

**THE COMPETENCE OF THE EIGHT YEAR STUDENTS OF SMPN 8
PALOPO IN READING NARRATIVE TEXT**



A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State
College for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd., Degree in English Education

By,

IKHWAN BAHNING
Reg. Num. 08.16.3.0064

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PALOPO
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APPENDIX A

Read the text carefully, Answer the question as follows :

One day Riko was walking home from school. He saw a man coming out of a shop. The man was carrying a lot of things. He was walking toward his car.

Suddenly something fell from the man's pocket. Riko saw it, but the man did not realize it. Riko ran and picked up the thing. It was a wallet.

Riko called the man and said that his wallet fell out. The man stopped and turned around. He came to Riko. Then Riko gave the wallet to him.

After receiving it, the man opened his wallet and took out some money. He wanted to give the money to Riko as a reward, but Riko refused it by saying that he didn't want the money. He just wanted to help him.

The man smiled and said that it was all right. He was not going to give him some money. One thing that the man wanted Riko to do was that Riko let the man take him home. Riko agreed and got into the man's car.

In the car, they talked about Riko's school. Riko was telling him about his friends. When they arrived at Riko's house, the man told Riko's parents about what happened. Riko's parents were very proud of their son.

Question :

1. What was Riko's characteristic ?
2. How did he go home from school ?
3. I What did he see on his way home ?
4. What ' Annened w4li the man?
5. What did Riko do after the picked up the wallet ?
6. Did Riko get any reward from the man ?
7. Why Riko reface the money
8. How did the man help Riko ?
9. Did Riko tell his experience to his parents ?
10. What were his parents' impressions

APPENDIX B

Questionnaire :

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan.
2. Pada setiap pertanyaan disediakan tiga pilihan jawaban. Pilihlah jawaban sesuai dengan kemampuan anda dalam mempelajari *narrative text*.
3. Berikan tanda Silang (X) pada pilihan anda dan apabila terjadi kesalahan berikan tanda (#) pada jawaban yang salah tersebut, kemudian berikan tanda silang (X) pada jawaban yang benar.

Pertanyaan

1. Menurut saya *narrative text* itu sulit dipahami.....
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
2. Saya sulit menentukan purpose (tujuan) and the reason for being (alasan pembuatan) sebuah *narrative text*.
 - a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju

3. Saya sulit menentukan struktur (strukture) dan urutan (order) dari sebuah narrative text.
- a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
4. Saya sulit mengidentifikasi plot dari sebuah narrative text.
- a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
5. Saya sulit memahami bagian awal (begining) sebuah narrative text.
- a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
6. Saya sulit memahami bagian akhir (ending) sebuah narrative text.
- a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju

APENDIX C

1. Kindly
2. He was walking home from school.
3. He saw a man coming out a shop, the man was carrying a lot of things.
4. Something fell from the man's pocket.
5. Riko called die ryan and said that his wallet felled out.
6. No, he didn't.
7. Because he just wanted to help him.
8. The man wanted take Riko to his home.
9. No, he didn't.
10. They were very proud nut their son.

CHAPTER I

INTRODUCTION

A. Background

Reading is an important skill in learning a language besides listening, speaking and writing. It is an effort to increase our knowledge and achievement. Everyone should have the ability to read, especially in English because the fact shows that most of the scientific books are written in English. Reading is important because proficiency in reading contributes most to self-dependence in learning. Besides, a good reader is also more likely to become an efficient user of a language than one who is deficient in reading.

The fundamental goal of any reading activity is to know enough scientific concepts and to know the interpretation of the language. The effective reader brings with him the ability to recognize the purpose of the text as a whole, to see how the text is reconized and to understand the relationship between sentences. The basic goals of reading are enable the students to gain an understanding of the world and themselves, to develop appreciations and interests, to filed solutions to their personal and group problems, and to develop strategies by wich they can become independent comprehenders.

Related to description above, comprehension should be considered the heart of reading instruction, and the major goal of Inat, instruction should be the provision of learning activities that will enable students to think about and react to they read.

Students need the comprehension that can help them to get the meaning from reading materials.

In learning English, so many students in junior high school always face some difficulties such as in vocabulary, in grammar, in writing, and in reading and that's become general view in learning English in the school. But then, one of the big problem that students always get is in the reading skills. The students can not understand what reading tells about, they can not answer the question of reading text correctly. In fact as the writer know by reading the students can add their vocabulary, by reading they can know the structure of the sentence, by reading, they can know how to write the words in English.

By reading they can pronounce English words correctly, and also by reading they can know kinds of text because in reading the read all kind of text.

The purpose of learning English is very important for the development over the mindset of students, then to transform the students to consider methods and strategies, so that what is presented beneficial to students, and can be implemented into everyday life. One means of achieving the goal of teaching English is an aspect of reading.

Reading skills at the junior high school level students need more attention for several reasons. Because the most important part and read the text that is always in the National Examination and test them on school exams when the student enter the senior high school. Through reading comprehension will broaden students.

When the writer did practical teaching in SMPN 8 Palopo, he found that one kind of reading text which students find difficult to understand was narrative text. She found that the students find it hard to answer the questions of narrative text, they find it hard to understand the content of the text. In fact as the writer knows, the students must master reading skill if they want to master English. That's why the writer is interested to know their difficulties in reading skill especially in narrative text.

In the aspect of reading students need to understand the types of texts including narrative text that aims to entertain the reader or the listener. Narrative text has such steps begins with orientation, conflict and problem resolution. Commonly narrative text tells the reader past can take the moral message conveyed through the story. The forms of these stories will appear every school final exams. It is therefore important that students understand the text. Having regard to the above-mentioned phenomenon of middle school students are required so that after rising level students have the skills to read and comprehend narrative text form.

Raised on the statements above the writer will conduct a research which entitled "The Competence of the Eighth Year Students of SMPN 8 Palopo in Reading narrative text".

