

The Ability to Understand Narrative Text of the Second Semester Students of Indonesian Language And Literature Academic Year 2017/2018 of Musamus University

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Abstract— This study aims to describe the ability to understand the narrative text of Indonesian Language and Literature students in the second semester. This research was conducted at the University of Musamus Merauke. Based on the observations during the lecture, it was found that Indonesian Language and Literature students still did not understand the narrative text. This is because the students' enthusiasm and interest in reading are still very weak. Population of this study is Indonesian Language and Literature students in the second semester of 2017/2018 academic year, while the sample of this study 9 people selected by using purposive sampling. This research is a type of qualitative research. Data collection instruments and techniques in this study are tests and observations. Data analysis in this study uses qualitative data analysis technique. In addition to qualitative analysis, quantitative analysis is also used which aims to determine the level of students' ability to understand narrative text. Based on the results of the study, it is known that the ability to understand the narrative discourse of Indonesian Language and Literature students in the second semester of the University of Musamus as a whole is in the category of good with a score of 66. In the aspect of the ability to find the main idea, the score is in the category of poor with a value of 55, and in the aspect of the ability to conclude the content of the narrative text is in the category of fair with a score of 61.

Keywords—ability, understanding, narrative text

I. INTRODUCTION

Learning is a human characteristic so that humans can be distinguished from other living things. Learning is done by humans throughout their lives, anytime, anywhere with anyone.

According to [1], learning is a process of changing one's attitudes and behaviors caused by changes in the way people perceive and think about the reality experienced and that occur around them.

Reference [2] explains that the most effective learning process is done through reading activities. Reading is an activity or cognitive process that attempts to find information contained in writing. The process experienced in reading is in the form of restatement and interpretation of an activity starting from recognizing letters, words, phrases, sentences, texts and connecting with sounds and meanings.

According to Muchlisoh [3], there are four aspects of language skills included in language learning, namely; a) listening skill; b) speaking skill; c) reading skill; and d) writing skill. One skill that must be mastered by students is reading skill. Reading skill is a very important skill. Mary Leonhard (Dhieni 2006: 55) states that there are several reasons why we need to foster our interest in reading. These reasons are; a) reading will provide broader insight in all things and make learning easier; b) reading will make us have a higher linguistic sense; c) reading will make us able to develop a creative mindset within ourselves.

Reading is a process that is performed by readers to get the message conveyed by the author through the medium of words or written language [4]. People who love reading will gain new knowledge and insight that can improve their intelligence so that they will be better in facing the challenges in the future. Reading will be increasingly important in complex community life because every aspect of life involves reading activities.

Farr cited by [5] suggests, "reading is the heart of education". People who often read will advance their education and have broad insight. By reading, we can know the whole world and our thinking patterns will develop. Reading is an activity to understand and interpret a symbol that is meaningful so that the message conveyed by the writer can be accepted by the reader.

Klein et al, as quoted by [2] suggest that the definition of reading includes; a) reading is a process; b) reading is a strategy; and c) reading is an interactive activity. Reading is a process meant that information from the text and knowledge possessed by the reader has a major role in shaping the meaning. Reading is also a strategy. The effectiveness reader uses various reading strategies that are appropriate to the text and context in order to construct meaning when reading. People who like to read a useful text will meet some goals that they want to achieve. The text that someone reads must be easy to understand so that there is relationship between the reader and the text.

Reading is an interactive activity. The involvement of readers with the text depends on the context. Basically, reading is a process. Burn, Roe and Ross as quoted by [5] include the process of reading into reading activities that reading activities consist of the process and product of reading. The reading process is an action/activity of reading, while the reading product is the communication of the author's thoughts and feelings to the reader. Whereas according to [5], reading is a process that is performed and used by the reader to get the message conveyed by the author through the medium of words/written language. According to [6], reading is a complex process. In the process of reading, various reading internal factors and external factors are involved. Internal factors include intelligence (IQ), interests, attitudes, talents, motivation and goals, while external factors include means of reading, texts, environmental factors or socioeconomic background factors, reading habits and traditions.

[7] explains that reading is a series of mind activities done by focusing to understand an information through the sense of sight in the form of complex symbols, arranged in such a way that it has meaning. Basically, reading activities aim to find and get messages or understand meaning through reading. Through reading activities, students can understand the message and meaning of a reading, besides that it can improve the students' learning achievement more optimally.

[8] mentions the benefits of reading. By reading, the readers can; a) increase the intellectual levels; b) obtain a variety of life knowledge; c) have a broad perspective and mindset; d) enrich vocabulary; e) know various events that have taken place in various parts of the world; f) increase faith; and g) get entertainment. Reading needs to be focused on aspects of the ability to understand the contents of the reading. Therefore, students need to be intensively trained to understand a reading text. Students not only memorize the contents of the reading, but also understand the contents of the text.

