READING NARRATIVE TEXT
OF THE STUDENTS' MAN NAGASARIBU

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ABSTRACT

The research goal is to analyze students' reading narrative text of X MIA-1 at grade X MAN Nagasaribu on Academic Year 2019/2020. This research was mixing method. The qualitative method is in the form of expression sentence while the quantitative method is in the form of table. The data were gained from the informant and students test outcome. Analysis process are in 3 ways; data reduction, data presentation and conclusion. Based on the result of the research, it was known that the students' ability in reading comprehension of narrative text of MIA-1 at grade X MAN Nagasaribu was categorized into good category with 63 score; it was gotten from the result of students' means score in doing the test by analysis reading comprehension of narrative text. Then, the hypothesis is "students'ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribu is good category". Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -6.22 < Z_{table}\ 0.3264$.
Key Words: *Reading narrative text, Students' ability, Narrative Text.*

INTRODUCTION

Reading is the skill of receiving that is the way to communicate of written text between a writer and a reader. In this skill, the people is trying to understand what the information of the text that want to be given by the writer. It gives essential role in guiding students to be successful in learning language, especially in learning foreign language. Reading is activity with a purpose. A person may read in order to get the information or verify existing knowledge, or in order to critique a writer's idea or writing style (Agusta, Amir, and Delvi, 2014). A person may also read for enjoyment, or to enhance knowledge of the language being read. Taking those as the consideration, the purpose for reading guides the reader's selection of text.

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Reading comprehension is an essential skill for English learners. From explanation above the reseacher can conclude that reading is one of the language skills that must be learned by the students of English as a foreign language. Students must make reading is their needed because reading is very important. In reading a text we have understand about what the text purpose, main idea or what is the text talk. So reading with comprehend the meaning is better but the fact most of students unlike read long passage because they do not have strategy so in reading comprehension we need strategy to make our reading is fun, easy, etc.

Therefore, there are few reasons why reading is necessary in the life and very important. First, reading is one of the most important skill which is learn by the students beside that, listening, speaking, and writing. But reading is learning process that aimed at getting information from the text and it uses to add the reader knowledge. In reading, need an active process in the reader brain, however the reader have to find both of explicit and implicit information from what they read. Beside that, there is an interaction between the text and the reader. Reading is an important skill which has an important contribution to the success of learning language.

Second, reading has a significant place in learning English. Reading is important because it can help the students to gain information such as general knowledge, subject of school. Through reading people can add their own knowledge which is needed to insure the continuing personal growth and adapt the change in the world. In other words, reading can help the students to broaden their experience of the world in which they live.

Third, reading for comprehending is not of course an easy text especially for Junior High School students; many of them have troubles when they get the tasks related to reading material. The cause of this matter is lack of reading comprehension ability. The important thing that can help the students explore their reading comprehension is ability to arrange the reading material, its element, and understand interrelationship between its parts. Through reading, they can enrich their vocabulary and of course to access knowledge.

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From description above, it is seen that students have been learning reading maximally. Ideally, students are able to identify information, the main idea, and etc. In short, students have any problems with their reading skill. Although the students had been taught reading comprehension by using the way which has been explained above, but students' reading comprehension is still far from the expectation of curriculum itself. Based on the writer's observation at MAN Nagasaribu, the writer found some problems faced by the students in learning reading. The first is the students are lazy to read because the teacher just using a conventional strategy such as teaching without using technique or strategy (Mulia, 2019). Then, the students do not concentrate of the material and they difficult to focus and center their mind when reading. Besides that, some of the students were not able to define reading comprehension.

The second, the students are lack of vocabulary and motivation in reading, seldom to practice, and lack of attention about the important of reading. They just read a text, and they accept what is in print directly without compare and connect what they are reading with what they have known (Pratama, 2019). So, before reading, they do not find out what the assignment about, and check the length of an assignment before reading and read until the assignment is completed only.

The third, they also cannot make the inference of the text and do not know what the text talk about. So they comprehend the text well. Then, reading becomes the burden of their life (Harahap, 2019). Besides, many students accept everything they read at face value, they seldom sit back and examine the authors' ideas, sources, evidences, or choice of words with critical eyes.