How is the competence of the eight year students of SMPN 9 Palopo in Reading Narrative text?

B. Problem Statement

1. How is the competence of the eight year students of SMPN 8 Palopo in reading narrative text?
2. What difficulties faced in reading narrative text at SMPN 8 Palopo?

C. Objective of The Research

1. To find out the students' competence in reading narrative text at SMPN 8 Palopo.
2. To find out the factors why the students get difficulties in narrative text.

D. Significant of the Research

This research was expected to be use full information for the students and teacher about the competencies and the difficulties of the first year students, and also it is expected as a reference for the next researcher who wants to do a research about reading especially in narrative text.

E. Scope of the Research

This research was limited to the students competencies and the reason why the students get difficulties in understanding narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Reserach Finding

The researcher reports the identification of the effectiveness of using interesting method to increase reading desire of the students. A few students reported to expose the the student's interest in learning English to make the teaching process more effective. Some of the previous findings are:

1. Suparman AR in his thesis entitle "Improving Students' Reading skill Throught Scanning and Skimming at the Second Year of Madrasah Aliyah negeri (MAN) Palopo "Stated that scanning and skimming can improve students' reading skill at the second year of Madrasah Aliyah Negeri (MAN) Palopo.¹

2. Inar in her thesis entitle "The Effectiveness of Using Contextual Guessing in Improving Students' reading Comprehension at the Second Year of English Department 2011/2012 Academic", she concluded, the research by Contextual guessing technique was effective to improve the students' reading comprehension at the eight class students of SMP PMDS Putri Palopo.²

¹ Suparman. *Improving Students' Reading skill Improving Students' Reading skill Through Scanning and Skimming at The Second Year of Madrasah Aliyah Negeri (MAN) ,Palqpo*, 2008. A Thesis STAIN Palopo.

² Inar, *The Effectiveness of Using Contextual Guessing in Improving Students' reading Comprehension at the Second Year of English Department 2011/2012 Academic*, 2010). P26.

Based on the previous studies above, it can be said that all of the research focused also to the reading comprehension, but this research was focused on the narrative paragraph and the factors cause the students' difficulties.

B. Theory of Reading Comprehension

1. Definition of Reading

Reading is exercise dominated by the eyes and raid the brain. The eyes receive the massage and the brain has to book out the significance of these massages.³

Reading is complex skill, that is to say that it involves a whole series of by way of the formal elements of language let us say the word as sound, with the meaning which those words symbolize.⁴

Reading is the act of measuring with matters of similiar instrument and reading is a mental representation of the meaning of significant something.⁵

For the adult ESL Learner, reading is a key to success in higher education. Without reading, opportunities for understanding the United States and achieving educational objective are lost.⁶

Reading is one of four language skills (listening, reaading, speaking, writing) is important To be learned and mastered by every individual by reading, one can relax, interact with feelings and thoughts, obtain information and improve the science

³ Jeremy harmer, *The Practice of English Language Teaching*, (3rd addition, 199). P. 190.

⁴ Roodledge and Kegan Paul, *Teaching English As a Foreign Language*. (2nd addition; London: R. Gotledzc and Kegan Paul Inc, 1980). P. 89-90.

⁵ <http://www.hyperdictionaru.com.defines:reading>

⁶ Robin C. Scarella and Rebecca L. Oxford, *The Tapestry of Language Learning*, 1992), P. 93.

knowledge. Reading is an appropriate means to promote a live long learning (life learning).

Reading is one of the mostI besides skill in learning language besides listening, speaking and writing. The fundamental goal of any reading knows the language. Reading is a process putting the reader in contact and communication with ideas and also reading is a complex skill that involves a whole series of lesser. Skills, where skills means relate the ability to recognize stylized shapes which are figureon a ground, conies and lines and dots in patterned.

Reading is an active attempt on the part of readers to understand writer message. The reader interacts with and tries to reconstruct of what the writer the wisher to communicative.

In oxford learner pocket dictionnry that reading is act of reading something is understood.⁷

Based on some definition above, the researcher concludes that reading is language process which involves articulating word in a written text, getting a message and getting information as efficiently as possible. Moreover, when we are reading, are expected to be active reader. Try to guess and predict, and bring our knowledge and experience or some aspects to the text.⁸

2. Definition of Reading Comprehension

⁷ Hasdini, *The use of Story Book in Improving Students Reading Comprehension at The Fifth Grade in SDN 442 Kambo*, 2007), P. 8-9.

⁸ Hardianti M. Nasir, *The Effectiveness of SQ3R Methode in Teaching Reading Comprehension to The Students of Class 2 IPS in SMA Negeri 2*, 2009), P. 6.

Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words, did you cannot comprehend because two of the words are nonsense. People with good reading comprehension use several strategies that help them understand the text.

Reading comprehension is the ability to process the written of passages from what has been read, and than develop and construct the ideas in main department on the experience or prior knowledge of the reader, reading comprehension also could be supposed to be, the ability to and to find out the, information, main ideas to understand and to find out the information, main ideas and the writer's to personal experiences Se readino, r,irnrPhi-.nszi,)n w-zimlly o.nme,-z fmin the iniliiy relate the

writer's to personal experience, along with the educate language attached to chose experiences and facilitated in utilizing word recognition clues. Comprehension complex activity the printed page itself has no meaning it is only the written paper in the meaning from the mind of the reader.

Reading comprehension is the degree to which we understand what we read. When we pick up the newspaper and read about the latest election results, call up a web site and read directions on installing a new light switch, or grab a novel off the shelf of the local bookstore, we are using our reading comprehension skills to gather information from text.

Comprehension also implies that comprehension is a subject in its own right whereas comprehension should be the means of learning and comprehension runs through every activity included in the curriculum, and extends into every aspect of learning. Reading comprehension requires a reader to read for thorough comprehension, a skill that students should achieve if they want to be successful readers.

