

**STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT
THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT
OF UMMAT IN ACADEMIC YEAR 2019/2020**



A THESIS

**Presented as A Partial Fulfillment of the Requirements for Bachelor Degree of
Education in English Language Teaching**

By

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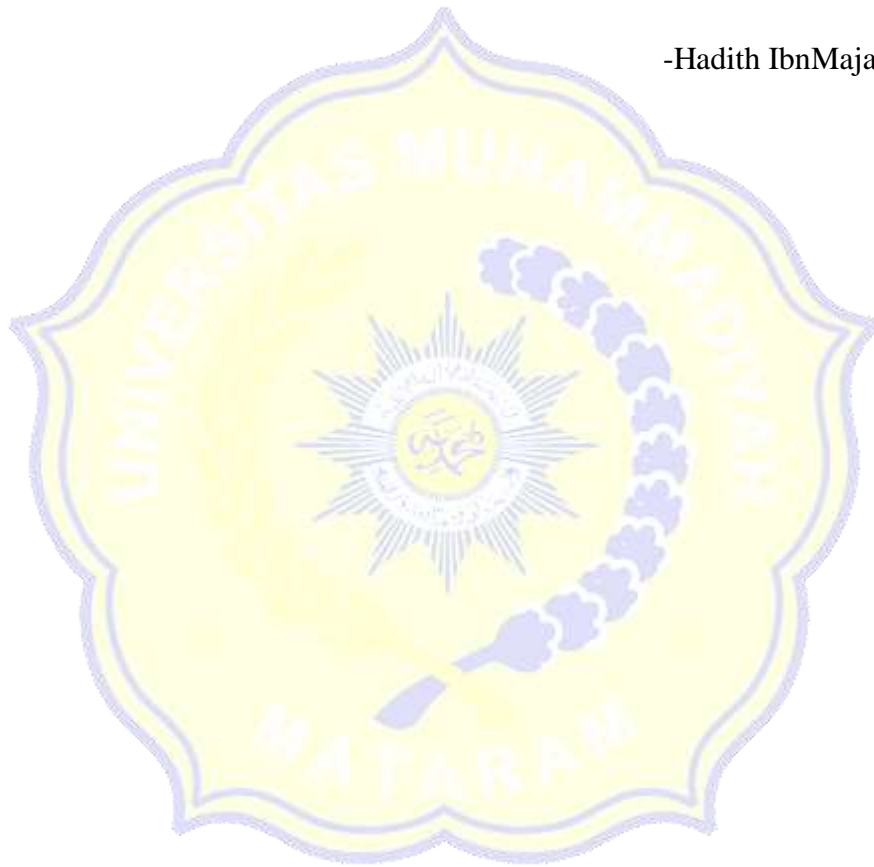
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MOTTO

“Whoever treads a path seeking knowledge, Allah will make easy for him the path of paradise”

-Hadith IbnMajah



DEDICATION

The researcher dedicates this thesis to:

1. Her greatest parents (Mr. Abdullah and Mrs. Sumarni) who have become best parents for researcher.
2. Her brothers (M. Awaludin and M. Habib) always supports researcher in any situations.
3. Her consultants (Mrs. Hidayati, M.Hum and Muhammad Hudri, M.Pd) who helped, guided and advised during the consultation period until this thesis is accomplished.
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Hopefully your truly kindness will be rewarded by Allah SWT and this study is beneficial for the readers. Aamiin.

Mataram, July 2020

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ABSTRACT

Comprehending narrative text is a term used to identify those skills needed to understand and apply information contained in written material. It means that the students should be able to know the information in narrative text. Therefore, the aims of this research were to diagnose and analyze the students’ reading comprehension ability on narrative text at the first-semester student of English Department of UMMAT. The method of this research was descriptive method. The results of this research are ; 1) Based on the result of test, the students’ ability in comprehending narrative text was in various categories; Only 1 (5%) student got excellent category, 6 (25%) students got good category, there were 8 (33%) students got fair category, 5 (21%) students got poor category and 4 (16%) students got very poor category. Based on the passing grade of Intensive reading subject is 70 (B), it means only 30 % (7 students) got ≥ 70 and 70% (17 students) got < 70 . 2) Based on students’ response of questionnaire, the students’ knowledge about the theory of narrative text was calculated as follows; 62.5% (15) students understood about definition of narrative text, 37.5% (9) students knew about generic structure of narrative, 20.83% (5) students understood about the communicative purpose of narrative text, 45.83% (11) students comprehended the generic structure of narrative text and 4.17% (1) student knew the characteristics of narrative text.

