

## **Fourth Semester Students' Reading Comprehension Ability in Narrative Text Using Online Sources of FKIP Unilak**

Herdi<sup>1</sup>, Nadya Ratih Ekatiwi Septianingrum<sup>2</sup>

<sup>1</sup>Universitas of Lancang Kuning, Pekanbaru, Indonesia, 28266  
email: herdi@unilak.ac.id

<sup>2</sup>Universitas of Lancang Kuning, Pekanbaru, Indonesia, 28266  
email: nratih22@gmail.com

**Abstract:** Reading comprehension can be done using online sources such as internet, Narrative text can be easily obtained by students on various internet sites in the form of links that are already available. The purpose of this study was to determine the reading comprehension ability of fourth semester students of English Education Department of Universitas Lancang Kuning in narrative texts. This research is descriptive quantitative using online sources. This study used total sampling technique with 70 students who are divided into 3 classes in the English Education Department. Based on results of data analysis, it was found that the students of English Education Department had medium (10.00) ability to comprehend narrative texts. This is indicated by the fact that 24 (34.3%) of students have medium ability to comprehend narrative texts. 29 (41.4%) of students had low ability in scanning the text and mentioning the orientation. 29 (41.4%) of students had low ability in mentioning the complication of the text. 25 (35.7%) of students had low ability in determining and mentioning resolution of the text. 38 (54.3%) of students had medium ability in skimming and determining generic structure, language features, social functions of the text. So, it can be concluded that the fourth semester students' reading comprehension ability in narrative texts was in medium category with the percentage 54.3%.

**Keywords:** *Reading comprehension ability, Narrative text, and Online sources.*

### **1. INTRODUCTION**

Reading comprehension can be done using online sources such as the internet. Rusman (2012) mentions that the internet is a giant library of the world because on the internet there are billions of sources of information, so we can use this information as needed. Besides functioning as a source of information through sites that provide a variety of materials, the internet is a medium

for finding various needs online. With the internet, whatever is needed will be easily obtained, anytime and by anyone who needs it

In addition, in understanding online reading, we need text. This text is useful as student reading material in understanding online reading. Narrative texts can be easily obtained by students on various internet sites in the form of links that are already available.

In narrative texts students can understand the difficulties that can occur in reading narrative texts, can know the purpose of narrative texts. Percy, Permana & Zuhri (2013) state that narratives are a type of essay that tells a story or series of events in which they appear. The aim is to give meaning to an event or series of events by telling a story. And it can be concluded that the narrative text is related to a story. This story includes several programs that are presented to entertain the reader or listener. So, the narrative text is intended to entertain the reader.

Furthermore, Reading Comprehension online is a process of extracting meaning from existing texts in digital format. Also called digital reading. Unlike reading print sources, reading online is 'nonlinear.' When reading books or articles in print, we follow the order of reading - starting from the beginning of the text and continuing the text systematically. However, when reading information online, it is often a step from source to source using hyperlinks that lead to various web pages. (Christine Evans Carter, 2014)

Then, reading comprehension online sources is a key requirement in the Department of English Education Faculty of Teacher Education and Training, Lancang Kuning University fourth semester. What can be seen in the reading syllabus focuses on reading comprehension in the types of texts that students are asked to get general and specific information from the text, get the main ideas and detailed information from narrative texts, and can deduce the meaning of words, phrases and sentences based on the context.

Based on previous research that highlights, students' reading comprehension ability in narrative texts uses online resources. In this case, the type of narrative text will analyze students' reading comprehension. Based on the above problem,

there can be research gaps for researchers to find out the analysis of students' reading comprehension abilities in narrative texts using online sources.

Therefore, from the statement above, the researcher intends to investigate the "Reading Comprehension Ability of the Fourth Semester Student in Narrative Texts Using the online resources of FKIP UNILAK"

## **1.1 Review of Related Theories**

### **1.1.1 Reading Comprehension**

Zhang (2010) states that reading comprehension is a state that is achieved through the integration and application of many strategies and skills.