From those points of view, the researcher can say that reading comprehension is important because the students do not understand what they have read. For this reason, in our country, reading comprehension has become a part of English teaching. It will enable the students to comprehend scientific books of other fields. Students order words, the students can improve their general knowledge.

Reading comprehension is effective by non-linguistic factors, which can be either internal or external. Some of the internal factors include physical and mental well-being, general intelligence, specific developmental disabilities and attitudes and attitudes towards reading. External factors include the physical environment of the reader. The approach and materials used, interaction pre-reading, home environment and the teacher. Student interaction, as well as any other influence which is not controlled but inherent to the reader.

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C. Level of Comprehension

In teaching reading comprehension, the writer should be aware of levels by comprehension. So that, they have some criteria by wich to judge the material they use in the classroom, and also levels of comprehension used by the students at any particular time. Reading comprehension refers to the ability to understand information presented in written from. Reading comprehension consists of four categories, they are:

1. Literal reading

This is the level getting the primary, direct literal meaning of reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the author's say before he/she can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aimed at obtaining the detail information of the a text effectively, especially in comprehending the text as it stated by words, sentence, or

paragraph in the text. Therefore this level of comprehension is important since it serves as a prerequisite for higher-level comprehension

2. Interpretative Reading

It includes thinking skills in which readers identify ideas and meaning that are not stated explicitly in the written text. In addition, it is a higher level than literal reading in that a reader may generalize. Determine cause and effect relationship, identify motives and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say.

Interpretative comprehension usually includes making inference about main ideas of passage, referents of adverb, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

3. Applied Reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in terms of its relevance and significance and he/she also involved in creating new insights about the material.

The basic concept of applied reading is evaluating written material, for instances comparing the ideas discovered in the material with known standards and drawing a conclusion about accuracy, appropriateness, and time lines. The reader must be an active reader, questioning, searching for facts, and suspending.

4. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private.

Understanding at the creative level involves applying new knowledge to an exiting situation, or applying existing knowledge to a tiew situation. it is also concerned with the production of new ideas and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read to a new situation and then recombines the author's idea to make new concepts. Through creative reading comprehension, a reader creates something new.

D. Strategy of Improving Reading Comprehension

Everyone has a different purpose in reading. The effective reading means being able to reach accurately and efficient and understand as much of the passage as you need in order to achieve your purpose. To achieve one purpose of reading she/he can apply some reading techniques:

1. Pre reading

Pre reading is a technique that a reader uses before he begins to read the material which will improve his comprehension and recall. Pre reading involves looking only at those parts of the reading material that will tell you what it is about or

how it is organized. Further he explains, the portions to look at in reading a text book chapter are:

a. Read the title. Often the title functions as a label and tells us the material is about. It establishes the overall topic or subject.

b. Read the introduction or opening paragraph. The first few paragraphs of a piece of writing are usually introductory. The author may explain the subject, outline his or her ideas, or give some clues about his or her direction of thought. If the introduction is long, read only the first two or three paragraphs.

c. Read each bold face heading. Headings, like titles, serve as labels and identify the content of the material they head. Together, the headings will form a mini-outline of the important ideas.

d. Read the first sentence under each heading. Although the heading often announces the topic that will be discussed, the first sentence following the heading frequently explains the heading and states the central thought of the passage. In the sample selection, notice that many of the first sentences further explain the heading.

e. Notice any typographical aids. The typographical aids included all features of the page make facts or ideas outstanding or more understandable. These include italics (slanted print), boldface type, marginal notes, colored ink, capitalization, and underlining.

f. Notice any graphs or pictures. Graphs, charts, and pie Wres are used for two purposes. First, they emphasize important ideas, and second, they clarify or simplify

information and relationships. Therefore, they are always important to notice when you are pre reading. The easiest way to establish quickly what important element of the text is being further explained by the graph or picture is to read the caption.

g. Read the last paragraph or summary. The last paragraph of chapter often serves as a conclusion or summary. In some chapters, more than one paragraph may be used for this purpose. In some text books, these last few paragraphs may be labeled “summary” or “conclusion”. By reading the summary before reading the chapter we will learn to general focus and content of the material.

2. Making prediction and connection

Prediction is educated guesses about the material to be read. For example, you might predict an essay’s focus a chapter method of development, or the key points to be. Presented within a chapter section.

After a reader has pre read an assignment an important to the next step is to call to mind what lie already know about the subject. He could do this making connection between the material to be read and his back ground knowledge and experience.

There are several reasons for making such connection, learning occurs more easily if you can connect them to you experience or to a subject, you have already learned finally, material that is familiar and meaningful is easier to learn than that which is not.

3. Questioning

Questions are the key to understanding. They take us into understanding. Students need to feel that their question is important. We as teacher need to model by asking and answering questions. While students ask questions they have a desire to learn for understanding. This leads to comprehension.

There are several different ways a teacher can use questioning in their lessons. One is the teacher can share their own questions they may have when they are reading. By doing this, it shows that even adults have questions about what they read. Another strategy that may work for questioning is the use of a book of questions. When the students are reading and they have a question about something, the students can make a list of questions. When the class is discussing the reading, the class can help answer the student's question. Teacher seems to focus on questions that quiz the students to see what they know about a topic. Teachers are starting to focus on a different type of question. This question is the question that they may not know the answer to. This question is one that may require research by the teacher and the class. Another question is one that they wonder about. These are the types of question that are likely to bring about understanding and meaning for the students.

4. Skimming and Scanning

Skimming is high-speed reading that can save us lots of time. We skim to get the general sense of a passage or a book. What should we do if we find ourselves in this situation?

- a. We want to find outline about the recent elections in France. There is a long newspaper article on the subject, but we do not have time to read it all.
- b. We need some information about the theories of Sigmund Freud. We have found many books about Freud and, now we need to know which will be most useful.
- c. We went to a movie last night and we thought it was terrible. We notice a review of that movie in a magazine today. We want to find out who the murderer is.