Key words: *Reading Comprehension, Narrative Text*

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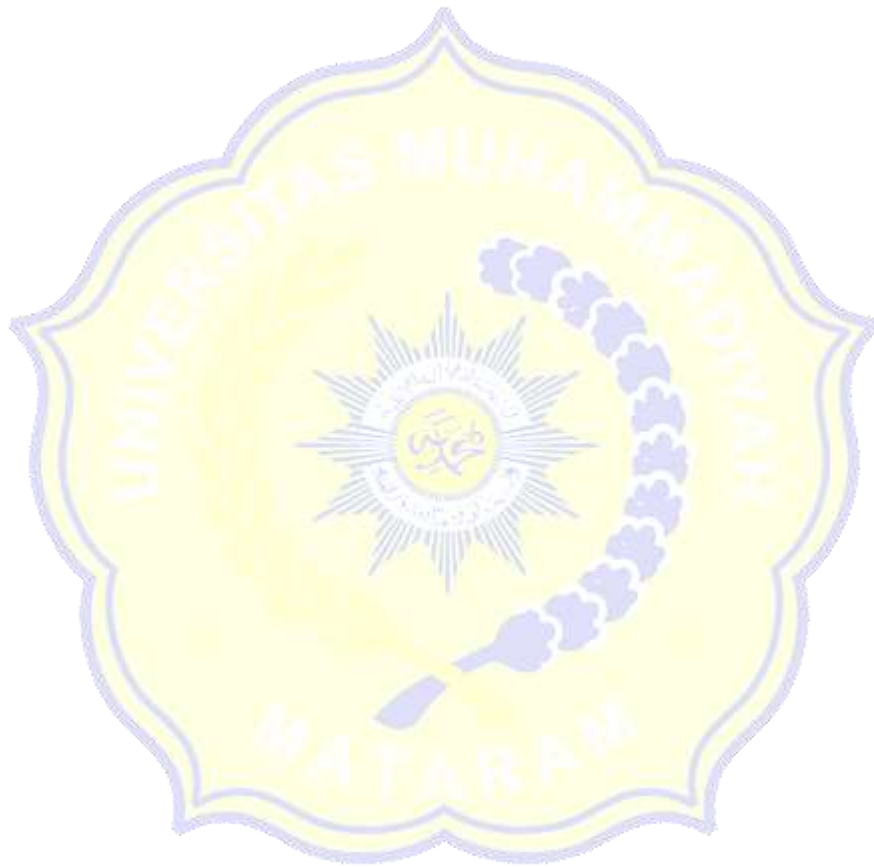
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, reading is one of the major skills that have to be mastered by students. Reading is the process by which people gain information and ideas from books, newspapers, magazines, letters, articles, advertisements, and other materials. In the reading activity, the students must comprehend and find out the information about the text. Alderson (2000: 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14), comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

From the definition above, reading comprehension is the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

There are several kinds of text that have to be comprehended by the students; one of them is narrative text. According to Anderson (2003:88), narrative is a text that tells a story and, in doing so, entertains or informs the readers. Comprehending narrative text means to find out all information in the passage itself. According to Olson and Diller (1982:42), what is meant by comprehending narrative text is a term used to identify those skills needed to understand and apply information contained in written material. It means that the students should be able to know the information in narrative text.

Based on the explanation above, there have been several studies conducted previously related to the students' ability in comprehending narrative text. The first research conducted by Budi (2016) entitled "Students' Reading Comprehension on Narrative Text at the Second Grade of SMK Bhinneka Karya 05 Teras Boyolali in Academic Year 2016/2017". The results of test scores of the students of SMK Bhinneka Karya 05 Teras showed that all the students had reached the Minimum Passing Grade that has been assigned by the school that is 65. The second research conducted by Sarwo (2013) entitled "Analysis on the Ability of the Students on Comprehending Narrative Text Reading of the Eighth Grade Students of SMP Kemala Bhayangkari Kubu Raya in Academic Years 2012/2013". Based on the research finding, the students were still weak at reading comprehension. They were weak at finding orientation, complication, resolution, reorientation and vocabulary.

The studies above inspire the researcher to investigate deeply about students' ability in comprehending narrative text at the first semester students of English Department of UMMAT. The researcher would conduct the research entitled "an analysis of students' ability in comprehending narrative text at the first semester students of English Department of UMMAT in academic year 2019/2020."