To understand a reading, one must have technique to understanding it. Devine as quoted by [6] provides a definition of understanding reading passage. It is the process of syntactic, semantic, and rhetorical information contained in written texts

arranged in the mind of a reading when he is reading using general knowledge and cognitive abilities. Furthermore, the reader formulates a hypothesis as an embodiment of the explicit message from the text. The definition explains that in understanding text, the reader builds new knowledge by connecting the reasoning and knowledge that he has had.

[9] argues that reading comprehension is the ability to read, to understand the main ideas, important details and all meaning. This understanding is closely related to the ability to remember the material that the reader reads. Understanding a text is the ability of a person to reconstruct the message contained in the text that is read by connecting the knowledge he has to understand the main ideas, important details and all meaning and remember the material they read. Reading comprehension activities are unique and complex activities, so that one cannot do that without learning it.

Understanding a text is a reading skill that is in the higher order. Understanding a text is done by reading cognitively (reading to understand). In understanding a text, the reader is required to be able to understand the contents of the text. Therefore, after reading the text, the reader can convey the results of his reading comprehension by making a summary of the contents of the text using his own language and conveying both in spoken and written forms.

Reading is an absolute requirement in getting information and understanding science and technology. In addition, students are expected to have a reading interest in order to be able to understand the contents of the text being read. According to [5], reading interest is an encouragement to understand word for word and the content contained in the reading text, so that readers can understand the things that are stated in the text. [10] explains that reading interest is the ability or desire of someone to recognize letters to capture the meaning of the written text. However, not all students have an interest in reading, and one way to foster their interest in reading is by introducing a variety of reading materials so as to foster a great sense of curiosity to read reading material.

When we do an activity, we have certain goals to be achieved, as well as in understanding the narrative text. The purpose of reading comprehension is to get success in a full understanding of logical arguments, rhetorical sequences or text patterns, symbolic patterns, additional emotional tones and linguistic means used to achieve goals. [4]. According to Anderson as quoted by [11], understanding a text has a purpose to understand the content text. These objectives include; 1) to obtain details and facts; 2) to know the main idea; 3) to know the order of text organization; 4) to get a conclusion; 5) to get classification; and 6) to make comparisons or contradictions. The purpose of understanding a text is to be able to capture messages, information, facts or ideas on the text well. Understanding a text is needed if we want to learn and understand the problems we read up to the very detailed things.

A reader needs to know the aspects of reading comprehension. Some aspects of reading comprehension [5] include; 1) understanding simple meaning; 2) understanding the significance (the intention and purpose of the author); 3) evaluation or assessment (content, form); 4) flexible reading

speed that is easily adjusted by teaching reading comprehension. A teacher will see the following benefits:

- 1) Asking students to look for texts based on their interest.
- 2) Dividing the text for today into two/three sessions so that he can change the teaching techniques and separate vocabulary difficulties.
- 3) Giving students motivation to read, by connecting the reading material with the students' personal experiences
- 4) Stating the purpose of reading
- 5) Giving the task of reading paragraphs at home as study material.

The most important thing in teaching reading is how students are able to understand the contents of the text they read. This is when the teacher is expected to be able to find creative ideas in teaching so that students are able to understand the content of the text they are reading. The simplest way is that each time the student finishing reading the text, they should be asked to tell the contents of the reading they have read by using their own language.

There are several principles of reading to reach the goal of reading. According to McLaughlin & Allen [2], the principles that influence reading comprehension the most are as follows: 1) reading comprehension is a social constructivist process; 2) good readers play a strategic role and play an active role in the reading process; 3) reading should occur in a meaningful context; 4) vocabulary development and learning affect reading comprehension. Suggested several steps that needed to be done in understanding a text: 1) determine the purpose of reading; 2) read at a glance; 3) read the entire contents of the text carefully to determine the main ideas contained in each paragraph; 4) restate the contents of the text using their own sentences and words.

The ability to read is expected to make the readers able to capture the main ideas contained in reading material, find the relationship of the main idea with the other main ideas and the overall ideas, then be able to connect what is understood from the text with the ideas outside of reading. Reading is an act performed based on the collaboration of several activities such as observing, understanding the idea, outpouring one's soul and mental activities as contained in reading material.

Syafi'ie [11] suggests that the factors that influence the process of understanding a text are the ability to master the text structure. Each type of texts (description, narration, exposition, and argumentation) has a distinctive structure. The text structure is built based on what is seen, heard and felt. Understanding a text is very much determined by the activity of the reader to get the understanding. [11] stated that factors that can influence understanding a text are environmental, intellectual, psychological and physiological factors. Intellectual factors include the teaching methods of the teachers/lecturers, procedures and ability of students to master vocabulary. Whereas the psychological factors include motivation, interest, social maturity, and emotions. Then,

physiological factors include physical health and neurological considerations.