The answer is the answer is the same for this entire situation; *skim*.

Scanning is very high-speed reading. When we scan, we have a question in mind. We do not read every word, only the words that answer our question. Practice in scanning will help us learn to skip over unimportant words so that we can read faster. Scanning is a skill that is often used in daily life. For example, we might scan the list of names in a telephone directory in order to find a phone number.

From this point of view we can sum up that skimming is reading rapidly for main points and scanning is reading rapidly to find a specific piece of information.

5. Visualizing and Inferring

Visualizing is creating pictures in our minds. When students visualize, they create their 'own movie' in their minds. Teachers can use picture books that do, not have words to help the students make their mental movies.

When we read we create an image in our mind. We create an amalgam - the conclusion we draw, the interpretation we create. We read and create this image with what we know or have experienced. Things come alive, when we use sensory images. Teachers can help give these images through lesson that evoke the thought process.

Inferring is being able to read body languages and expressions while reading the text. To help the students find inferences in picture books are to focus on the illustrations. The pictures give clues to help gain meaning.

Inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge. It also uses one's imagination or the use of prediction. Teachers need to have their students try to make conclusion about the reading and make reasonable predications.⁹ So the teachers is very important to make the students to make a conclusion.

⁹ Inar, *The Effectiveness of Using Contextual Guessing Technique in Improving Students' Reading Comprehension at the Eight Class of SMP PMDS Putri Palopo*, 2010), P. 6-15.

E. Kinds of Reading

1. Reading aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity glance over what it is they are being asked to read. In the actual process of reading aloud i they usually find that their eyes are several words if not lines ahead of their tongues. Aloud unfamiliar material is however another question in many class it is common practice to demand this of the students, the reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-C-B.

If reading involves only the first two of the components, A-B, the result is “barking at print”. It is perfectly easy to learn to read an exotic language in this sense. One can learn to make the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense if it is.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign language it is closer to pronunciation than it is to comprehension. While it is perfectly proper to try to the develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problem in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of

daily routine, radio newscaster, clergymen, perhaps actors. And that is all to the large majority it is importance is minimal.

2. Silent reading

Silent reading is the interpretation which is likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that for the greatest amount of reading that is done world is silent.

3. Extensive reading

Extensive reading is carried out to achievement; a general understanding of usually somewhat larger text (book, long article, or essay, etc) must extensive. Extensive reading can be checked in various ways. The most important things about these ways are they do not much of the learners' time away from reading, and that they don't ask for a detailed knowledge of the contents of the books.

4. Intensive reading

Furthermore Nuffal states that intensive reading is studying accurately, studying carefully. The aim of intensive reading is to arrive at profound and detailed understand of the text, not only of what it means, but also how is as important as for intensive reading in order to understand the parts (the sentence, paragraph chapter) of the text which is make up.

Intensive reading is a reading for recall or total actually. It is in a class may in using reading. Intensive reading involves approaching of the text under the Close guidance of the teacher.

5. Reading speed

Closely related to degree of understanding is reading speed. Obvious the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of the factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.¹⁰

F. Parts of Reading

1. Paragraph

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language even though it has its own characteristic. As many in reading English text the students need special and certain skills. In order to understand any language text, there are at least four suggestions to do. First, read all paragraphs or whole text. Second, list and verify main ideas of the text. Third, classify the essential main ideas, and. Fourth, make conclusion which cover all, important information from the text.

A paragraph is a group of sentence. All the sentence in a paragraph about one topic. Paragraph is usually part of a larger text which explains one topic which

¹⁰ Geoffrey Broughton, at.al. *Teaching English As a Foreign Language*, (London, 1985), P. 90-94

includes ideas and information. The topic consists of at least one or some paragraphs. The paragraph is more specific than the topic of the reading. However, in this case, the paragraphs should work together. None of them is completely independent of the others. Ideas and information in one paragraph relate to ideas and information in other paragraphs. According to Hall and S. Y. Jung, a paragraph is however not part of a larger text. The single paragraph is the complete text. It is important that the paragraph be complete even in a one paragraph text.

2. The controlling idea

The paragraph demonstrates one of the important features of the formal single paragraph text in English. It includes an imperative idea supported by statements that are more factual. The interpretative idea in this paragraph is contained in the first sentence. In this regard, Hall and S. Y. Jung state that when the interpretative idea for a paragraph is one sentence, it is often called the topic sentence. Because, this interpretative idea may be contained in more than one sentence. However, it is more useful to think of it as the main idea or controlling idea.

The main idea is about the topic, ESP. It is not documented by any convincing evidence. Main idea is a general idea that summarizes. The main idea of a paragraph tells more about the topic, it tells the writer's idea of the topic. The main idea is important. There can be many paragraphs about the same topic, but they do not all have the same main idea. Fully understand of any selection that we read, it is important to find out main idea and supporting details text. One way to find out the

main idea is to use a two steps process: find the topic and then find the writer's primary point about the topic we will know have the main idea. Sometimes a selection lacks topic sentences, but it does not mean it lacks a main idea. The author has simple decided to let the details of the selection suggest the main idea. We must figure out what implied main idea is by deciding upon the point of aril the details.

3. Supporting the controlling idea

In a formula English paragraph, especially in the single paragraph text, the controlling idea controls the paragraph. When it begins the paragraph, it is followed by statements which explain it. These are often called "supporting idea". When a student read a certain text, he should identify first where is the controlling idea (topic sentence) and the supporting controlling idea. Because, these, are, a key to understand what the author says in the reading text.

In reading comprehension of the TOEFL test for instance, reading comprehension is to test the ability to understanding, interpret, and analyze reading passages on a variety of topics.