REVIEW OF LITERATURE

Students' Ability

Students' ability consists of two words, students and ability. In oxford advanced leaner's dictionary of current English, according to A. S Hornby students who is studying at a university (Hombi, 1974). According to Douglas Brown, the word "ability" has three meanings, they are: (Brown, 2001)

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a) Achievement is actual ability and can be measured by straight use of the instrument or devised test.

b) Capacity is potential ability and can be measured by the individual's capacity.

c) Aptitude is quality and can be expressed by especially training.

In Indonesian dictionary the students is s learner especially on the grade of elementary, junior and senior high school. According to Merriam Webster, the word "ability" has three meanings, they are, the power to do something physical, mental, or power to perform, competence in doing. Means, on those definitions above that ability is a mental, power or legal of someone to do something by his/her self.

Ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource. Ability is a natural tendency to do something successful or well (Tritianto, 2020). In Oxford Dictionary stated that ability is "level of skill or intelligence" (Hombi, 2000). Mariam says that "the ability is a quality or being able, especially in physical, mental or legal power to perform" (Mariam, 1976).

Reading Comprehension

Reading is receptive skill; it is transactional between a reader and a writer. Reading is an interactive process between a reader and the text, reading is the process cognition, interpretation and perception of a written or printed material. According to Marilyn "Reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information" (Camp and Satterwhite, 2003). Reading is important to get the information in all aspect. Likewise, it names as the one of information source that Allah SWT, taught to the human for getting the knowledge. Reading is the process of cognition, interpretation and perception of a written or printed material. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning (Murcia, 1991). Reading also helps the students to answer the question

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that refers to the subject matter they are studying. They search the answer in reading the information about the question they have (Dewi, Harida, and Rambe, 2019).

It can be concluded that reading comprehension is the process of interpretation meaning by the reader in order to get the information.

Narrative Text

Dorothy states a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration (Suherman, 2015) .

There are some language features in narrative text, they are:

a) Certain noun, pronouns, animals, and certain thing in the story, such as maid, stepsister, housework.

b) Adjectives extending noun phrase, such as long black hair, two read apples.

c) Time connectives and conjunction to make events sequence, such as then, before, soon, next, etc.

d) Adverbs and adverbial phrases to show location and time of events such as there, here, in the, mountain, happily, etc.

e) Action verbs in past tense: stayed, climbed, jumped, etc.

f) Saying verb indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the character in the story, such as thought, understood, felt, seemed, etc.

g) The use of the Past tense (Knapp, 2005).

REVIEW OF RELATED FINDINGS

The first is the students' ability in comprehending narrative text is as the following: Excellent 12 students, Good 12 students, Average 1 students. Where 48% students who got score 80-100 categorized as "Excellent", 48% students who got score 60-79 categorized as "Good" and 4% students who got score 50-59 categorized as "average" (Lely and Huda). So the researcher can categorized that they are good in comprehending narrative text

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The second is she concluded based on the result of analyzing data, it was found that the tenth Audio Video department of SMKN 1 Padang had high ability to comprehend narrative text. It was indicated by the fact that 45 students (78.95 %) had high ability to comprehend narrative text. Specifically, the students' ability to comprehend generic structure of narrative text was high. It was indicated by the fact that 43 students (75.44 %) had high ability. The students' ability to identify moral value of narrative text was low. It was indicated by the fact that 38 students (66.67 %) had high ability. The students' ability to identify purpose of narrative text was high. It was indicated by the fact that 50 students (87.71 %) had high ability (Sembiring, 2019). So, the researcher can conclude that the students' ability to comprehend narrative text was high.

The Third is The result of this research showed that the students in understanding moral value of narrative texts were included into, "low category" There were 3 students (8.56%) included good category; 15 students (42,87%) were included into "moderate" category; and 17 students (48.57%) were included into "low" category (Suhendra, 2017). The average was (57.9). legend is regarded as the most difficult kind of narrative texts to find out its moral value there were 99 time of correct answer (56.57%).