Then, reading comprehension is the act of combining information in a passage with prior knowledge to construct meaning. Besides, reading comprehension can be defined as a thought process in which the reader becomes aware of an idea, understands it in terms of the background of their experience, and interprets it to their own needs and goals (Khoiriyah, 2010)

Furthermore, reading comprehension and reading proficiency both depend on two important skills: understanding language which is the skill to construct meaning from the language of the written text; and, decoding which is the skill to recognize and process words in the text. Both language understanding and decoding are needed for reading comprehension (Hoover & Gough, 2011).

### **1.1.2 Factor in Reading Comprehension**

Clarke (2014) states five factors that influence students in reading comprehension:

1. Language Skill
2. Understanding the Meaning of Words
3. Working Memory

4. Working with Text
5. Environmental Influences

### 1.1.3 Strategies for Reading Comprehension

Reading comprehension needs to be done effectively and efficiently, it requires certain strategies that must be mastered by the reader so that reading activities run efficiently and effectively. That is, the reader must have adequate reading speed, meaning that the reading speed they have must be in accordance with their ability level. Furthermore, the reader must have the skills to find the required information quickly and accurately. There are several reading comprehension strategies (Brown,2015) :

1. Identify the purpose of reading
2. Use graph rules and patterns to help to decode from the bottom up
3. Use efficient silent reading techniques for relatively fast comprehension.
4. Skimming texts for main ideas, perhaps the two most valuable reading strategies for students are skimming and scanning. Skimming consists of sprinting one eye across the entire text (such as an essay, article, or chapter) for the point.
5. Scan text for specific information, the second in most valuable categories is scanning, or quickly looking for specific pieces of information in the text.
6. Use semantic mapping or grouping, semantic mapping strategies, or grouping ideas into meaningful groups, helping the reader to give some commands.
7. Guess when not sure, this is a very broad category. Students can use guessing to their advantage to guess word meanings, guess grammatical relationships (for example, word change references), guess discourse relationships, infer implied meaning ("between lines"), predict about cultural references and predict womb messages.
8. Analyzing vocabulary, one way for students to make guesses when they don't recognize a word immediately is to analyze it based on what they know about the word. Some useful techniques here, first are looking for prefixes (co-, inter-, un-, etc.) that can provide clues. Second, look for suffixes (-tion, -tive-, -ally, etc.) that can indicate what part of speech is. Third, look for familiar roots. Fourth, look for grammatical contexts that might signal information. And the last is to look at the semantic context (topic) to look for clues.
9. Distinguishing between literal and implied meanings, this requires the application of sophisticated top-down processing skills.
10. Utilizing discourse markers to process relationships, many discourse markers in the relationship of English signals between ideas expressed through phrases, clauses, and sentences. A clear understanding of such markers can greatly improve student reading efficiency.

### 1.1.4 Online Reading Comprehension

There are some definitions of online reading comprehension by experts (Christine Evans Carter, 2014; Cammack, 2014). According to Christine Evans Carter (2014), online reading comprehension is the process of extracting meaning from an existing text in digital format. Also called digital reading. Unlike reading print sources, reading online is 'nonlinear.' When reading a book or article in printed form, we follow the order of reading - starting from the beginning of the text and continuing the text systematically. However, when reading information online, it

often jumps from one source to the source using hyperlinks that lead to different webpages. And then, Cammack (2014) states online reading comprehension is defined around five main functions: identifying important questions, locating information, analyzing information, synthesizing information, and communicating information. These five functions contain different skills, strategies, and dispositions from online reading comprehension and, at the same time, seem to overlap with offline reading comprehension. What is different from the previous model is that online reading comprehension is defined around the goals, tasks, and contexts and processes that occur in the reader's mind. Readers read to find answers to their questions on the Internet. Every online reading comprehension model must begin with basic observations.

