

Analysis of Reading Comprehension in Narrative Text at Tenth Grade Students

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Abstract. Language is a communication tool used to talk to each other, language can also be used to describe or express someone's feelings. As we know, language has 4 skills: listening, speaking, and writing. Each skill has its own meaning, but the researcher will discuss reading skills which are the process of thinking and obtaining information from a reading text, so that they can derive meaning from the reading text. Therefore, it is very important to learn reading skills in order to obtain important points or reading information from those who do not know to know. This study aims to analyze how many students can and are able to understand the contents of narrative texts. With this, the researcher selected the tenth graders at the Budi Murni Catholic Private High School 2 to be used as samples. This study uses a quantitative approach, the motive is to examine certain samples, with data collection techniques in the form of distributing questionnaires in the form of a Likert scale, then calculating the results of the answer instruments obtained by each student, followed by coding the answer instruments, after which the values are sought: mean, media, and mode, then the reliability test and validity test were carried out with the aim of proving the validity of the student's answer instrument. So it can be concluded based on the results of the analysis obtained by each learning target, 23 respondents found it easier to understand narrative texts after seeing and/or hearing stories with excessive frequency, there were 5 students who were declared fluent. In retelling the narrative text that has been read, 7 students are able to understand the lesson other than with the help of fingers, pens, or others, 7 students are able and as many as 6 respondents are not in a position to understand the narrative text, even though there are a few sentences left in the text.

Keywords: Reading Comprehension; Narrative Text; Descriptive Quantitative

Abstrak. Bahasa merupakan alat komunikasi yang digunakan untuk berkomunikasi atau berbicara satu dengan yang lain, bahasa juga dapat digunakan untuk menggambarkan atau mengungkapkan perasaan seseorang. Seperti yang kita ketahui dalam berbahasa harus memiliki 4 keterampilan : mendengarkan, berbicara, membaca, dan menulis. Keterampilan membaca merupakan proses memperoleh informasi dari suatu teks bacaan, oleh karena itu keterampilan membaca sangat penting untuk dipelajari siswa sehingga dapat memperoleh poin penting atau informasi dari yang tidak tahu menjadi tahu. Penelitian ini bertujuan untuk menganalisis tentang seberapa banyak siswa yang dapat dan mampu memahami isi bacaan teks naratif. Dengan ini peneliti memilih siswa kelas X di SMA Swasta Katolik Budi Murni 2 untuk menjadi sampelnya. Penelitian ini menggunakan pendekatan deskriptif kuantitatif, motifnya untuk meneliti suatu sampel tertentu, dengan teknik pengumpulan data berupa penyebaran kuesioner dalam bentuk skala likert, kemudian menghitung hasil instrumen jawaban yang diperoleh masing-masing siswa, dilanjut dengan melakukan coding atau pemberian kode terhadap instrumen jawaban, setelah itu mencari hasil nilai dari : mean, media, dan mode, kemudian melakukan uji reliabilitas dan uji validitas dengan tujuan untuk membuktikan valid tidaknya instrumen jawaban siswa. Sehingga dapat disimpulkan berdasarkan hasil analisis diperoleh frekuensi masing-masing target pembelajaran yaitu 23 responden lebih mudah memahami teks naratif setelah mereka menonton dan/atau mendengar cerita dengan frekuensi yang berlebihan, terdapat 5 siswa yang dapat dinyatakan lancar dalam menceritakan kembali isi teks naratif yang telah dibaca, 7 siswa mampu memahami pembelajaran selain dengan bantuan jari, bolpoin, atau lainnya, 7 siswa mampu dan sebanyak 6 responden tidak dalam posisi untuk memahami narasi teks meskipun ada beberapa kalimat yang tersisa dalam teks.

Kata Kunci: Pemahaman Membaca; Teks Narasi; Deskriptif Kuantitatif

INTRODUCTION

Reading is one language skill that is very important for students to learn. Through these reading skills, students can improve their language skills by telling their own experiences. Besides that, students will get ideas and information from what they read, from what they could not know become to know after they read.

Understanding in studying is a method of summarizing and compiling which means or fascinating and vital matters simultaneously through interplay and the reader is also confronted immediately with the studying text (Wallot et al., 2013). In the implementation of summarizing, the reader only wishes to use easy words that can be understood so that the meaning of the text that is faced with the aid of the reader can genuinely be understood. In the method of studying comprehension, at first, the creator certainly explains the author's statement, then the reader tactics the textual content and creates an grasp that is close to the author's assertion (Wallot et al., 2013). In conducting this research, previous researchers have found many articles and journals discussing research on "Analysis of students' reading comprehension", the difference lies in: the research sample, the target/research in the research, and the research problem. The problem inside is that students cannot find the main idea and topic in the narrative text (Marzona & Ikhsan, 2019).