4. Vocabularies

In order to maximize their understanding and comprehension, the students should have enough vocAbulanes. Vocabularies area part of word to make sentence in English. Indeed, vocabulary is one of essential components of any language and no exists language without words or vocabularies. According to Harmer, vocabulary is identical. The thing to realize about vocabulary items is that they frequently have

more than one meaning. For example, the word of “look or” is obviously refers or relates to another work. Vocabulary is a core component of language proficiency and provides much of the basic how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.

Vocabulary refers to the words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognized in listening. Reading vocabulary refers to words we recognize or use in print or the words we need to know to understand what we read. Listening vocabulary is the words we need to know to understand what we hear. Writing vocabulary refers to the word we use in writing.

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when beginning reader comes to the word *dig* in a book. As she begins to figure out the sounds represented by the letters *d*, *i*, *g*, the reader recognize that the sounds make up a very familiar word that she has heard and

said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kinds of oral and written text, as well as the kinds of strategies learners use in understanding, using, and remembering words.

According to Martin Manser, vocabulary is all the words that a person knows or uses, all the words in a language; list of words with their meanings, especially in a book for learning a foreign language.¹¹

While Hornby states that vocabulary is total number of words (either rules for combination) make up the language; range of words to know, or used by person in a trade, profession, etc.; book containing or translation.¹²

There are some types of vocabulary such as noun: book and pen, compound noun: brother in law, uncountable noun such as sugar and salt, and countable noun that is possibly accounted. Content words can be divided into three general groups. This division corresponds closely to the traditional parts of speech:

- a. Words naming things such as ideas and entities,
- b. Words naming actions such as go, read, and write.

¹¹ Manser, Martin. *Oxford Learner's Pocket Dictionary*. New Edition; New York: Oxford University Press. 1980

¹² Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford University Press. 1974).

c. Word used to describe the qualities of those things or action such adjective and verb.

Vocabulary as an essential component of all uses of language. Would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words are signs or symbols for ideas. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.¹³

G. Purpose of Reading

Commonly, the answer of the question above depends on our purpose in reading. There are two main reasons why someone read, they are:

1. Reading for Information

In most case, reading for information is relevant to a current study of the reader. They read to find out information reduce their reduce uncertainties. Reading is the activity which aims to get some information the readers need. Reading is done to obtain information out of the the text in order to get the general idea of what the text is about. For example, people read to find out about things as a natural phenomenon that innate characteristic of the human being to curious about the world around him.

¹³ Sitti Munira, *Developing Students' Critical Reading by Using Article at the Eleventh Year Students of MAN Palopo*, 2009) P. 25 - 30

2. Reading for pleasure

The purpose of reading in any language is to inform ourselves about something we are interested in, or to extend our experience of the world in which we live. Reading is done: to obtain information out of the text as much as possible for pleasure. For example, reading a novel for pleasure. It is done without other people's order and according to individual reader's wish, mood and preference, intellectual and cultural development. So, in other words, the purpose of reading in any language is to inform ourselves about something we are interested in or to challenge our knowledge on certain matters.

Based on the explanation above, the researcher concludes that our purpose in reading is not far from our wish to get pleasure and information.¹⁴

H. *Kinds of Text*

1. Recount Text

Social function of recount text is to retell events for the purpose in informing or entertaining.

Which in turn find a resolution it has some generic structures as follow:

- a. Orientation : provides the setting and introduces participants.
- b. Events : Tell what happen in what sequence.
- c. Re – orientation : optimal - closure of events.

¹⁴ *Ibid.*

Recount text has some significant lexicon grammatical features. They are:

- a. Focus and specific participants.
- b. Use material processes.
- c. Circumstances of time and place.
- d. Use of past tense
- e. Focus on temporal sequence.

Here is one example of recount text.

Wei Ling and I went to the city park yesterday, Robert and Charisma where there too. Then we went skateboarding around the park. We were happy. We went home in the afternoon.

2. Narrative Text

a. Concept of Narrative

Dumais in Devito states that a narrative tells a story, a series of connected incidents or on action. In a narrative the incidents that make the story are usually told in brie order in which they would really happen.

West tells that narration is simply writing that “Narrates” or tell what happened. Those it concerns with the description of a series events that may be either real or imaginary.

Story must be true as in the writing of history, autobiography, or news report. The story may be fictional, us in a story, novelette, or novel.

Based on the concepts above, the writer concludes that narrative text is telling a story. It tells about events of things chronological when or where events actually happen, whether real or imaginary.

b. Characteristics of a good narrative

Narrative should require some elements. As Devita points out, a good prose narrative, story must meet the following standards, namely:

- 1). A narrative must mean something like : a point, purpose and the reason for being.
- 2). It must have a meaningful structure and order
- 3). It must include carefully selected detail, that support the effect or meaning intended (it must leave out extraneous details) the selected details must have a vivid appeal of the readers so that he actually experiences the events described. Narrative must possess unity, chronological order. Plot development and coherence.

a. Unity of narrative

Like other forms of writing, narration also should have unity. Unity means that every sentence in a paragraph or composition contributes to develop a central idea. Every sentence of detail in the paragraph must qualify, support and explain the main idea.

b. Chronological order of a narrative

Narrative demands chronological order, the order in which events happen, we can employ flashback or we backtrack a bit on some details. But the

trust in narrative, must follow the order of the events themselves. It will help if we open each paragraph with a word that signal the change from one time span to another it is collect transition of time, these words will help the reader follow the narrative namely : First, then, next later, afterward, finally, after that, mean while, at the some ironic, before and ear lies.

c. Plot development of narrative

Plot is the one that emphasizes actions in a story, action concer with what happens. To write about what happens is to write about plot. A narrative must also have a beginning, middle and that end, if we understand what each of this part does, we will be able to develop distinctive for narrative.

1). The beginning

The beginning of any writing is important. Is establishes relationship between the writer and the reader. Is suggest the significant of the even. The beginning reveals the background for the even. It the fines who, what, when, where, and why.