1.1 Research Question

Based on the background above, this study discussed the following problem as follows:

1. Do the students' have ability on narrative text in reading comprehension at the first-semester students of English Department of UMMAT in academic year 2019/2020?
2. How do the students' reading comprehension ability on narrative text at the first-semester students of English Department of UMMAT in academic year 2019/2020?

1.2 Purpose of the Study

The purpose of the study are :

1. To diagnose whether the students' have ability on narrative text or not in reading comprehension at the first semester students of English Department of UMMAT in academic year 2019/2020.
2. To analyze the students' reading comprehension ability on narrative text at the first semester students of English Department of UMMAT in academic year 2019/2020.

1.3 Scope of the Study

This research focuses on following points:

1. The subject of this research is the first semester students of English Department of UMMAT in academic year 2019/2020.
2. The object of this research is narrative text published by Article *KakakPintar* on August 30, 2017 (kakakpintar.id) as follows :
 - a. The Princess and the Pea
 - b. Four little rabbits
 - c. A poor widow and her son
 - d. The street sweeper and the judge

1.4 Significance of the Study

The significance of the study can be theoretically and practically.

1. Theoretically

The result of this study is expected to enrich and to enhance the theory of reading comprehension. Besides, the result of this study can be used as comparison or sort of a reference for those who are interested in conducting the identical research.

2. Practically

- a. For the lecturer, this research may help the lecturer to measure the student comprehension especially in reading subject especially in comprehending narrative text.

- b. The lecturer have to find out some techniques and methods to improve students' ability in comprehending narrative text.
- c. For the students, this study could be used as a basis of evaluation to improve their ability in reading comprehension particularly in narrative text.

1.5 Definition of Key Terms

To avoid misunderstanding about the terms in this research, the terms of this research are defined as follows:

1. Analysis

According to Audi (1999), analysis is the process of breaking up a concept, preposition, linguistic complex, or fact into its simple or ultimate constituents.

2. Reading Comprehension

According to Snow (2002: 11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

3. Narrative Text

Referring to Anderson (2003:88), narrative is a text that tells a story and, in doing so, entertains or informs the readers.

In this research, the researcher focused in diagnosing and analyzing the students' reading comprehension on narrative text of the first semester students of English Department of UMMAT by using Anderson Theory.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories to support the topic of the study. The first, theory of reading includes the understanding of reading from some experts, the theory of reading comprehension, then the last is a theory of narrative text.

2.1 The Theory of Reading

2.1.1 The Principle of Reading

In English, there are four skills; listening, reading, speaking and writing. All of those skills are very important for English learners. Each skill has a different function in English. Therefore, it is better for English learners to master all of those skills. One of those skills is reading.

Definition of reading appear in various perspectives. According to Linse (2005: 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed words and also comprehend what we read. Based on Harmer (2007: 99), reading is useful for language acquisition. Heilman (1981: 4) states that reading is an active and ongoing process that is affected directly by an individual's interaction with their environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with certain ideas or meaning about the messages intended by the

writer. Thus, reading is the combination of the perceptual process and cognitive process.

Swan (1975: 1) says "if we say that student is a good as comprehension, we mean that they can read accurately and efficiently, so as to get maximum information from the text." It means, the readers find the information or message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to interact with the printed text with meaning actively. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader.

Reading involves an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers. Concerning the reading, Simanjutak said (1980: 14), proposes the definition of reading that:

“Reading as the meaningful interpretation of printed written, verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represents language and reader's language skills and the knowledge of the world. In the process, the readers try to recreate the meaning intended by the writer.”

In addition, the reading is perceiving and saying a written text in order to understand its content. Reading is an intellectual and emotional perception of printed message, lending to the understanding that the

perception of the reader is influenced by feeling and language prompted by the writer. In learning English, reading is one of the main skills that must be mastered by the student to have a language competence because the success of learning any subject matter depends on the competence of reading. The student who likes reading will gain new knowledge and insights that will increase their intelligence. Such as reading book or text that can increase students' vocabulary and language also affects the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students' English language.

From the explanation above, the researcher assumes that reading is very important in English language learning. Besides, reading activities is not only a text or something that is written, but reading is understanding the language process that needs readers' ability to understand, to getting new vocabulary, to increase students' background knowledge, get information and general ideas of reading materials.

2.1.2 Purpose of Reading

In doing a reading, it understands the content of the written document. According to Cahyono et al. (2011: 68), the purposes of reading as follows:

1. Readers are able to discriminate among events as they have been presented.

2. They recognize the order of presentation in the stated sequence.
3. The reader identifies the main idea of a paragraph.
4. They must have knowledge of prescribed or denotative meaning.
5. They understand the form of figurative language.