### 1.1.5 Narrative text

There are some definitions of narrative text by experts (Percy, Permana & Zuhri, 2013; Bleiman and Webster, 2009). According to Percy, Permana & Zuhri (2013) states that narratives are a type of essay that tells a story or series of events in which they occur. The aim is to give meaning to an event or series of events by telling a story. Then it can be concluded that the narrative text is related to a story. This story includes several programs that are presented to entertain the reader or listener. So, written narrative text is intended to entertain the reader. Furthermore, Bleiman and Webster (2009) Explain the types of narrative texts there are the adventure, mystery, detective, fantasy, war, romance, family story, thriller, idea novel, science fiction, gothic horror, adult.

### 1.1.6 Generic structure of narrative text

Derewianka (2009) states that the steps to build a narrative are:

1. Orientation, where the writer tells the audience about who the characters in the story are, where the story takes place, and when the action takes place
2. Complications, where the story is driven by a series of events, where we usually expect some kind of complication or problem to arise. it won't be that interesting if something unexpected doesn't happen. This complication will involve the main characters and often function (temporarily) towards them, to achieve their goals. Narratives reflect the complications we face in life and tend to convince us that they can be resolved.
3. Resolution In narratives that are "satisfying", the resolution of its complications is brought about. Complications can be overcome either good or bad, but they are rarely left completely unresolved. although this is certainly possible in this type of narration, which makes us wonder how it ends.

### 1.1.7 Language Features of Narrative text

According to Anderson by Intan Karolina (2010) narrative text language features are:

1. Nouns that identify characters and specific places in the story
2. Adjectives that provide character descriptions and accurate settings.
3. Verbs that indicate actions that occur in the story
4. The word time connects an event to find out when a simple past is used
5. Tense and past continuous tense

## 2. METHOD

### 2.1 Research Design

This quantitative research is design as a descriptive. Quantitative research is an approach for testing objective theories by examining the relationship between the variables. These variables, in turn, were measured, typically on the instrument, so that numbered data were analyzed used statistical procedures (Creswell, 2014). Then the Descriptive research involves collecting data to answer the question concerning the current status of the subject of the study (Gay, 2010).

In this study, the researcher used one variable, which is student reading comprehension in the narrative text used online source in the fourth semester of the English Education Department of Faculty of Education and Teachers Training Universitas Lancang Kuning.

### 2.2 Research Setting and Participants

This research was conducted in June 2020 in English Education Department, Faculty of Education and Teachers Training Universitas Lancang Kuning in the academic year 2018 in the fourth semester. The populations of this research are the student of English Education Department, Faculty of Education and Teachers Training in Universitas Lancang Kuning Academic year 2018. The population consists of three classes from the fourth semester which is from class A, B, and C. There are 70 students from class A, B, and C of English Education Department at fourth semester of Faculty of Education and Teachers Training, Universitas Lancang Kuning.

The sampling technique in this research is a total sampling. According to Arikunto (2012) claim that “if the population of the research is less than 100, it is better to take all the population and if more than 100, it is

suggested to take 10-15 % of 20-25% or depend on the researcher necessity”. Then, the population in this research is 70 students so sample for this research all population student’s fourth semester in English Education Department of Faculty of Education and Teachers Training, Universitas Lancang Kuning that is 70 students.

### 2.3 Data Collection Technique

In collecting data, the researcher gives a test of reading comprehension in the narrative text used online sources test. Furthermore, the online source test used Google Form to distribute tests to participants. this test was to help describe and analyze the abilities of the participants. Researchers used online tests from websites sourced from Google Form. By used the website and the internet, participants can answer the online test via a link sourced from Google Form, after which the researcher provides a link via the WhatsApp group. Then, a valid and reliable reading comprehension test, the researcher used the truth online sources test to the student that was adopted from Longman Complete Course for the TOEFL Test by Deborah Philips and Cliffs Preparation Guide test As a Foreign Language for the TOEFL Test by Michael A Pyle from Academia Edu sources. There are stories about historical narratives, personal experiences.

### 2.4 Data Analysis Technique

Some steps are used by researchers to analyze data. Data collected from tests were presented in quantitative analysis. The main objective of this study was to determine the student's reading comprehension of narrative texts using online sources in the fourth semester of the Department of English Language Education at Faculty of Education and Teachers Training, Universitas Lancang Kuning.

