



## AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING GENERIC STRUCTURE OF NARRATIVE TEXT AT SECOND GRADE OF SMA EKASAKTI PADANG

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### ABSTRACT

*This research is motivated by the difficulties of students ability in identifying generic structure of narrative. The purpose of this research was to find out to describe the students ability in understanding generic structure of narrative text and to describe the students ability in determining main idea in paragraph of narrative text. Many student were not to able to identifying generic structure of narrative text and difficulty in finding main idea in paragraph of narrative text. This research was conducted at SMA Ekasakti Padang, in academic year 2021/2022. The researcher conducted this research based on the researcher experienced of teaching practice. This researcher used descriptive research. The population of this research is all of students at second grade of social science of SMA Ekasakti Padang, namely 10 students. In taking the sample, the researcher used total sampling technique and all of population are sample. The instrument of this research was a reading test. Kind of the test is multiple choice test, with a total were questions 25 questions. In collecting data, the researcher gives a test to students with a time of 60 minutes. In analyzing data, researcher used some steps in scoring rubric by Arikunto (2007). The data analysis results showed that the students ability in identifying generic structure of narrative text were good. With the following description, (1) The ability of students in identifying generic structure of narrative text were good (the students' average score were 72.4). Specifically, there were 5 students in the very good category, 2 students in the good category, 1 student in the fair category, 2 students in the weak category, and 0 students in the poor category. (2) The ability of students determining main idea of narrative text were good (the students' average score were 70). Specifically, there were 6 students in the very good category, 0 students in the good category, 1 student in the fair category, 0 students in the weak category, and 3 students in the poor category. From the results, the researcher concluded that students in identifying generic structure were good.*

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**INTRODUCTION**

Reading is very important skill to be learning. Reading is a good way to find about new ideas, fact, and experiences. Reading stands for the third skill and will be always discuss in here. It is a skill that works as a communication way of a written text between a writer and reader. By using this skill, the readers try to understand what the idea or the information of a text that want to delivery the writer. Based on to Siregar (2020), reading is one of the simple skills, the ability to process to understanding of the written text. Agusta, et.al (2014:110) defines reading is activity with a purpose. A person may read in order to get the information or verify with a purpose. A person may read in order to get the information or verify existing knowledge, or be able to critique a writers idea or writing style. Moreover, Pustika (2015:2) stated that reading is an important skill master certain knowledge, the first thing he must do is to be able to read.

In the classroom context of reading, the students take a role as a reader of the text. It means that they must be able to comprehend the reading materials which are shown as the written texts. Furthermore, the students were purposed to pass the final examinations which are related to reading. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

Many students were not to be able to identifying generic structure of narrative text and difficulty in finding main idea in paragraph of narrative text. The purpose of this research was to find out to describe the students ability in understanding generic structure of narrative text and to describe the students ability in determining main idea in paragraph of narrative text.

Narrative text is a story that has a complication or problematic events and it tries to find the resolutions to solve the problem. At the end of the story, it will give moral value to the students. Based on Pratyasto (2011), narrative text is a type that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kinds, which in turn find are solution. Meanwhile Daryanti (2018) stated that narrative text is one of the text should be learnt by the context and to fund the moral value of the story. Generic structure of narrative text namely orientation, complication, and resolution. Example Narrative Text Timun Emas.

Based on the researcher experience of teaching practice in SMA Ekasakti Padang, it was found that most of the students were failed to comprehend the reading text well.

Throughout the reading performance, the students were not able to fulfill several aspects of reading in teaching objective, main ideas. Students have difficulty in identifying the generic structure of narrative text and difficulty finding the main idea.

### RESEARCH METHODE

The method used descriptive research. According to Nasir (2011), The definition of descriptive research, namely methods in examining the status of human groups an object, a set of conditions, a system thought, or a class of events on the present. Although the data is factual, accurate, and systematic. The type of this research is descriptive research.

The population of this research is all of students at second grade of social science of SMA Ekasakti Padang. The totally numbers of population are 10 person. The population was chosen with the consideration the students in 2022 are those who study English subjects. Before doing research, they have been teaching material about narrative text. The sample of this research used is total sampling.

