

AN ANALYSIS OF STUDENTS' READING PROFICIENCY ON NARRATIVE TEXT OF ENGLISH COMPREHENSION SKILLS AT UPT SMP N 10 MEDAN

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis kemampuan membaca siswa dalam memahami teks naratif dalam bahasa Inggris dan mengidentifikasi faktor-faktor yang mempengaruhinya di UPT SMP N 10 Medan, khususnya siswa kelas VII-F. Metode penelitian yang digunakan adalah penelitian Kualitatif dengan menggunakan instrumen seperti Observasi, tes, Dokumentasi dan Kuesioner berbasis skala Likert dari 30 siswa. Hasil penelitian menunjukkan bahwa tingkat pemahaman siswa menunjukkan kemampuan pemahaman teks naratif mereka secara umum rendah, dengan mayoritas masuk dalam kategori kurang baik sebesar 33,33% dan sangat kurang baik 10%. Namun, sebagian besar siswa menunjukkan sikap positif terhadap membaca berdasarkan tanggapan mereka pada kuesioner seperti dukungan guru dan orang tua, kebiasaan membaca, akuisisi kosakata, dan pemahaman dalam tata bahasa yang mempengaruhi kemampuan membaca mereka. Temuan ini menunjukkan bahwa peningkatan motivasi dan lingkungan belajar penting dalam mempengaruhi kemampuan pemahaman teks naratif siswa serta peningkatan strategi pembelajaran oleh guru.

Kata Kunci: Kemampuan Membaca, Teks Naratif, Pemahaman Bahasa Inggris, Faktor Pengaruh.

ABSTRACT

This study aims to analyze students' reading ability in understanding narrative text in English and identify influencing factors in UPT SMP N 10 Medan, especially students in class VII-F. The research method used is Qualitative research using instruments such as Observation, test, Documentation and Likert scale, based Questionnaire from 30 students. The results showed that the students' comprehension level showed their narrative text comprehension ability was generally low, with the majority falling into the poor category of 33.33% and very poor 10%. However, most students showed a positive attitude towards reading based on their responses on the questionnaire such as teacher and parent support, reading habits, vocabulary acquisition and understanding in grammar that influenced their reading ability. The findings suggest that increased motivation and learning environment are important in influencing students' narrative text comprehension skills as well as improved learning strategies by teachers.

Keywords: Reading Proficiency, Narrative Text, English Comprehension, Factors Influence.

1. INTRODUCTION

Reading is one of the most necessary pillars to acquire and transmit various types of knowledge both in our

daily life and in the educational world as it is an activity that is performed in most of everyday life, therefore it is essential for the child to acquire reading

comprehension (Solé in Valenzuela R. Á. et al. 2024). According to Klingner (2007), reading is a complex, multicomponent, and very complex process that involves many interactions between readers and what they bring to the text related to the text. Snow (2002: 19) also defines reading comprehension as the process of extracting and constructing meaning simultaneously through interaction and engagement with written language consisting of three elements: readers, texts, and reading activities or purposes. This means that reading comprehension is not a simple process. In reading comprehension, readers need prior knowledge about the text they are reading to build their understanding.

Reading comprehension is an important learning skill for all students (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011), as reading comprehension is “a simultaneous process of extracting and constructing meaning through interaction and engagement with written language” (RAND Reading Study Group, 2002, p. 11). Reading comprehension has become a key characteristic of good readers who can be significant contributors to the development of society. Reading comprehension is an activity that requires accuracy, independence in reading, deep comprehension, speed of comprehension, enjoying reading, variety of reading purposes, engaging with events, giving opinions, being critical, and being creative. To develop reading comprehension, a basic skill that students should have, they need to learn different types of texts, including Narrative Texts, Story Texts, Procedural Texts, Descriptive Texts, and Short Story Texts. Short stories, a form of fictional prose, fall into the category of narrative texts as well as the factors that influence them.

Narrative text is one of English text types. Anderson (in Marzona, Y. & Ikhsan, M., 2019) stated that narrative is

a piece text which tells story and in doing so, entertains the audience. Porter (in Marzona, Y. & Ikhsan, M., 2019) also defines narrative as the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented.

Furthermore, Gerot and Wignell (in Marzona, Y. & Ikhsan, M., 2019) mentioned some language features of narrative text, as follows: 1. It can be written in the first person or third person. 2. It uses temporal conjunction and circumstances that describe time and place. 3. It uses past tense. 4. It uses material process (action verb) and some behavioural and verbal process; Behavioural process usually describes process of physiological and psychological behaviour, such as dreaming, smiling, breathing, and etc. Verbal process is usually described as the process of saying, such as, telling, warning, talking, and etc. 5. It uses relational process of doing or showing what happened and what someone do or what is done.

Narrative texts are to entertain the readers or listeners through stories. Iwuk (2007) stated that narrative text is a text that contains about fiction, non-fiction, fairy tales, or folklore. Iwuk (2007) also stated that the purpose of narrative text is to entertain and attract the reader's attention. But narrative text can also be used to teach, inform and change the mind or behaviour of the reader. Moreover, during the pre-research at UPT SMP N 10 MEDAN, the researcher found the phenomenon that most of the students get low scores in reading comprehension test especially in narrative text. The students admit that reading comprehension is a difficult subject for them. Based on this experience, the researcher is very interested in conducting a study entitled “Analysis Students' Reading Proficiency on

Narrative Text of English Comprehension Skills at UPT SMP N 10 MEDAN”.