### 3. FINDING AND DISCUSSION

#### 3.1 Research Findings

In this chapter, the researcher presents the description of data analysis, namely findings and discussion. The purpose of this chapter is also to answer the research question How is the reading comprehension ability of students in narrative text using

##### 3.1.1 Detemining narrative text

At this level, there are 4 questions related to narrative texts. 4 question items are item number 1, 6,13, and 17. Students 'ability to detemine narrative text can be known by

**Table 1. Number of Fourth Semester Students Answering Correctly and Incorrectly Detemining Narrative text**

Question Number	Correct	Percentage	Incorrect	Percentage
1	41	58.6 %	29	41.4%
6	31	44.3%	39	55.7%
13	39	55.7%	31	44.3%
17	28	40.0 %	42	60.0%

Based on the data in the table above, it can be seen that on average many students answered correctly on questions number 1 and 13 while some students answered

online sources in the fourth semester of the English Department of FKIP Universitas Lancang Kuning ?

Reading comprehension ability of students in narrative text using online sources in the fourth semester of the English Department of FKIP Universitas Lancang Kuning.

students' answers in working on reading comprehension test questions. The number of students who answered true and false on each question, can be seen in the table 1.

incorrectly on questions number 6 and 17, namely 39 students answered incorrectly at numbers 6 and 42 students answered incorrectly on number 17.

**Table 2. The Frequency of Reading Comprehension Ability Narrative text Students Fourth Semester at Universitas Lancang Kuning**

Determining Narrative text				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	7.1	7.1
	5	18	25.7	32.9
	10	24	34.3	67.1
	15	19	27.1	94.3
	20	4	5.7	100.0
Total	70	100.0	100.0	

From the frequency distribution table above, it can be seen that the lowest value is 5.00, obtained by 18 students with a percentage of 25.7%. The highest score is

20.00, obtained by 4 students with a percentage of 5.7%. In this narrative text, the most scores achieved by students are 10.00, which is obtained by 24 students with a

percentage of 34.3%. Student scores in the frequency distribution table above, then categorized in the following scoring criteria table.

**Table 3. Scoring Criteria Reading Comprehension Ability Narrative Text Of Students Fourth Semester at Universitas Lancang Kuning**

No	Score limit	Category	Frequency	Percentage
1	<5.00	Very low	5	7.1%
2	5.00	Low	18	25.7%
3	10.00	Medium	24	34.3%
4	15.00	High	19	27.1%
5	20.00	Very high	4	5.7%
Total			70	100.0

The scoring criteria table above shows that there are students fourth semester of universitas lancang kuning with a very low reading ability of narrative text comprehension of 70 students, 5 students have a very low reading comprehension ability with a percentage of 7.1%. 18 students low reading comprehension of narrative text with a percentage of 25.7%. And 24 students moderate abilities with a percentage of 34.3%, 19 students high reading comprehension skills with a percentage of 27.1%, and 4 students very high reading comprehension skills with a percentage of 5.7%.

### 3.1.2 Mentioning orientation

In orientation, reading comprehension relates to students' ability to obtain the beginning of a story or the background of how an event occurred. At this level, there are 4 items related to students' understanding in finding information that is not only explicit, but also to students' understanding of information implicit in discourse. Item number relating to the ability to comprehension orientation is a matter of numbers 2, 5, 8, 10. Following this, a table of the number of students who answered correctly and incorrectly of orientation in the narrative text.

**Table 4. Number of Fourth Semester Students Answering Correctly and Incorrect Mentioning Orientation**

Question Number	Correct	Percentage	Incorrect	Percentage
2	42	60.0 %	28	40.0%
5	18	25.7%	52	74.3%
8	43	61.4%	27	38.6%
10	17	24.3 %	53	75.7%

Based on the data in the table above, it can be seen that on average many students answered correctly on questions number 2 and 8 while some students answered

incorrectly on questions number 5 and 10, namely 52 students answered incorrectly at numbers 5 and 53 students answered incorrectly on number 10.