While the researcher discusses the analysis of reading comprehension for students of class X SMA Budi Murni 2 academic year 2020/2021 with the problems studied are: (1) Do students find it more difficult to understand the content of narrative texts after they watch and/or hear stories? (2) Can students retell the contents of the narrative text they have read? (3) Are there students who read with the help of fingers, pens, or something else? (4) Are students able to recognize narrative texts even though they ignore some sentences in the text?

This study shows that the level of students' reading comprehension is categorized as good, where the results of the study explain that some of the students easily understand the reading text after watching or hearing the story.

RESEARCH METHODS

This research is a lookup with quantitative descriptive approach. Quantitative descriptive data in order to describe, explain, predict or to manage the phenomena regard to statistic or numerical data. In this research, the researcher implements the structured of questionnaire to facilitate the respondents and the researcher to gather statistics (Purba, 2021). The pattern is phase of the population or as a representative of the population to be studied. If the research subject is section of the population, it can be stated that the lookup is a pattern learn about (Kistian et al., 2017).

Therefore, from a population of 35 students, the pattern acquired used to be 32 students in this study. As for the steps to decide the sample measurement in this study the use of Slovin's formulation with a self-belief level of the pattern to the populace of 95% or an error rate of 5% (Rono, 2018). The number of samples taken are:

$$n = \frac{N}{1 + Ne^2}$$

where: n = number of
 N= population Size

e = error tolerance

(Bishop, 2019)

$$\text{So that: } n = \frac{35}{1 + 35(0.05)^2} = \frac{35}{1 + 35(0.0025)}$$

$$= \frac{35}{1 + 0,0875} = \frac{35}{1,0875}$$

= 32.18 rounded up to 32.

So, the measurement of the sample taken in this learn about used to be 32 students.

As for this research used to be carried out at the Catholic Private High School Budi Murni 2 Medan in class X MIPA-2. This study used a Likert Scale questionnaire records collection technique. Questionnaire is a information series technique that is achieved by giving a set of questions or written statements to respondents to answer (Charlina & Septyanti, 2019). Meanwhile, questionnaires are a quantity of written questions that are used to obtain information from respondents in phrases of reports about themselves or matters that are regarded (Priyono et al., 2018). The Likert scale is a research instrument used to measure the attitudes, opinions, and perceptions of

respondents, each humans and corporations of individuals, toward social phenomena (Pranatawijaya et al., 2019). In using this Likert scale, the researcher will supply fine and poor statements and respondents will be given a preference of solutions (Taluke et al., 2019). For every reply given, the respondent is given a score score from 1-5, including

Table 2.1

Questionnaire Scoring Technique

Positive Statement		Negative Statement	
Response	Score	Response	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral/ Enough	3	Neutral/ Enough	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

For this research, researchers the use of some strategies to evaluation the data, such as:

1. Mean

The mean is the value obtained from the sum of the whole records divided by using the wide variety in the group, the imply is a measure of facts centering. The system for the mean in the single records used is:

$$M_e = \frac{\sum x_i}{n}$$

Note :

M_e = Mean

\sum = Epsilon/ sigma/ total numbe

x_i = Value of x to i to n

n = Number of individuals (number of data)

(Habiby, 2017)

2. Median

The median is the cost that lies in the middle the arranged commonly in accordance to the size of the information (Ali & Bhaskar, 2016).

The components for the median in the single even facts used is:

Note:
$$Me = \frac{X_{\frac{n}{2}} + X_{\frac{n+2}{2}}}{2}$$

Me = Median

X = Row-

$n = \sum f$ = The amount of data

(Setyawan et al., 2021)

3. Mode

The mode is the value that has the biggest frequency in a data set (Ali & Bhaskar, 2016).

To get the validity and the reliability, we use this formula:

a. Validity

Validity is a measure used to show the degree of validity an instrument (Sunarsih et al., 2020). The *Product Moment Correlation* technique from Karl Pearson with the assist of SPSS version 23 software was used to take a look at the validity of the items, with the *Product Moment Correlation* formula as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Note:

r_{xy} = Product moment correlation index

number

n = Number of cases

$\sum X$ = Sum of all values X

$\sum Y$ = Sum of all values of Y

$\sum XY$ = Sum of the products of x and y

(Widyaningrum, 2013)

Criteria of validity within the 5%

significance level:

$r \text{ count} > r \text{ table}$ = valid

$r \text{ count} < r \text{ table}$ = invalid.