METHOD

The researcher used the quantitative research. It is an analysis research, this research observes one variable and type of the research is descriptive method. Descriptive method is determiners and describes the way things are. Descriptive research can be either quantitative or qualitative. The population is the whole the students of MIA-1 at X grade of MAN Nagasaribu. The research finished for MIA-1 at grade X Science students of MAN Nagasaribu, the researcher use purposive sampling to take the sample. A purposive sampling is a non probability sample that is selected based on characteristics of a population and the objective study. The sample takes from one class that is MIA-1 consists of 30 students. The researcher uses instrument to collect the data, the instrument that used is test the test is kind of multiple choice. So, it can be concluded that descriptive method

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uses to describe Students' ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribu.

RESULT OF THE RESEARCH

The researcher used test as instrument of the collecting the data. The researcher asked the students to identify the correct answer based on the multiple choice with reading narrative test. So the researcher found many stories inside the test, then the instrument given for MIA-1 the grade X students of MAN Nagasaribu, the score each of them could be seen in the table below:

Table 7

The Students' Total Score in Reading Narrative Text

NO	Students' Initial	Total Score
1	ARS	80
2	ABS	80
3	AHS	40
4	AMS	55
5	ASS	45
6	BOS	50
7	DOH	85
8	DERS	40
9	EF	75
10	ERS	70
11	GUS	85
12	HALS	85
13	ISMH	75
14	KHS	50
15	KHD	90
16	MESH	70
17	MUPS	70
18	NOH	65
19	PIMD	75
20	RAS	70

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NO	Students' Initial	Total Score
21	RDS	60
22	RMS	50
23	RRS	40
24	RH	85
25	SAH	35
26	SOP	80
27	UNH	40
28	GYS	45
29	FS	45
30	YUS	55
	TOTAL	**1890**

Based on table above, the total scores of MIA-1 grade X students of MAN Nagasaribu in reading narrative text is 1890. It can also seen that there were students have got 90 as the highest score and there were have 35 score as the lowest score. To know the quality score each of the students in identifying word classes can be seen as below:

Table 8

The Quality score of the students in Reading Narrative Text

No	Students' Initial name	Total score	Quality score
1	ARS	80	High
2	ABS	80	High
3	AHS	40	Low
4	AMS	55	Enough
5	ASS	45	Enough
6	BOS	50	Enough
7	DOH	85	Very High
8	DERS	40	Low
9	EF	75	High
10	ERS	70	High
11	GUS	85	Very High

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No	Students' Initial name	Total score	Quality score
12	HALS	85	Very High
13	ISMH	75	High
14	KHS	50	Enough
15	KHD	90	Very High
16	MESH	70	High
17	MUPS	70	High
18	NOH	65	High
19	PIMD	75	High
20	RAS	70	High
21	RDS	60	Enough
22	RMS	50	Enough
23	RRS	40	Low
24	RH	85	Very High
25	SAH	35	Low
26	SOP	80	High
27	UNH	40	Low
28	GYS	45	Enough
29	FS	45	Enough
30	YUS	55	Enough
	Total	**1890**	

Based on table above, it is clearly that quality score the students' score in reading narrative text is differently. There were many students have low, low, enough, and high. It means that the ability of MIA-1 at grade X students of MAN Nagasaribu in 2019-2020 academic year in reading narrative text is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 9

The resume of variable score in reading narrative text

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No	Statistic	Variable
1	High score	90
2	Low score	35
3	Mean score	63
4	Median	62.7
5	Mode	82.92

From the table above, it can be known from 30 students that the highest score is 90 and the lowest score is 35. From the data, the researcher calculated that the mean score is 63. The researcher got median score is 64.5 and modus is 82.92. By the calculation, it can be concluded that the students' ability in reading narrative text is good.

Based on the calculation mean score was 63. So application in reading narrative text was good, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variables score in reading comprehension of narrative text which interval 9.