Narration is a form of writing that works on something based on the development from time to time. Narrative text emphasizes the chronological order of the events and problems [12], Narrative essays are a form of text that attempts to clearly describe an event that has occurred to the reader. Narrative text is also called the story because the contents tell a story, narration is a type of exposure commonly used by writers to tell some events that develop through time. Narrative text is a type of explanation of a process. Based on some of the opinions above, it can be concluded that the narrative paragraph or narrative text is a text written based on the events that have occurred.

Based on the experience of the author in teaching narrative reading skills to the second semester students of the 2017/2018 academic year, there are several factors concerning the students' ability in reading narrative text. The students' ability to understand the narrative text is in the category of low. There are still many students who cannot understand the narrative text they read. This is known by the characteristics seen during the lecture process. The characteristics are that the students find it difficult to interpret a reading passage because there are still many unfamiliar vocabularies. In addition, students find it difficult to determine the main idea of a reading passage, and are unable to read simple words or sentences correctly. One of the factors of this problem is the learning media, such as the English-Indonesian dictionary and the Indonesian-English dictionary that should be used when studying. However, students never bring the dictionaries during the lecture process. The next factor is the library as a means of learning reading in campus is still not used by students and not visited by students at all.

II. RESEARCH METHODS

The subjects of this study were the students of Indonesian language and literature in the second semester of 2017/2018 academic year which consisted of 9 Musamus University Merauke students.

This research implemented qualitative research. [1] Qualitative research is research that uses natural settings with the intention of interpreting phenomena that occur and is done by involving various existing methods. The research procedure consists of planning and implementation. Planning is done by monitoring the state of the students to be studied and preparing all instruments. In this study, two instruments were used, namely; 1) evaluation instruments; 2) observation sheet. Whereas the implementation consists of two parts, namely; observation and test.

The data was collected through test and observation methods. The test given was written test in the form of multiple choices and essays. The test content outline given was; 1) the ability to understand ideas; 2) the ability to get the main idea; and 3) the ability to conclude the contents of the reading. The test was administered after the lecture process.

The test of understanding the narrative text that was read was done twice. The data needed in this study was the ability of the students to understand the text.

The test was used to measure the students' ability to understand the content of the text being read. This test was given to students at the end of each cycle. While observations were conducted before and during the implementation of the action. The researchers provided observation sheets to determine the state of the class during the learning process and field notes to record all important information related to the data needed about the learning, while the observed aspects were the student behavior during the lecture process.

The data analysis was adjusted to the method of the data collection. Qualitative data analysis of the test was used in this study to measure the ability of students to understand the content of the text. Then it was adjusted to the success indicators to draw conclusions. In addition to qualitative data, quantitative analysis was also used which aimed to determine the level of student ability in reading, which was statistical analysis, namely by using statistical formulas to describe the results of research.

The statistical analysis used was the mean formula, the value that was on the average and the mean value. The students' scores were grouped by calculating the percentage of the ability level of the students, the number of students who passed the test and the number of all students. The students were classified based on their scores that are excellent (A), good (B), fair (C), poor (D), and very poor (E).

Table 1. Student's Score

Qualitative description	Quantitative description	Letter Score
Excellent	80-100	A
Good	66-79	B
Fair	56-65	C
Poor	40-55	D
Very poor	Less than 39	E

III. RESULTS AND DISCUSSION

Students' test to measure their reading skill. The result of the test was classified according to the assessment criteria. Then, it was analyzed by calculating the mean of the scores obtained. Based on the data obtained from the test, it was obtained that the highest score that was achieved by students was in the aspect of task of the ability to understand the content of narrative text which was 90, while the lowest is 35. The highest score of the ability to find the main idea was 78, while the lowest is 22, and the ability concluded that the content of the discourse was 83, while the lowest was 33. When this is viewed from the category of ability to understand the contents of narrative text, of the most students were in the good category which were 4 students (44.4%), while the least

was in the category of very poor, which was 1 student (11.1%). The students' ability to get the main idea was mostly in the good category, which was achieved by 6 students (66.6%), while the least was in the excellent category which achieved, by no student. The students' ability to conclude the content of the narrative text was mostly in the poor category, which was achieved by 7 students (77.7%), while the least was in the fair category which achieved by no student.

Table 2. The ability of understand the narrative text of second semester Indonesian Language and Literature students of Musamus University of Merauke in academic year 2017/2018.