(Salamah et al., 2021)

Results further calculations were consulted with r table ($r = 0,349$).

b. Reliability

An instrument is stated to be reliable if the size is consistent, precise, and accurate. The purpose of the reliability take a look at on an instrument is to decide the consistency of the instrument as a measuring instrument, so that the measurement outcomes can be trusted (Wulansari, 2012).

The formula used in the reliability take a look at of this instrument is the alpha cronbach formula, as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

The varians formula:

$$\sigma_i^2 = \frac{\sum X^2}{n} - \left(\frac{\sum X}{n} \right)^2$$

Note:

r_{11} = Instrument reliability/data coefficient

k = Number of questions

$\sum \sigma_i^2$ = Number of item variances

σ_t^2 = Total variance

n = Number of respondents

(Wulansari, 2012)

The basis for decision:

Cronbach's alpha value > 0.60 = questionnaire reliable or consistent

Cronbach's alpha value < 0.60 = questionnaire is declared unreliable or consistent

(Zuhri, 2021)

DISCUSSION

In this section, we will discuss the outcomes had been in the questionnaire we use two variables that are variable X in this learn abot is narrative text, and variable Y in this find out about is reading comprehension with the following conditions:

- a. Favorable statements: Y.1, Y.2, Y.6, Y.7
- b. Unfavorable statements: X.1, X.2, X.3, Y.3, Y.4, Y.5

Picture 3.1 The Raw Data

No. Resp	Narrative Text (X)				Reading Comprehension (Y)							
	X.1	X.2	X.3	TOT_X	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	TOT_Y
1	2	3	1	6	3	3	3	2	1	3	2	17
2	4	4	2	10	3	3	4	4	2	2	2	20
3	3	2	2	7	3	3	4	4	2	2	3	21
4	2	2	3	7	4	4	3	3	2	3	4	23
5	2	3	2	7	3	3	3	2	1	3	4	19
6	2	2	3	7	3	3	3	2	2	3	3	19
7	2	3	3	8	3	3	1	2	1	3	4	17
8	1	1	1	3	4	4	2	3	2	3	4	22
9	2	2	2	6	5	4	3	3	2	4	3	24
10	2	4	2	8	4	3	4	4	2	3	2	22
11	2	2	1	5	3	3	3	3	1	4	3	20
12	2	3	2	7	3	3	3	3	1	3	3	19
13	2	2	2	6	3	3	2	2	2	3	4	19
14	4	3	2	9	3	3	2	3	1	1	3	16
15	2	3	3	8	2	3	3	2	2	3	3	18
16	2	2	3	7	4	3	3	3	3	3	3	22
17	5	4	4	13	5	2	1	1	1	2	1	13
18	2	3	3	8	4	3	4	5	2	3	2	23
19	1	3	3	7	5	5	5	3	4	4	4	31
20	3	2	2	7	3	4	3	2	2	3	3	20
21	3	3	3	9	3	3	2	2	3	3	3	19
22	2	3	3	8	5	3	3	3	3	3	3	23
23	3	3	3	9	3	3	2	2	2	3	3	18
24	1	2	1	4	5	4	2	1	1	4	3	20
25	2	3	2	7	4	3	3	3	2	3	3	21
26	2	4	1	7	4	3	1	3	1	3	3	18
27	2	3	2	7	3	3	3	2	2	3	3	19
28	3	3	2	8	3	3	4	4	2	2	2	21
29	2	2	2	6	3	3	3	3	1	2	3	18
30	2	2	2	6	4	4	4	4	3	4	4	27
31	2	2	2	6	3	3	3	3	2	3	3	20
32	3	3	2	8	3	3	2	2	3	3	3	19

After recording the outcomes of respondents' answers from each assertion item and from the two research variables, the next step is to decide the mean, median, and mode values of every research variable, in accordance to the components and using SPSS version 23. The results of the statistical information got are as follows :

Table 3.1 Mean, Median and Mode Calculation Results

Item	Mean	Median	Mode
X1	2,31	2,00	2
X2	2,69	3,00	3
X3	2,22	2,00	2
TOT_X	7,22	7,00	7
Y1	3,53	3,00	3
Y2	3,22	3,00	3
Y3	2,84	3,00	3
Y4	2,81	3,00	3
Y5	1,88	2,00	2
Y6	2,97	3,00	3
Y7	3,00	3,00	3
TOT_Y	20,25	20,00	19

(Source: Primary Data Processing Results, 2022)

The outcomes of the mean, median and mode listed above have been proven by calculating the raw data obtained using the formula in the research method.