2). The meddle

The meddle section develops the narrative. It narrates selected even, evens, usually in natural order. The meddle section provides guides to the time, place and sequence and even significant meaning of the events.

Social functionof narrative text is to amuse, to entertain to deal with actual or vicarious experience in different ways, narrative ideal with

problematic event which lead to a crisis or turning point of some kind, which in turn find a resolution. It has some generic structure as follow :

- a). Orientation : sets the scene and introduces the participants.
- b). Evaluation : A stepping back to evaluate the plight.
- c). Resolution : The crisis is resolved, for better or for worse.
- d). Re - orientation : Optimal.

THE PRINCE AND HIS BEST FRIENDS

Once upon a time. there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends are Peter Piper, the servaant of the place and Franklin greedy the son of aristocrat.

One day, the prince, the piper, and Franklin greedy were walking throught the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys was trapped inside the house.

Franklin was very terrified and asked the prince to surrender immediately, but peter was not afraid. He urged and supported the prince not to give up. The prince decided not to surrender because ransom to his father. But Franklin opened the front gate and unlocked the doors. The bandits entered the prince. When they came to the room where the prince was supported to be sleeping, no one was there. Suddenly they heard a

horse running outside the side house and saw over the window that pater piper and the prince riding away on one of the bandits horses.

It turns out, peter piper sneaked out the house and, waited in the yard while the prince was hiding behind the house. The bandits were very angry at Franklin and took with them while the prince and Peter were safely going back to the capital.

3. Descriptive text

Social function of descriptive text is to describe, a particular person, place or thing. It has two generic structure, they are :

- a. Identification : Identifies phenomenon to be describe.
- b. Description : describes part qualities, characteristic.

Descriptive text also has some significant lexica grammatical features, as in following :

1. Focus and specific participants.
2. Use of attributive and identifying process.
3. Frequent use of epistles and classifiers in nominal group.
4. Use of simple present tense.

Here is also example of descriptive text wich taken from progress, a contextual approach to learning English.

Mount Rushmore is located in south Dakota, U. S. A. it is huge carving that shows the face of hour famous American presidents: George Washington, Thomas

Jefferson, Theodore Roosevelt, and Abraham Lincoln. Gutzon Borglum started the construction on 1927 and it was not completed until shortly after he died in 1941.

The National Monument (or Monumen nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 in obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agriculture tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00-15.00 every day through out the week, except for the last Monday of the month the monument is closed.

CHAPTER III

RESEARCH METHOD

This part describes the method, population and sample, instrument procedure of collecting data and technique of analyzing data of the research.

A. Research Design

In this research the writer apply a descriptive method it will be used to describe the competencies and difficulties of the eight year students of SMP N 8 Palopo in Understanding Narrative text.

1. Population

Populations of this research is the Eight year students of SMPN 8 Palopo in academic 2014/2015. The total number of population was 30 students in one class.

2. Sample

The writer will use total sampling. It means the total sample is 30 students.

B. Instrument of the Research

The instrument of this research is narrative text which consist of ten question. This instrument described the competencies and difficulties of first year student in understanding narrative text. And also questionnaire which consist of ten

items, it is aimed at finding out some factors that influence the student's difficulties in reading narrative text.

C. Procedure of Collecting Data

The data of this research that will be collected through the following, procedures :

1. The writer will explain to the students what they are going to do.
2. The writer will distribute the test to the students.
3. The students will do the test for 90 minutes.
4. The writer will collect the students' answer.

D. Technique of Data Analysis

The writer will give one point each item, if the students answer it correctly. It means when the students answered ten items correctly they got 10 point.

To analyse the students' answer the. writer will use the formula as follows:

1. Scoring the student answer of the test.
2. Caculating the mean score of the students by using SPSS version 18.
3. Classifying the students score from excellent to very poor.

4. Classifying the students' responses in questionnaire.

No	Interval Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present about findings and discussion. The findings of the research reveals the description of the result of data analysis about the competence of the eight year students of SMPN 8 Palopo in reading narrative text. Discussions explain more about the result of this research.

A. Findings

In this part the researcher presents about finding or the result of data analysis namely reading test. In reading test, the researcher used essay forms consist of 10 questions and questionnaires.

The next table shows about the students' result of reading test, in order to see the students' competence in narrative text.

a. Students' score in reading test

Respon- dent	Number										Student' Score
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	
1	10	10	0	10	10	0	10	0	10	10	70
2	10	0	10	10	0	0	0	10	10	0	60
3	10	10	0	10	0	10	10	10	0	10	60
4	10	10	10	0	0	10	10	0	10	10	70
5	0	10	10	0	0	10	0	10	10	10	60
6	10	10	0	10	0	0	0	10	10	10	70
7	0	10	10	0	10	10	0	10	10	10	60
8	10	0	0	0	0	10	0	0	10	0	40
9	10	10	0	10	10	10	0	10	10	10	80
10	10	10	0	10	10	10	0	10	10	10	80
11	10	10	0	10	10	0	0	10	10	10	70

12	10	10	0	10	10	10	0	10	10	10	70
13	10	10	0	10	10	10	0	10	10	10	80
14	10	10	0	10	10	10	0	10	10	10	80
15	10	10	0	10	0	10	0	10	10	10	70
16	0	10	10	0	0	10	0	10	10	10	60
17	10	10	10	0	0	10	0	10	10	10	70
18	10	10	10	0	10	10	0	10	10	10	80
19	10	10	10	0	10	10	0	10	10	10	80
20	10	0	10	0	0	10	0	10	0	10	50
21	10	0	10	10	0	0	10	10	10	0	60
22	10	0	10	10	10	0	10	10	10	10	80
23	10	0	10	10	0	10	10	10	10	0	70
24	0	0	10	10	0	0	10	0	0	0	30
25	10	0	10	10	0	0	10	10	10	0	60
26	10	10	10	10	0	0	10	10	10	0	70
27	10	0	10	10	0	10	10	10	10	10	80
28	10	10	10	10	0	10	10	10	10	10	90
29	10	0	10	10	0	0	10	10	10	0	60
30	10	10	10	10	0	10	10	10	10	0	80

Table 1: students' score in reading test.