Table 10

The Frequency Distribution in reading narrative text

No	Interval Class	Frequency Absolute	Frequency Relative
1	35-43	5	15 %
2	44-52	6	20 %
3	53-61	3	10 %
4	62-70	5	15 %
5	71-79	3	10 %
6	80-90	8	30 %
	i =9	**30**	**100 %**

Based on the above table, it can be drawn at histogram as below:

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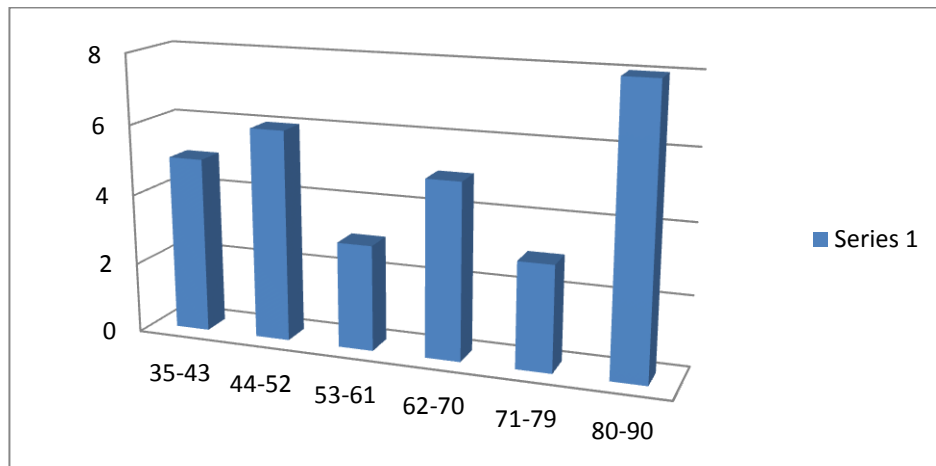
Diagram 1: The histogram students' ability in reading narrative text of MIA-1 at grade X MAN Nagasaribu

Based on the table above, it was known that the variable revelation students' ability in reading narrative text shown that the respondent at 35 – 43 were 5 students, interval 44 – 52 were 6 students, interval 53 – 61 were 3 students, interval 62 – 70 were 5 students, interval 71 – 79 were 3 students, interval 80 – 90 were 8 students. So, the meaning of interval in this research is showing the count of sample who got score in percentage.

Based on the result of this research, the researcher found that students reading comprehension in narrative text is good category. The researcher discussed the result of this research and compared with related findings. the first is Lely Refnita Prihatia Ningsih. She has done her research in Universitas Prima Indonesia in comprehending narrative text is as the following: Excellent 12 students, Good 12 students, Average 1 students. Where 48% students who got score 80-100 categorized as "Excellent", 48% students who got score 60-79 categorized as "Good" and 4% students who got score 50-59 categorized as "average" (Lely, and Huda, 2016). The second was done by Rony Arahta Sembiring. He concluded based on the result of analyzing data, it was indicated by the fact that 45 students (78.95 %) had high ability to comprehend narrative text (Sembiring, 2017). The Third was done by Suhendra. His result of his research showed that the students in understanding moral value of narrative texts were included into, "enough category" (Suhendra, 2017). The forth, the result shows

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that students' ability in identifying the student ability in identifying all the characteristic of narrative text is good (the mean score is 68.75) (Fiorentina and Saun, 2018).

From the result of the research that is previously stated. It was proved that the ability of students reading comprehension in narrative text is was good category. In summary, the researcher found all the related findings support this research.

DISCUSSION

Based on the result of this research, the researcher found that students reading comprehension in narrative text is good category. The researcher discussed the result of this research and compared with related findings. the first isLely Refnita Prihatia Ningsih. She has done her research in Universitas Prima Indonesia in comprehending narrative text is as the following: Excellent 12 students, Good 12 students, Average 1 students. Where 48% students who got score 80-100 categorized as "Excellent", 48% students who got score 60-79 categorized as "Good" and 4% students who got score 50-59 categorized as "average" (Lely and Huda, 2016). The second was done by Rony Arahta Sembiring. He concluded based on the result of analyzing data, it was indicated by the fact that 45 students (78.95 %) had high ability to comprehend narrative text (Sembiring, 2019). The Third was done by Suhendra. His result of his research showed that the students in understanding moral value of narrative texts were included into, "enough category".

CONCLUSION

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' ability in reading comprehension on narrative of MIA-1 text at grade X MAN Nagasaribu was categorized into good category. It can be seen from the value of the precentage from mean score gotten by students, that is 63 mean score. Then, the hypothesis is "students'ability in reading comprehension on narrative text of MIA-1 at grade X MAN Nagasaribuis

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good category". Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -6.22 < Z_{table}$ 0.3264.

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