2.1.3 The Activity of Reading

Reading is viewed as an interactive process between language and thought. Cahyono et al. (2011: 68), there are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post-reading activities.

a. Pre-Reading Activities

Pre-reading activities are instructional activities carried out before students conduct real reading activities. In pre-reading activities, activations are concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students.

Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding of the reading text.

b. During/Whilst-Reading Activities

During the reading activities are the activities that a reader does while reading takes place. While reading includes: (a)

identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. During/whilst reading activities are instructional activities that are going on while reading activities are happening.

c. **Post-Reading Activities**

Post-reading activities are the activities conducted by a reader after reading. The activities are used to recheck the reader's understanding of the text topic being read. Post-reading activities are instructional activities that the students and teacher do after reading takes place.

In reading process, the lecturer should pay attention to the three activities that will be applied, namely pre-reading, whilst-reading and post-reading. Besides, it is also a crucial thing for the lecturer to think a process of developing knowledge in reading which can help the students to transfer a knowledge and realizing that reading itself should cover both understanding and comprehension.

2.2 The Theory of Reading Comprehension

2.2.1 Definition of Reading Comprehension

According to Snow (2002: 11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. t. Relating to the

definitions above, the reader who has to have the balanced knowledge and experience must be able to adjust the source of information into adaptable context.

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read. Therefore, the teachers have to be more concern about the problem.

2.2.2 Strategies in Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to the bottom-up and up-down process. Following the strategies, Brown (2004: 188-189) states that there are strategies for reading comprehension, such as:

- a. Identifying the purpose in reading.
- b. Using graphic rules and patterns to aid in bottom-up decoding.
- c. Using efficient silent reading technique Skim the text for main idea
- d. Scan the text for specific information.
- e. Use semantic mapping or clustering.
- f. Guess when you are not certain.
- g. Analyze vocabulary.
- h. Distinguish between literal and implied meaning.
- i. Capitalize on discourse markers to process relationship.

2.2.3 Types of Reading Comprehension

Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from the English text. Reading in a foreign language may face some difficulties, such as difficult words, difficult to get information from the passages and difficult to make a conclusion of the passages. According to Kennedy (1981: 218), there are four types of reading comprehension as follows:

a. Literal comprehension

Reading in order to understand, remember or recall the information explicit in a passage.

b. Inferential comprehension

c. Reading is in order to find information which is not explicitly stated in a passage using the reader's experience and intuition by inferring.

d. Critical and Evaluate Comprehension

Reading is in order to get information in a passage with the reader's own knowledge of values.

e. Appreciative Comprehension

Reading is in order to gain another kind of valued response from a passage.

Based on explanation above, the researcher assumes that every student have different way in comprehending the text. In this case, so in this case the researcher tried to analyze about how are the students' reading comprehension on narrative text.

2.3 The Theory of Text

Nuttal (1982:80) points out that actually a text could consist of single sentence. According to her, comprehending a text involves different kinds of meaning at the same time, at least four levels of meaning exist:

1. Conceptual meaning ; the meaning of word can have on its own concept or notion, could be found at any level, from the whole text down to a single word or morpheme.
2. Propositional meaning; the meaning of sentence can have even if it is not being used in a context, but is just standing on its own. A word on its own, e.g. misleading, carries no propositional meaning: we cannot affirm it, deny it or doubt it.
3. Contextual meaning; the meaning of a sentence can have only when in context. This might be a reason, justification, assumption, explanation, or other functions that the sentence might assume from the context. As soon as a sentence is used in a given situation or context, it takes on a value derived from the researcher's reason for using it, and from the relationship between one sentence (utterance) and others in the same text. For example, when it stands alone, the proposition "I like the thinking process that goes with it" just gives the view of the speaker. But when it follows the sentence "I'd take several courses in philosophy", it assumes the function of giving a reason or justification. The writer uses it to explain why he would take philosophy courses.

4. Pragmatic meaning; the meaning of a sentence has only as part of the interaction between writer and reader. This is the meaning that reflects the researcher's feelings, attitudes and so on, and the attention that the reader should understand. It therefore includes the intended effect of the utterance upon the reader. This is what we usually mean by "reading between the lines."

According to Simanjuntak (1988), text is a stretch of language, which forms a whole. It is considered by linguists to a text, whether it is spoken or written. It can be assumed that text is an association of sentence which brings a message to the reader whether it is spoken or written. Based on explanation above the researcher assumes that in comprehending a text the students need to pay attention to the meaning of text. There are many kinds of text that have to be learned by the students.