No	Category	Frequency	%
1	Excellent (80-100)	2	22,2
2	Good (66-79)	4	44,4
3	Fair (56-65)	1	11,1
4	Poor (40-55)	1	11,1
5	Very poor (less than 39)	1	11,1
	Total	9	

Based on the table above, it can be seen that the students' ability to understand the contents of narrative text was mostly in the good category which achieved by 4 students (44.4%), while the least is in the category of very poor, poor and fair each as much 1 person (11.1%), while 2 students (22.2%) were in very good category.

Table 3. The category of the ability to find the main idea of the second semester students of Indonesian Language and Literature, academic year 2017/2018, Musamus University of Merauke

No	Category	Frequency	%
1	Excellent (80-100)	0	
2	Good (66-79)	4	44,4
3	Fair (56-65)	3	33,3
4	Poor (40-55)	1	11,1
5	Very poor (less than 39)	1	11,1
	Total	9	

Based on the table above, it can be seen that in the ability to find the main idea, most students were good category, which was achieved by 4 students (44.4%), while the least was in the excellent category which was achieved by 0 students, which was 0%. In addition, 1 student (11.1%) was in the category of fair, poor and very poor.

Table 4. The ability category of concluding narrative text of second semester Indonesian Language and Literature students of Musamus University of Merauke in academic year 2017/2018

No	Category	Frequency	%
1	Excellent (80-100)	2	22,2
2	Good (66-79)	1	11,1
3	Fair (56-65)	1	11,1
4	Poor (40-55)	4	44,4
5	Very poor (less than 39)	1	11,1
	Total	9	

Based on the table above, it can be seen that in the ability to conclude narrative text, the most students were in the poor category, which was achieved by 4 students (44.4%), while those who were in the category of good, fair and poor which were achieved by 1 person for each (11.1%). In addition, 2 students (22.2%) were in a very good category.

From the description of the result of the research above, it is known that the ability of Indonesian Language and Literature students in the second semester in understanding narrative text was that there were 6 students who were able to achieve the good category, and the average of overall value of the ability to understand reading content is 66, categorized in good category. From these results, it can be seen that the students were able to understand the contents of the narrative text well.

The ability to conclude the content of the text, most students were in the category of poor which was achieved by 4 students. The overall score was 61 which was in the category of fair. The number of students who were in the category of poor was caused by the lack of knowledge of how to conclude the content of the text that is read, besides that in the learning process, students were not told about what conclusion is. This was what made the students difficult to conclude the content of the text.

From the three aspects of the students' ability to understand a text, it is known that the aspect of ability which was in the lowest category was the ability to find the main idea. The students' low reading skill was because the lecturers only tell the students to read and then solve the practice questions. Learning like this causes students to feel bored and not enthusiastic in following the reading comprehension of narrative text.

There are many factors influencing the students' ability to understand a text. The factor of Intelligence will affect the students' reading skill. It is impossible for all students to understand what is taught. There are students who quickly understand and there are students who are slow in understanding a text. In addition, students' attitudes and interests also influence the ability to understand a text.

People who read a lot will get more knowledge than people who rarely or never read. Through knowledge possessed by people, they can re-communicate the information they have in oral or written form. In other words, reading can help someone to improve communication skills in other forms. One must read a lot in order to keep abreast of technological developments and progress because difficulties in reading are serious defects in life. Understanding a text does not mean just reading, because after reading, nothing is remembered and understood.

IV. CONCLUSION

Based on the results of the research, it can be concluded that the ability to understand the narrative text of Indonesian Language and Literature students in the second semester of the Academic Year 2017/2018 at the University of Musamus Merauke as a whole in terms of the ability to understand the content of reading was in a good category with a value of 66, in terms of the ability to find the main idea as a whole was in the poor category with a score of 55, and on the aspect of ability to conclude the content of the reading as a whole was in the fair category with a score of 61.

But individually, in terms of the ability to understand the content of reading, from 9 students, there were 2 people (22.2%) in the excellent category, 4 people (44.4%) in the good category, 1 person each (11.1%) in the category of fair, poor and very poor. In the aspect of finding the main idea, out of 9 students, there were 0 people (0%) in the excellent category, 4 people (44.4%) were in good category, 1 person each (11.1%) in the category of fair, and very poor, while there were 3 people (33.3%) in the category of fair. In the aspect of ability to conclude the content of the reading, from 9 students, there were 2 people (22.2%) in the excellent category. In the good category, fair and poor, there was 1 person each (11.1%). In the poor category, there were 4 people (44.4%).

From the three aspects of the ability to understand narrative text, it can be seen that all aspects of ability that were in the lowest category the ability to find the main idea. The ability to understand a text was low because the students felt bored and not enthusiastic in the learning process.

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