2. RESEARCH METHOD

In this study, researchers used a qualitative approach. According to Creswell (2013), when researchers seek proper understanding in determining a problem, qualitative methods are the most appropriate method for testing methods. In addition, Gay (in Firdaus, D.R., Marzona, Y. & Franchisca, S., 2024) explains that descriptive qualitative research involves responses regarding the status at the time of data collection of the test or research subject.

This study uses a qualitative approach in the case study method. Case studies were chosen to gain an in-depth understanding of the field of student reading skills with narrative text in a particular context. This approach assists researchers in identifying factors that influence students' comprehension skills in narrative text. This case study aims to observe students' narrative skills and factors that affect their comprehension in reading narrative texts.

Several instruments have been used in this study.

- 1. Observation: to identify a condition that occurs during the teaching and learning process including teachers, students, and the context of the situation.
- 2. Test: written questions used to test students' ability.
- 3. Questionnaire: a statement to collect data on factors affecting students' reading ability.

3. FINDINGS AND DISCUSSION
Findings

Table 3.2.1 The Percentage of Student's Comprehension in Understanding Narrtive Text

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level Of Ability		
1	90-100	Excellent	8	26,67%
2	80-89	Good	4	13,33%
3	70-79	Fair	5	16,67%
4	50-69	Poor	10	33,33%
5	0-49	Very Poor	3	10%
Total			30	100%

Based on the table above, it can be concluded that the level of students' understanding of narrative text is low, which most students are categorized as bad and very bad 43.33%, only a small number of students are in the good to excelent category 40.00%. In the Fair 16.67% includes students with good understanding but not classified as low. And can be improved to the good or excellet category. So, it can be concluded that students still need improvement in assigning material and improving learning methods to achieve more optimal learning outcomes.

No.	Statment	Stro ng ly Ag re e	Ag re e	Ne ut ral	Di sa gr ee	Stro ng ly Disa gree
1	You can easily understand the main idea of a narrative text	4	12	9	5	0
2	You can identify how character, setting, and plot in a narrative text	6	14	10	0	0
3	You can understand unfamiliar words in narrative texts without needing a dictionary.	3	8	13	6	3
4	You feel confident answering questions about narrative texts	2	14	14	0	0

5	You can determine the moral or message of a narrative text.	5	15	10	0	0
6	You often read narrative texts as part of your English learning activities	3	15	8	4	1
7	You enjoy reading narrative texts in English.	4	6	15	5	1
8	You are very confident in your ability to read English and can improve your comprehension when reading narrative texts	6	12	12	0	1
9	You can analyze the structure of a narrative text (e.g., introduction, climax, resolution)	5	9	15	1	0
10	You feel motivated to read more narrative texts in English	2	16	9	3	0
11	Your English teacher encourages you to read narrative texts regularly	5	14	11	0	0
12	Your English teacher uses effective methods to teach comprehension of narrative texts	5	12	11	2	1
13	Your parents support you in improving your reading skills	14	9	4	3	0
14	You have access to a variety of resources that allow you to read narrative texts at any time	3	12	15	0	0
15	You participate in reading-related group activities that improve your skills.	5	13	11	1	1
16	Limited vocabulary is one of the challenges I face when reading narrative text.	2	15	11	2	0
17	You have difficulty in understanding grammar and it affects your ability to understand narrative texts	4	13	11	2	1
18	You often use digital tools or apps to improve	6	13	10	1	2

	your reading skills in English					
19	You believe that practicing reading outside of class time can improve your comprehension skills	10	12	7	1	0
20	Support from teachers and parents greatly affects your reading ability	14	9	6	1	0

Based on the table above, it can be concluded that in general students show a positive attitude towards understanding narrative text. and support from teachers and parents greatly affect their reading ability can be seen from the responses “Strongly Agree” and “Agree”. Only a small number of respondents gave “Neutral” “Disagree” or “Strongly Disagree” responses. However, there is still a need for more varied and interesting approaches from teachers and parents as well as support from a conducive learning environment so that students feel comfortable in participating in learning so that all students can achieve optimal comprehension of narrative text.

Discussion

Students' level of comprehension of narrative texts was at varying levels, but showed an overall low trend. Table 3.2.1 shows that the majority of students (33.33%) were in the Poor category (scores 50-69), while only 26.67% of students were in the Excellent category (scores 90-100). The rest are divided into the Fair (16.67%), Good (13.33%), and Very Poor (10%) categories. This shows that more than half of the students have not been able to have the ability to comprehend narrative text and there is still much that needs to be improved.

This is reinforced by the data in table 3.2.2 which shows that most students responded positively to various statements related to reading and comprehending narrative text. There are challenges in certain aspects such as the ability to identify the structure of

narrative text and understand the moral message, this must be developed in overcoming students' difficulties in narrative text comprehension skills in order to balance the gap between the abilities of fellow students. Parental and teacher support was also rated well by the respondents and recognized as one of the important factors in students' reading ability, referring to the importance of the supporting role in students' education.

4. CONCLUSION

The researcher concluded that the improvement in students' comprehension of narrative text at UPT SMP N 10 Medan is low and can be categorized as poor or very poor. This is shown by some students who are in the Poor and Very Poor categories (43.33%), while only 40% of students have comprehension in the Good and Excellent categories.

Although some students showed good understanding, many still had difficulties in identifying the structure, determining the main idea and grammar as well as the moral message contained in the narrative text. The results also proved that the majority of students showed a positive side to narrative reading and highlighted the importance of support from teachers and parents in this regard.

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