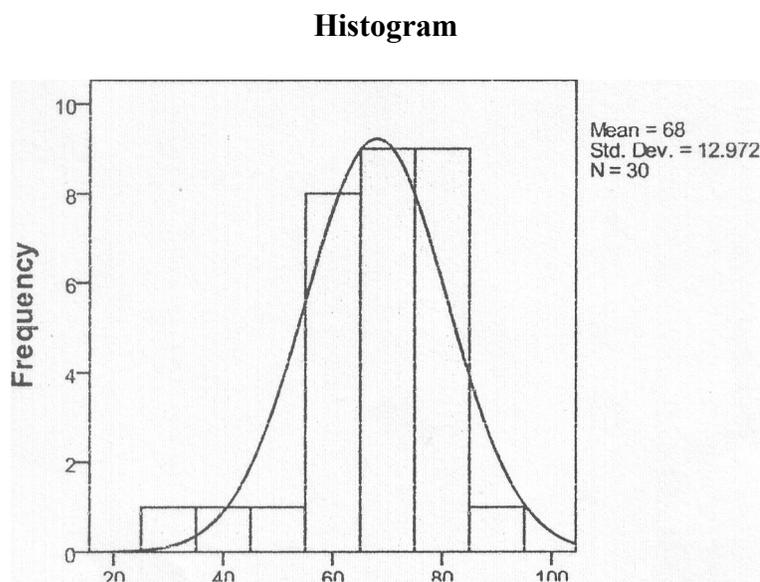
Based on the data above, the students' score reading test is variance, the score is 90 and the lowest score is 30.

b. Tile students' mean score in reading test by using SPSS 18

N	Valid	30
	Missing	0
Mean		68.00
Std. Error of Mean		2.368
Median		70.00
Mode		70 ^a
Std. Deviation		12.972
Variance		168.276
Range		60
Minimum		30
Maximum		90
Sum		2040

Table 2: Students' means score in reading test.

Based on the statistic data above, the students' mean score is 68.00, it can be conclude that the students' mean sore in fairly good classification. It is supported by chart below:



VAR 00001

c. Students' interval score in reading test

No	Responses	Frequency	Percentase (%)
1	96-100	0	0%
2	86-95	1	3.33%
3	76-85	9	30%
4	66-75	9	30%
5	56-65	8	26%
6	36-55	2	6.66%
7	0-35	1	3.33%

Table 3 : the students' interval score

The data above showed that 30% or 9 students got good classification, 30% or 9 students got fairly good classification, 26% Or 8 students got fair classifications,

6.6% or 2 students in poor classification, only 3.3 % or 1 student in very good and very poor classification, none student got excellent. It is indicated that students' competence in narrative text still low. It is supported by mean score of the students in is in the fairly good classification namely 68.00.

d. Students' responses in questionnaire

Item 1 : *Menurut saya narrative text itu sulit dipahami. (I think it's difficult to comprehend narrative text)*

No	Responses	Frequency	Percentase (%)
1	Strongly agree	0	0%
2	Agree	2	6.6%
3	Undecided	4	13.3%
4	Disagree	17	56.6%
5	Strongly Disagree	7	23.3%

Table 4: students' response in item 1

Based on the table above, most of students gave disagree response, namely 56.6%, 23,3% students gave strongly disagree response, 13.3% students in undecided response, only 6.6% students in agree response and none of student gave strongly agree response.

Item 2 : *Saya sulit menentukan purpose (tujuan) and the reason for being (alasan pembuatan) sebuah narrative text. (I am difficult to determine the purpose (goal) and the reason for being (the reasons of making) a narrative text).*

No	Responses	Frequency	Percentase (%)
1	Strongly agree	0	0%
2	Agree	2	6.6%

3	Undecided	12	40%
4	Disagree	9	30%
5	Strongly Disagree	7	23.3%

Table 5: Students' response in Item 2

Based on the table above, most of students gave undecided response, namely 40%, 30% students gave disagree response, 23.3% students in strongly disagree response, only 6.6% students in agree response and none of students gave strongly agree response.

Item 3 : *Saya sulit menentukan struktur (strukture) dan urutan (order) dari sebuah narrative text. (I am difficult to determine the structure (the structure) and the sequence (order) of a narrative text).*

No	Responses	Frequency	Percentase (%)
1	Strongly agree	0	0%
2	Agree	1	3.3%
3	Undecided	6	20%
4	Disagree	14	46.6%
5	Strongly Disagree	9	30%

Table 6: Students' response in Item 3

Based on the table above, most of students gave disagree response, namely 40%, 30% students gave disagree response, 23.3% students in strongly disagree response, only 6.6% students in agree response and none of students gave strongly agree response.

Item 4 : *Saya sulit mengidentifikasi plot dari sebuah narrative text. (I am difficult to identify the plot a narrative text).*

No	Responses	Frequency	Percentase
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			(%)
1	Strongly agree	0	0%
2	Agree	3	10%
3	Undecided	14	46.6%
4	Disagree	8	26.6%
5	Strongly Disagree	5	16.6%

Table 7: Students' response in Item 4

Based on the table above, most of students gave undecided response, namely 46.6%, 26.6% students gave disagree response, 16.6% students in strongly disagree response, only 10% students in agree response and none of students gave strongly agree response.

Item 5 : *Saya sulit memahami bagian awal (begining) sebuah narrative text. (I find it difficult understand the beginning of narrative text).*

No	Responses	Frequency	Percentase (%)
1	Strongly agree	0	0%
2	Agree	2	6.6%
3	Undecided	7	23.3%
4	Disagree	14	46.6%
5	Strongly Disagree	7	23.3%

Table 5: Students' response in Item 5

Based on the table above, most of students gave disagree response, namely 46.6%, 23.3% students gave disagree response, 23.3% students in strongly disagree response, only 6.6% students in agree response and none of students gave strongly agree response.