The instrument is a tool used to collect or present the data needed in a research. In this research, the researcher tested the students ability to identify the generic structure of narrative text. The form of the test instrument is multiple choice test. With a total of 25 questions per item, the time is 60 minutes.

This research analyze students ability to identify the generic structure of narrative text at second grade of SMA Ekasakti Padang by multiple choice test a narrative text. This research will identify the generic structure in narrative text by analyzing the test results.

In collecting data, the researcher perform the following steps. First, the researcher give a test to the students and let them do it within 60 minutes to identify generic structure of narrative text. Second, the test results be collected, the researcher read the students answers carefully while preparing to assess the test. Last, the researcher analyzed the data by giving a score based on the score test.

In analyzing data, the researcher analyzed data by the following these steps below, first after counting total score of the each students, the researcher the score based on scale. Second, the researcher calculate percentage of the students score.

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of the students score

R = The sum (number) of the students

T = The number of the students

3. The researcher will calculate the students grade by using the formula (Arikunto, 2007):

$$G (\text{Grade}) = \frac{\text{Correct item}}{\text{Item number}} \times 100$$

## **FINDINGS AND DISCUSSION**

The research findings which are illustrated through a description of the data analysis. They are presented according to the research questions. That is about students' ability in narrative text structure which consists of orientation, complication, resolution, and main idea. There were 10 students in the research sample group. Based on the research findings, it will be explained as follows The Students' Ability in Understanding Generic Structure of Narrative Text at Second Grade of SMA Ekasakti Padang Based on the tests that have been given to students related to narrative texts for understanding the main idea, orientation, complications, and resolutions contained in the narrative text which consists of 25 questions with details of 13 questions about orientation, 3 questions about complications, 4 questions about resolution, and 5 questions about the main idea. From these tests, the results.

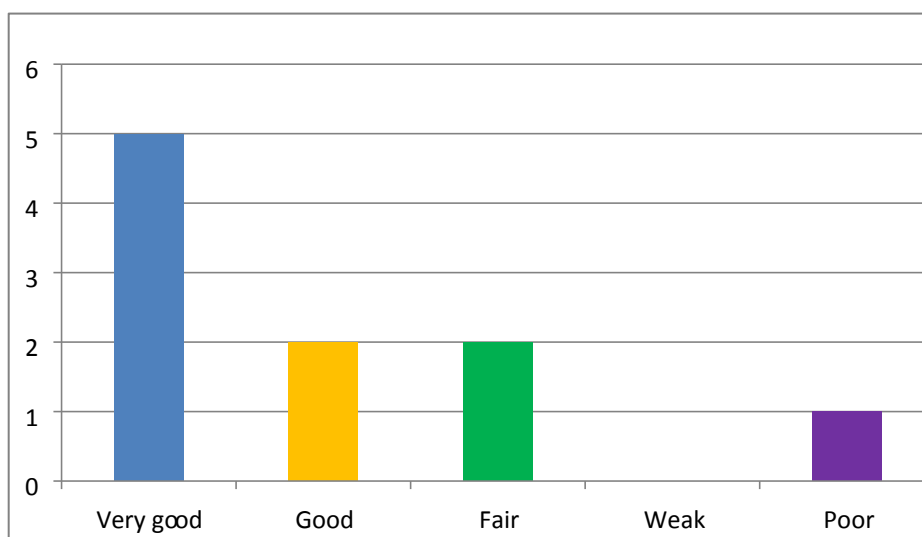
From the explanation above, it can be seen that students' scores for each component were analyzed in understanding generic structure of students' narrative texts. Most of the students are very good in understanding the main idea, and most of the students are in the good in understanding the structure of orientation and complications. And most of the students are good in resolution. This means that the students' abilities from the four structures are in the fair to good category.

Based on the explanation above, teachers need to pay attention to improving students' ability in understanding texts, especially narrative texts. Teachers are expected to use a persuasive approach in the teaching process. Students' difficulties in learning are

more easily solved by using a persuasive approach. Thus, the teacher knows the student's personality and can achieve teaching and learning outcomes. According to students, English is difficult to learn. Therefore, teachers need to provide guidance to assist students in solving their problems through various ways and teaching and techniques so as not to be boring and hopeless. One way to overcome this boredom, must be given a challenge test conducted by students individually to measure their ability and level of understanding of the subjects they are studying. Giving tests accompanied by motivation to students so that students are willing and interested in doing the tests given by the teacher. The results of this study are in line with several previous studies related to this research.