**Table 5. The Frequency of Reading Comprehension Ability Mentioning orientation of student Fourth semester at Universitas Lancang Kuning**

		Orientation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	12.9	12.9	12.9
	5	18	25.7	25.7	38.6
	10	29	41.4	41.4	80.0
	15	12	17.1	17.1	97.1
	20	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

From the frequency distribution table above, it can be seen that the lowest value is 5.00, obtained by 18 students with a percentage of 25.7%. The highest score is 20.00, obtained by 2 students with a percentage of 2.9%. In this orientation, the

most scores achieved by students are 10.00, which is obtained by 29 students with a percentage of 41.4%. Student scores in the frequency distribution table above, then categorized in the following scoring criteria table.

**Table 5. Scoring Criteria Reading Comprehension Ability Mentioning Orientation of Students Fourth Semester at Univeritas Lancang Kuning**

No	Score limit	Category	Frequency	Percentage
1	<5.00	Very low	9	12.9%
2	5.00	Low	18	25.7%
3	10.00	Medium	29	41.4%
4	15.00	High	12	17.1%
5	20.00	Very high	2	2.9%
	Total		70	100.0

The scoring criteria table above shows that there are students fourth semester of universitas lancang kuning with a very low reading ability of mentioning orientation of 70 students, 9 students have a very low reading comprehension ability with a percentage of 12.9%. 18 students low reading

### 3.1.3 Mentioning Complication

In complication, related to the ability of students to tell the beginning of a problem that causes the peak of the problem or climax that the author conveys in the story. The

comprehension of narrative text with a percentage of 25.7%. And 29 students' medium abilities with a percentage of 41.4%, 12 students' high reading comprehension skills with a percentage of 17.1%, and 2 students very high reading comprehension skills with a percentage of 2.9%.

number of questions related to complication is 4 questions, which consists of questions number 4, 16, 18, 19. The following is a table of the number of students who answered correctly and incorrectly on complication.



**Table 6. Number of Fourth Semester Students Answering Correctly and Incorrect Mentioning Complication**

Question Number	Correct	Percentage	Incorrect	Percentage
4	34	48.6 %	36	51.4%
16	10	14.3%	60	85.7%
18	21	30.0%	49	70.0%
19	16	22.9 %	54	77.1%

Based on the data in the table above, it can be seen that on average many students answered correctly on questions number 4 and 18 while some students answered incorrectly on questions number 16 and 19, namely 60 students answered incorrectly at numbers 16 and 54 students answered incorrectly on number 19.

**Table 7. The Frequency of Reading Comprehension Ability Mentioning complication of student Fourth semester at Universitas Lancang Kuning**

		Complication			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	17	24.3	24.3	24.3
	5	29	41.4	41.4	65.7
	10	20	28.6	28.6	94.3
	15	4	5.7	5.7	100.0
	Total	70	100.0	100.0	

From the frequency distribution table above, it can be seen that the lowest value is 5.00, obtained by 29 students with a percentage of 41.4%. The highest score is 15.00, obtained by 4 students with a percentage of 5.7%. In this complication, the most scores achieved by students are 5.00, which is obtained by 29 students with a percentage of 41.4%. Student scores in the frequency distribution table above, then categorized in the following scoring criteria table.

**Table 8. Scoring Criteria Reading Comprehension Ability Mentioning Complication of Students Fourth Semester at Universitas Lancang Kuning**

No	Score limit	Category	Frequency	Percentage
1	<5.00	Very low	17	24.3%
2	5.00	Low	29	41.4%
3	10.00	Medium	20	28.6%
4	15.00	High	4	5.7%
5	20.00	Very high	0	0.0%
Total			70	100.0

The scoring criteria table above shows that there are students the fourth semester of Universitas Lancang Kuning with a very low reading ability to mention the complication of 70 students, 17 students have a very low reading comprehension ability with a percentage of 24.3%. 29 students low reading comprehension of narrative text with a

percentage of 41.4%. And 20 students' medium abilities with a percentage of 28.6%, 4 students' high reading comprehension skills