Item 6 : *Saya sulit memahami bagian akhir (ending) sebuah narrative text. (I find it difficult to understand the ending of a narrative text).*

No	Responses	Frequency	Percentase (%)
1	Strongly agree	0	0%
2	Agree	4	13.3%
3	Undecided	10	33.3%
4	Disagree	13	43.3%
5	Strongly Disagree	3	10%

Table 5: Students' response in Item 6

Based on the table above, most of students gave disagree response, namely 43.3%, 33.3% students gave disagree response, 13.3% students in strongly disagree response, only 10% students in agree response and none of students gave strongly agree response.

B. Discussion

Based on findings, the writer presents interpretation to explain it in detail as follows:

1. The students' competence in reading narrative text

The students' result from the test showed that almost students in reading narrative is still low competence, it is showed by the test' result in mean score is 68.00, it is in fairly good classification. Based on the students' score, the highest is 90 and the lowest is 30. None of the students got in excellent classification, only 1 student got in good classification. There were 9 students' scores in good classification. Most of students' scores in fairly good (30%) and fair (26.6%) classification. It can be concluded that the teacher should give more knowledge about reading narrative text to the students and not only knowledge but also students' interest and motivation should be increased by the teacher, so the students' competence can be improved. Many ways to improve students' competence, interest and motivation, such as the teacher should use the appropriate method and strategy to the students in learning process.

2. The students' responses in questionnaire

Based on the findings about the students' response, the students gave variance responses such as positive responses and undecided responses for reading

narrative text. It is not realize about the importance of English for their future. Most of them do not realize yet about the importance of English.

Another factor that contributes to the learning reading mastery is the teaching and learning process. The teacher still lack of experience with the teaching of reading text, comprehensively. The teacher still use the conventional way in teaching. In fact, there are so there are so many method that can be used in teaching reading. That is why they need to improve their method and techniques in teaching English.

The other factor that contributes to the students' difficulties is the lack of facilities, then, it will be correlated with (he environment of the learning process. The facilities of library still very poor. The students and teacher still have low access to the good literature. In addition, there is no internet access for teacher and students, this makes the language learning process becomes not really maximum, include the teaching of reading comprehension.

The mastery of reading has a big relationship with the development of vocabulary. Then it is known when someone wants to be able in reading should know more vocabulary. Vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text.¹ This reality has big contribution to the result of this current result, the

¹ Goodman and Mohr. *Teaching English*. Cambridge University Press 1991) P. 12.

students have low ability in reading as the description of their lack of vocabulary in English.

Based on the findings above, it is proven that reading is one of the skills that need more concentration. It is in line with what Reading is exercise dominated by the eyes and the indicated that there were students still faced difficulties in answering questions in reading narrative text. Related to statement in questionnaire, most of students gave undecided responses, it is indicated that they found difficulties in comprehend the narrative text, such as they can't identified the plot, purpose and reason for narrative text and also the students can't comprehend the beginning and ending of narrative text.

Some factors that can contribute to the learning and teaching of English especially at SMPN 8 Palopo. One of them is the low motivation of students in learning. The Students seems do not realize the importance of learning English. They consider English as additional subject which is not needed in their future. Motivation is a force of doing something in someone's action. This is about why somebody does it and what are aims of doing the action. Motivation has close relationships with the aims and ambition of doing something. If someone has a high desire to reach his or her aims means that the more motivation that he or she has.

Motivation of students have very significant influences in learning process. If someone doesn't have motivation, he or she will not study hard. This condition is

caused by the reality that he or she doesn't get stimulus to support him/her in studying.

There are two kinds of motivation in learning, they are intrinsic motivation and extrinsic motivation. Both of those motivations can be measured by using observation and using questionnaire. In addition, in order to be able to find out the motivation of students, someone can make an interview directly to the target.

Furthermore, based on the preliminary observation that the researcher did at SMPN 8 Palopo, it is found that the students have low spirit in studying English. It is an indicator that they have less motivation. One of the factors that contribute to this situation is that they do brain. The eyes receive the message and the brain has to book out the significance of these messages.²

In addition, reading is a complex skill, that is to say that it involves a whole series of lesser skills. And they say that reading is essentially an intellectual skill the paper by way of the formal elements of language let us say the word as sound, with the meaning which those words symbolize.³

This research shows that the students still have low motivation in learning therefore it influences their ability in reading skill. Furthermore, this reality indicates that the teacher should give more attention to their students especially in reading skills and Based on the explanation above it can be concluded that there are some

² Jeremy Harmer, *The Practice of English Language Teaching*, (3rd addition, 199). P. 190.

³ Roodledge and Kegan Paul; *Teaching English As a Foreign Language*. (2nd addition; London: Roodledge and Kegan Paul inc, 1980), P. 89-90.

factors that influence students can't identify narrative text, such as they still get difficulties in comprehend the part of narrative text it self.

Overall, the students at SMPN 8 Palopo still need to improve they ability in mastering reading narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the study, the writer gives conclusion as follows:

1. Based on the students' score reading narrative text, most them have low competence in answering the question of narrative text. It is proved by mean students' means score in fairly good classification, namely 68.00. Based on student' responses in questionnaire, it can be concluded that there are some factors that influence students' competence, such as they can't comprehend the part and contents of narrative text.

2. The teachers have to give more treatment to the students especially the material about narrative text, so they can improve their competence.

B. Suggestion

1. The teacher should choose the appropriate method and strategy in teaching English, especially reading narrative text, so the students can comprehend the part and content of narrative text.

2. In learning process, the teacher should create interesting learning and make interactive classroom atmosphere so the students can be relax and feel comfort in learning process.

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