**Table 1 The Percentage of the Students Ability in Understanding Generic Structure of Narrative Text**

Ability	Number of Students	Percentage
Very good	5	50%
Good	2	20%
Fair	2	10%
Weak	0	0%
Poor	1	1%
<b>Total</b>	<b>10</b>	<b>100%</b>

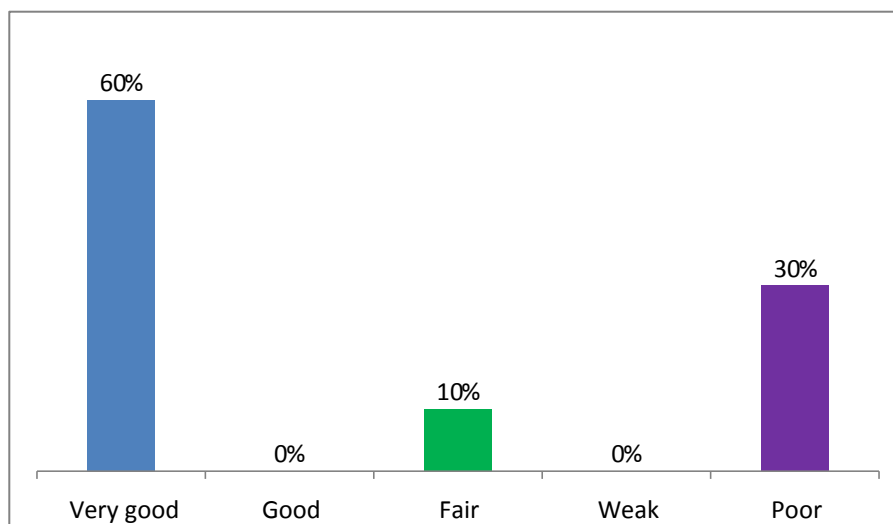


### Figure 2. The Percentage of Students Ability in Understanding Generic Structure of Narrative Text

Based on the criteria of scoring, the highest possible score was 88 and lowest possible score was 44. Then the researcher calculated the mean. The result of mean was 72,4. Based on the result of data analysis, the researcher found that 5 students (50%) got very good ability, 2 students (20%) got good ability, 2 students (20%) got fair ability, 0 student (0%) got weak ability, and 1 students (1%) got poor ability. It means that, the ability in identifying the structure of narrative texts at the second grade of SMA Ekasakti Padang was good.

**Table 2 The Percentage of Students Ability in Determining Main Idea**

Ability	Number of Students	Percentage
Very good	6	60%
Good	0	0%
Fair	1	10%
Weak	0	0%
Poor	3	30%
<b>Total</b>	10	100%



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**Figure 2. The Percentage of Students Ability in Determining Main Idea**

The criteria of scoring, the highest possible score was 88 and lowest possible score was 44. Then the researcher calculated the mean. The result of mean was 72,4. Based on the result of data analysis, the researcher found that 5 students (50%) got very good ability, 2 students (20%) got good ability, 2 students (20%) got fair ability, 0 student (0%) got weak ability, and 1 students (1%) got poor ability. It means that, the ability in identifying the structure of narrative texts at the second grade of SMA Ekasakti Padang was good.

**CONCLUSIONS AND SUGGESTIONS**

Based on findings, it can be concluded that the quality of students tests is quite satisfactory. Students still have problems in identifying and understanding generic structure of narrative text. Students' Ability in Understanding the Generic Structure of Narrative Text at Second Grade of SMA Ekasakti Padang is in the good category. This is indicated by the average score of all students of 72.4. Students' Ability in Understanding the Main Idea of Narrative Text at Second Grade of SMA Ekasakti Padang is in the good category. This is indicated by the average score of all students of 70.

The writer expects to review the materials about narrative text. The writer suggesting to give more exercise for the students to identifying generic structure of narrative text. Second, for English teachers, it is recommended to be able to understand students' abilities well the writer hope that the results of this study can provide contribution as a source of data for further research on understanding the structure of narrative texts.

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