a. Validity Test

To get the results primarily based on the calculation of the validity test, the researcher processed the records data with the provisions of $df = (N-2)$ then R_{table} 0.349 with a significant level of 0.05 for the variable X and variable Y (two-way test). To show the validity of each item in the study, amongst others, as follows:

Table 3.2 Text Narrative Variable Validity Test Results (X)

Corrected Item Correlation/ r_{count}	Sig. (2-tailed)	r_{table}	Criteria
0,822	0,000	0,349	Valid
0,744	0,000	0,349	Valid
0,690	0,000	0,349	Valid

(Source: Primary Data Processing Results, 2022)

Table 3.3 Reading Comprehension Variable Validity Test Results (Y)

Corrected Item Correlation/ r_{count}	Sig. (2-tailed)	r_{table}	Criteria
0,464	0,008	0,349	Valid
0,771	0,000	0,349	Valid
0,705	0,000	0,349	Valid
0,696	0,000	0,349	Valid
0,627	0,000	0,349	Valid
0,583	0,000	0,349	Valid
0,398	0,024	0,349	Valid

(Source: Primary Data Processing Results, 2022)

Table 3.4 Reliability Test Results

Variable	Cronbach's Alpha (r_{11})	Reliability	Criteria
Narrative Text (X)	0,619	0,60	Reliable
Reading Comprehension (Y)	0,699	0,60	Reliable

(Source: Primary Data Processing Results, 2020)

Cronbach's alpha value is acquire by testing the raw data using several steps according to the formula in the research method.

In accordance with the data records above, which explains that the statistical reliability take a look at performed, it is known that the Cronbach's Alpha value for the X variable is 0.619 and the Y variable is 0.699 with the acquisition. So it can be concluded that the value of Cronbach's Alpha on the variables X and Y is increased than 0.60, so with this the test results of the variables in the reliability statistics are declared reliable.

To answer the question of this research, here are the results:

Item X.1

Table 3.5

	SA	A	N/E	D	SD	TOT.
Freq.	3	20	6	2	1	32

In this negative statement, 20 respondents selected an alternative negative answer with a rating of 2 (Agree) and 3

respondents chose with a score of 1 (Strongly Agree).

The table in item X.1 shows the satisfactory of reading comprehension that is no longer good, where the total who chose negative answers to the negative statement were 23 respondents.

Item Y.6

Table 3.6

	SD	D	N/E	A	TOT.
Freq.	1	4	22	5	32

In this favorable statement, there are several studies that are considered relevant to this research, including a study conducted by Lisa with the title Ability to Restating the Contents of Narrative Text (Fantasy stories) of Class VII SMP Negeri 1. Based on the results of the research above, the ability to retell class VII students is classified as very good, where 43 students (71.66%) individually are able to retell the contents of narrative texts (fantasy stories), according to the research problem and research results which state students can tell stories. repeat the narrative text that has been read (Lisa et al., 2019).

Item Y.4

Table 3.7

	SA	A	N/E	D	SD	TOT.
Freq.	2	11	12	5	2	32

In this unfavorable statement, 13 respondents chose an alternative negative answer with a score of 1 (Strongly Agree) and a score of 2 (Agree), as many as 12 respondents chose an alternative answer with a

score of 3 (Neutral/Enough), and as many as 7 respondents chose alternative positive answers with a score of 4 (Disagree) and a score of 5 (Strongly Disagree).

Item Y.7

Table 3.8

	SD	D	N/E	A	TOT.
Freq.	1	5	19	7	32

In this favorable statement. Based on the table above, the theory is also found in the book entitled "Strategi Menumbuhkan Minat Baca Pada Anak Sejak Usia Dini" which was put forward by Dr. H. DARMADI, S.Ag., M.M., MM.Pd., M.Si. as for the theory which states that finger pointing is a common error in reading, where referring to reading using fingers can speed up reading because eye movements are faster than fingers, according to the problem and research results found that there are still students among those who use assistive devices. in the form of fingers, pens when reading (Darmadi, n.d.).

CONCLUSION

After obtaining the results of the analysis and by discussing the data that has been carried out, the researcher can conclude from the results of the Research Analysis of Reading Comprehension of Narrative Texts for Class X Students as follows: (1) with a high frequency of 23 Students it is easier to understand narrative texts after they watch and / or hear stories, (2) who can be said to be fluent in retelling narrative texts that have been

read by 5 out of 32 students, (3) who can understand reading without the help of fingers, pens, or other objects as many as 7 students, (4) in understanding narrative text although there are a few sentences left in the text there are 7 students who are able and as many as 6 respondents who are not able to.

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