According to Macken (1990: 12), there are 2 kinds of genre as story genre and factual genre. Story genre consists of five genres; they are narrative, news story, exemplum, anecdote, and recount. Factual genre is divided into procedure, explanation, report, exposition, and discussion.

Mark and Kathy (1997:3) categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre; they are recount, explanation, discussion, information report, exposition, procedure, and response.

Gerot and Wignell (1994:192) categorize types of genre into 13 types, namely spoof/recount, recount, report, analytical, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews. In this research the researcher only focused in diagnosing and analyzing the students' reading comprehension on narrative text.

2.4 The Theory of Narrative Text

4.4.1 Definition of Narrative Text

According to Anderson (2003: 88), narrative is a text that tells a story and, in doing so, entertains or informs the reader. The narrative text describes a sequence of events or tells a story; in other words, the narrative text describes an experience. It will drive the participant to make an effort in solving the crisis. However, it can be better or worse.

Based on definition above, the researcher assumes that narrative is one kinds of text that have to be comprehended by the students because from the narrative text, the student beable to get some entertainments and information.

4.4.2 Communicative Purpose of Narrative Text

According to Cahyono et al. (2011; 51),communicative purposes of narrative text to amuse, to entertain, and to deal with the actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns find a resolution. Narrative is an imaginary story that aims to entertain the

reader, the imaginary story is not necessarily its existence because it could be just an imagination or a fictional story made by someone or a story made by a group of people whose truth is not proven. Examples of narrative are Cinderella, Sangkuriang, Snow White, Rabbit and Crocodile, etc.

4.4.3 The Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, the sequence of events, resolution and coda, more detailed generic structure of a narrative text has been proposed by Anderson and Anderson(2003: 99), who argues that a narrative text includes:

Table 2. 1The Generic Structure of Narrative text

Structure	Definition	Example
Orientation	The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.	Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter.
Complication	The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected	One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

	did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.	
The sequence of Events (Climax)	This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with the flashback. The audience is given the narrator's point of view.	Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running.
Resolution	In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is, of course, possible in certain toes of narrative which leaves us wondering 'How did it end?').	Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired
Reorientation	It is an optional closure of the event.	He had to drink some medicine while three of his brother had bread, mild and

		blackberries for supper.
--	--	-----------------------------

Based on the table above, the researcher assumes that the generic structure of narrative text is very important to be mastered by the students. The students have to know the sequence of events of story in narrative text to get clear information.

4.4.4 The Characteristics of Narrative Text

According to Cahyono et al. (2011: 51), there are several characteristics of narrative text:

- a. Narrative text is a specific participant and individual.
- b. Narrative text is many action verb (material processes), and also use verbal and mental process.
- c. Narrative text is usually used past tense.
- d. Narrative text is used more linking words dealing with time.
- e. Narrative text is the descriptive language used to create the image in the reader's mind
- f. Narrative text can be written as the first person or third person.

Based on explanation above, the researcher assumes that the characteristics of narrative text is one of an important thing that have be learned by the students, because when the student doesn't know the characteristics of narrative text they will not know the narrative text itself.

2.5 Previous Studies

The first study was conducted by Budi (2016) entitled “*Students’ Reading Comprehension on Narrative Text at the Second Grade of SMK Bhinneka Karya 05 Teras Boyolali in Academic Year 2016/2017*”. The results of test scores of the students of SMK Bhineka Karya 05 Teras show that all the students have reached the Minimum Passing Grade that have been assigned by the school that is 65. However, in the mastery of reading English on students was classified as being.

The research that have been conducted by first researcher was used mixed method design, that research also find out the students’ ability in comprehending narrative text in senior high school students, while this research also use the mixed method design with different subject that is analyzing the students’ ability in comprehending narrative text at the first students of English department of UMMAT.

The second research was conducted by Sarwo (2013) entitled “*analysis on the ability of the students on comprehending narrative text reading of the Eighth Grade Students of SMP Kemala Bhayangkari Kubu Raya in Academic Years 2012/2013*”. Based on the research finding, the students were still weak at reading comprehension. They were weak at finding orientation, complication, resolution, reorientation and vocabulary.

