecting the data the researcher analyzed the data by using via data triangulation to analyzed qualitative data. To collect the data of questionnaire and interview, the researcher use questionnaire by Google Form. The data from questionnaire were analysed by using Likert scale. The result of this research showed that the students' skill in understanding the implicit facts stated in an informational text, characters in a story, and any other information such as facts, vocabulary, times, and locations was quite high. It could be seen from the score distribution obtained by the students. The research showed that the students level of comprehension skills in comprehending narrative text is average. It can be concluded that the students had difficulties in creative comprehension skill, therefore the students should focus and pay attention on terms of identify reference without ignoring the other aspect of narrative text.
Keyword: level of comprehension skill, reading, narrative text

Abstrak: Penelitian ini bertujuan untuk menganalisis kemampuan pemahaman membaca siswa pada teks narasi berdasarkan empat tingkat keterampilan pemahaman pada Siswa Kelas XI SMA N1 Slogohimo. Penelitian ini menggunakan penelitian deskriptif kualitatif untuk mendeskripsikan pemahaman membaca siswa dalam teks narasi berdasarkan keterampilan pemahaman empat tingkat untuk Siswa Kelas sebelas SMA N1 Slogohimo. Untuk mengumpulkan data, peneliti menggunakan angket dan wawancara dengan guru dan siswa. Setelah mengumpulkan data peneliti menganalisis data dengan menggunakan triangulasi data untuk menganalisis data kualitatif. Untuk mengumpulkan data melalui kuesioner dan wawancara, peneliti menggunakan kuesioner melalui Google Form. Data yang diperoleh dari kuesioner dianalisis dengan menggunakan skala Likert. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam memahami fakta-fakta implisit yang terkandung dalam teks informasi, tokoh-tokoh dalam cerita, dan informasi lain seperti fakta, kosa kata, waktu, dan lokasi cukup tinggi. Hal ini terlihat dari sebaran skor yang diperoleh siswa. Hasil penelitian menunjukkan bahwa tingkat kemampuan pemahaman siswa dalam memahami teks narasi adalah rata-rata. Dapat disimpulkan bahwa siswa mengalami kesulitan dalam keterampilan pemahaman kreatif, oleh karena itu siswa harus fokus dan memperhatikan kerangka acuan identifikasi tanpa mengabaikan aspek lain dari teks narasi.
Kata Kunci: tingkat keterampilan pemahaman, membaca, teks naratif

INTRODUCTION

To comprehend information published in all available sources, reading is one of the key English language abilities. Reading is now available in digital documents as well as print publications. If we design reading in a way that adds interest for everyone, it can be used as a really exciting pastime. There is a wealth of reading material available in this day and age, both in print and online. Actual books, magazines, and other sources are considered printed reading materials. Some students still prefer to read this way since it offers tactile experiences, readability, and sensory satisfaction in addition to requiring less copying and updating of papers more slowly. Online reading materials, which can only be accessed electronically, give students access to the most recent information. Compared to printed reading, which is less popular since it is less handy, digital reading is quite popular. In other words, reading newspapers is currently less common than reading online. Communication between educators and learners outside of class has also changed, claim Eryansyah, Erlina, Fiftinova, and Nurweni (2019: p. 443). In other words, reading on a computer or other digital device can be helpful for learning, especially for people who have quicker access to knowledge. People find it simpler to read things, and it works better to increase reading comprehension.

Unfortunately, there are several problems that students encounter while studying reading comprehension. Identifying essential ideas and concrete material, making conclusions, comprehending the text's language, and reading complex phrases within the text are all challenges for students. Students won't be able to understand the text's meaning. These students' problems stem from their cognitive level. One problem is that the students' level of text comprehension is insufficient. Poor grades were caused by poorly answered questions, as demonstrated by student practice. Reading exercises, particularly those involving narrative materials, can be challenging for students. A narrative text is a sort of text that uses a story to describe an event to amuse or inform readers or listeners. Orientation, intricacy, issues, and solutions make up the book. Making sense of text can be done on a variety of reading comprehension levels. When it comes to reading comprehension, there are four stages of understanding. Literal, interpretive, critical, and creative are the four levels. Students run into some issues when understanding narrative materials.

METHODS
Research Participants

This study takes a public school as research subject. The students were selected mainly from eleventh grade. The number of students is 31 people, 18 girls and 13 boys. Students must be proficient in reading English since the majority of them have studied it for four years. The researcher selected class XI students since they fall within the 15–16 age range. When faced with English classes, they did not have much motivation to learn the language. The research objectives are in line with the questionnaire. According to Sugiyono's thesis (2008: 142) a questionnaire is a method of data collection that involves confronting respondents with a series of questions or assertions. The data was subsequently evaluated using the Miles & Huberman (1994) theory, which involves three simultaneous activities: data reduction, data display, and conclusion drawing/checking.

Data Collection Method

The data collection method in this research used qualitative descriptive data. First the researcher observed the students eleventh grade SMA N1 Slogohimo in order to understand how students respond to their studies and how interested they are to learn English, the researcher additionally conversed with the teacher in interviews and acquire student replies to questions via a Google Form. Interviews are undertaken, in accordance with Walidin (2015:116), in order to gather data that cannot be gathered by observation or questionnaires. Participants talked about their experiences with researchers during interviews. According to Sugiyono (2008: 142), a questionnaire is a method of data collection that involves asking respondents with a series of questions or statements. As a data source in the form of a paper, the questionnaire is where the additional information is needed. The author also gathered information on students' reading comprehension scores. The collection period was between one and two weeks.