The second research was conducted by Sarwo by using the descriptive research design and he conducted the research in junior high school students. The second researcher focused on students’ ability in understanding the

structure of narrative text, while in this research the researcher focused on analyzing the student's ability in comprehending narrative text. The researcher used the mixed method design and the participant of this research is the first semester student of English Department of UMMAT.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used descriptive method. According to Suryana (2010:14), affirms that descriptive research is focused to make description sistematically and accurately based on facts about a certain object. The purpose of this research were to diagnose and analyze the students' reading comprehension on narrative text especially at the first semester students in English Department of University of Muhammadiyah Mataram. In this research, the researcher used two kinds of test as the instrument in colleting the data, that is test in multiple choice and essay form.

3.2 Research Participant

A participant is a person who takes part in a particular activity or event Arikunto (2013:161). The researcher took the participant from the first semester of English Department students of UMMAT. The participants of students in the first semester are 32 students. The researcher conducted the test in the classroom exactly in Intensive Reading class.

3.3 The Data Collection Method

In this research, the researcher collected the data by using tests, consists of objective test in multiple choice form and subjective test is essay test.

3.3.1 Multiple Choice Test

According to Ricard Chin (2008), multiple choice tests ask respondents to choose among a number of different response options. The question should clearly, specify whether respondents must choose only one answer or may select more than one answer one answer at a time. The researcher gave the students 20 items of multiple choices test about narrative text that have published by KakakPintar on August 30, 2017 (*kakakpintar.id*). According to Khaerudin (2016:31), in the multiple choices test, there are various ways to determine the score, including by way of conventional, compensation and penalties. In this research, the researcher used the conventional scoring technique is called also correct score or summated rating is the provision of scores in a way adds up the correct answers on one test, in every item test has 5 score, so 20 items test has 100 score.

3.3.2 Essay test

According to William Weirsama (2010: 30), essay test is a test that requires the student to structure a rather long written response up to several paragraphs. The function of the essay test was to analyze the students' reading comprehension ability on narrative text itself. In essay test consist of 5 questions about the theories of narrative text.

3.4 The Techniques of Data Analysis

This research used the explanatory strategy in analyzing the data. According to Creswell (2012:409), explanatory strategy is characterized by the collection and analysis of quantitative data which found at the result of multiple choice test in a first phase followed by the collection and the analysis of qualitative data based on the result of essay test) in a second phase that build on the result of initial quantitative.

3.4.1 Quantitative Data Analysis

The method used to analyze quantitative data is to measure the students' reading comprehension ability on narrative text obtained by the students' multiple choice test.

1. The way used to analyze the test result data is using Arikunto's formula (2017; 236)

$$\text{Score} = \frac{R}{T} \times 100$$

Notes:

R= Number of right answer

T = Total Number of the items on test

2. Determined the mean score of students' score with the following formula:

$$M = \frac{\sum FX}{N}$$

Notes:

M = the mean score of students

$\sum FX$ = the total of students' score

N = the total number of students

3. Classified the students' ability by using Brown's standard (2013: 215)

in reading comprehension :

90 – 100 = Excellent

70 - 89 = Good

50 - 69 = Average

30- 49 = Fair

10 – 29 = Poor

4. Computed the percentage of students' score in every categories by using the following formula :

$$P = \frac{N}{\sum N} \times 100 \%$$

Notes:

P = percentage

$\sum N$ = the total number of students

N = number of student

(Nurgiyantoro, 2011 :35)

5. The data have been collected then analyzed carefully, the data computed into the following formula :

$$\frac{\sum s}{N} \times 100 \%$$

$$\frac{\sum F}{N} \times 100 \%$$

Notes:

$\sum s$ = the total score of students get ≥ 70

$\sum F$ = the total scores of student get ≤ 70

N = the total number of student

(Nurgiyantoro, 2011:35)

6. The percentage of student successful could be analyzed by applying the following formula :

$$P = \frac{N}{N\Sigma} \times 100 \%$$

Notes:

P = percentage

$\sum N$ = the total number of students

N = number of student

(Nurgiyantoro, 2011:35)

3.4.2 Qualitative Data Analysis

The steps undertaken to analyze qualitative data by the result of essay test are as follows:

1. Data collection

In the first step, the researcher collected the data from essay test to get the data about students' reading comprehension ability on narrative text.

2. Data analysis

After the result of essay test about the theory of narrative text is collected, the researcher tried to analyze the result of essay by the first semester students of English Department of UMMAT.

3. Data description

In this section, the researcher described the result of essay test has been collected, so the data of student's students' reading comprehension ability on narrative text would be clear and readable.

4. Conclusion

The researcher is giving the conclusion after the result of essay test has been described. The conclusion of this researcher would be presented in form of narrative.