Data Analysis

Descriptive qualitative approaches were used to evaluate the questionnaire data. For each questionnaire, percentages and frequencies were collected. The researcher acquires data by interviewing the teacher and asking questions of the eleventh grade SMA N1 Slogohimo students, then analyzes the information. According to Miles & Huberman's (1994) theory, the researcher examined the data utilizing three simultaneous activities: data reduction, data display, and conclusion draw/check.

RESULTS AND DISCUSSION

This study was conducted using qualitative descriptive research to describe the students reading comprehension in narrative text for eleventh Grade Students of SMA N1 Slogohimo. To collect the data, the researcher used questionnaires and interview with the teacher and students. The test questionnaire was conducted on Friday, February 17 on 10.30 to 11.30 after collecting the data the researcher analyzed the data by using via data triangulation to analyzed qualitative data. To collect the data of questionnaire and interview, the researcher use questionnaire by Google Form. The data from questionnaire were analysed by using Likert scale. Documentation of reading comprehension The researcher conducted the reading comprehension based on documentation descriptive text. The assessment indicators of this documentation were finding main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words. The following were the findings of the research:

Tabel 1. Result data test comprehension reading.

Lowest Score	11 students	75
Highest Score	4 students	90
Average Score	16 students	80

Based on the provided test, the table displays the students' reading comprehension scores for narrative texts. This test is being taken by 31 students. The students are from SMA N1 Slogohimo's eleventh grade. The highest result on this test was 90, which was achieved by four students in this class. Additionally, it indicates that four of the students in the class have strong reading comprehension abilities for narrative texts. Then, with

eleven students, the lowest score is 75. The learner may struggle with reading comprehension creativity when it comes to the narrative material. The chart reveals that the understanding abilities of sixteen students are Excellent. There are eleven students in the average score. There are just four students at The Excellent. The remaining eleven pupils still struggle with reading comprehension. The chart also reveals that this class's average student score is 80.2, indicating that the students understanding skills are decent.

comprehension of specific facts from a story's informative character via the literal skill. The percentage of students that provided correct answers was 93,5%. 58,1% of students correctly answered the question about which of the story's statements is incorrect, yet over half of them still struggled to identify the proper answer. 71% of students correctly answered the question about identifying the primary concept of the text. The students anticipated that an informational text would contain specific facts. The percentage of students that provided the right answer was 61,3%. Before making conclusions or offering opinions, the students were supposed to first comprehend what the author had to say. 22,6% were the results of the question.

Understanding that requires an interpretive skills involves producing concealed ideas rather than perceiving them out loud. Answer accuracy for the question was 45.2%. The percentage of students who correctly answered the question about character interpretation from the text was 71%. The task for the students is to identify which statement about a particular character in the tale text is inaccurate. The answer score for this question was 61,3%, meaning that more than half of the students gave an accurate response. The text contains hidden ideas that the students must uncover or create. 48,4% of students correctly answered the question, according to the results. Students were required to determine a character's personality from the text. 67,7% of the answers to the question were accurate. According to the data above, students have high interpretive comprehension skills; they can process literature to identify hidden ideas rather than text that is explicitly stated. At the interpretive level, the pupils are able to identify the primary idea, comprehend the author's objective, define a point of view, and forecast or summarize events. If the students continue to master this skill, it may also improve their ability to use literal English, which will help them do well on upcoming exams.

Reading critically It assesses textual content, compares discovered theories to accepted standards, and comes to judgments about their veracity, applicability, and timeliness. 48.4% of the answers to the question were accurate. Students were asked to defend an opinion they had about the material. Over fifty percent of the students still find it challenging to form opinions based solely on text, as seen by the 48,4% of students who properly answered the question. to determine the word's opposite. 67,7% of the students that responded to the question correctly. to analyze the text for theme, symbolism, and themes. 48,4% of respondents, or more than half of the class, still find it challenging. The students anticipated that the text would provide accurate information. The percentage of accurate answers was 77,4%. According to the previous results, students' critical comprehension skills cannot be considered excellent, and they still find it relatively easy to uncover concepts that adhere to accepted standards and draw inferences about their accuracy, applicability, and timeliness from the text.

creative reading It involves looking more than the information the authors have provided. McWhorther (1994: 48) states that readers need to evaluate what they are reading by asking several questions that are called critical reading. There are no correct

or incorrect answers to questions at this level of understanding, so it compels readers to process information as they read. The ability to draw simple inferences, according to Kispal and Twist (2008), is the capacity to employ two or more bits of information from a text to derive a third of the information. In agreement with that, Wassman and Rinsky (2000) asserted that drawing conclusions from a text is a necessary part of critical reading. Students were supposed to utilize their knowledge of the subject and their creative thinking to decipher the meaning of a statement in the book. 25,8% of the answers to the question were accurate. The results of the question showed that 64,5% of students were able to gather information from the text and determine the right answer based on the knowledge. The expectation of the students was to locate the solution using the text. 61,3% of the students that responded to the question correctly. With the help of their knowledge of the subject and creative thinking, the students were able to answer the question with a 38.7% accuracy rate. 64,5% of students properly answered the question as a result of the question.

CONCLUSION

It can be concluded that students generally had a high level of understanding when it came to implicit facts in informational texts, story characters, and other material including facts, terminology, times, and places. The students' result distribution provided evidence of this. The previous conclusion suggests that student capacity to grasp reading text, particularly in understanding implicit meaning, can be improved. Despite the average reading test results for the other Students.

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