### 3.1.4 Determining and mentioning the resolution

In the resolution, related to the ability of students in the form of solutions to problems that occur. The number of

with a percentage of 5.7%, and 0 students very high reading comprehension skills with a percentage of 0.0%.

questions related to resolution is 5 questions, consisting of questions number 3,7,12,15,20. Following this, a table of the number of students who answered correctly and incorrectly on the resolution

**.Table 9. Number of Fourth Semester Students Answering Correctly and Incorrect Determining and mentioning the resolution**

Question Number	Correct	Percentage	Incorrect	Percentage
3	30	42.9 %	40	57.1%
7	25	35.7%	45	64.3%
12	29	41.4%	41	58.6%
15	18	25.7 %	52	74.3%
20	12	17.1	58	82.9

Based on the data in the table above, it can be seen that on average many students answered correctly on questions number 3,7 and 12 while some students answered

incorrectly on questions number 20 and 15, namely 52 students answered incorrectly at numbers 15 and 58 students answered incorrectly on number 20.

**Table 10. The Frequency of Reading Comprehension Ability Determining & Mentioning resolution of student Fourth semester at Universitas Lancang Kuning**

		Resolution			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	12.9	12.9	12.9
	5	25	35.7	35.7	48.6
	10	22	31.4	31.4	80.0
	15	11	15.7	15.7	95.7
	20	3	4.3	4.3	100.0
Total		70	100.0	100.0	

From the frequency distribution table above, it can be seen that the lowest value is 5.00, obtained by 25 students with a percentage of 35.7%. The highest score is 20.00, obtained by 3 students with a percentage of 4.3%. In this complication, the

most scores achieved by students are 5.00, which is obtained by 25 students with a percentage of 35.7%. Student scores in the frequency distribution table above, then categorized in the following scoring criteria table.

**Table 11. Scoring Criteria Reading Comprehension Ability Determining&Mentioning Resolution of Students Fourth Semester at Universitas Lancang Kuning**

No	Score limit	Category	Frequency	Percentage
1	<5.00	Very low	9	12.9%
2	5.00	Low	25	35.7%
3	10.00	Medium	22	31.4%
4	15.00	High	11	15.7%
5	20.00	Very high	3	4.3%
Total			70	100.0

The scoring criteria table above shows that there are students the fourth semester of universitas lancang kuning with a very low reading ability to determine and mentioning resolution of 70 students, 9 students have a very low reading comprehension ability with a percentage of 12.9%. 25 students low reading

### 3.1.5 Skimming and Determining Generic Structure, language features, social function

In generic structure, language features, and social functions, related to the ability of students in the form of the structure of narrative texts, linguistic elements as a characteristic in making narrative texts and narrative texts are presented to entertain

comprehension of narrative text with a percentage of 35.7%. And 22 students medium abilities with a percentage of 31.4%, 11 students high reading comprehension skills with a percentage of 15.7%, and 3 students very high reading comprehension skills with a percentage of 4.3%.

readers. The number of questions relating to generic structure, language features, and social functions is 3 questions, which consist of questions number 9,11,14. Following this, a table of the number of students who answered correctly and incorrectly on the generic structure, language features, and social functions.

**Table 12. Number of Fourth Semester Students Answering Correctly and Incorrect Skimming and Determining Generic Structure, language features, social function**

Question Number	Correct	Percentage	Incorrect	Percentage
9	21	30.0 %	49	70.0%
11	46	65.7%	24	34.3%
14	51	72.9%	19	27.1%

Based on the data in the table above, it can be seen that on average many students answered correctly on questions number

11,14 and 49 while some students answered incorrectly on questions number 9

**Table 13. The Frequency of Reading Comprehension Ability Skimming and determining generic structure, language features and social function of student Fourth semester at Universitas Lancang Kuning**

Generic Structure, Language Features, and Social Function					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	8.6	8.6	8.6
	5	18	25.7	25.7	34.3
	10	38	54.3	54.3	88.6
	15	8	11.4	11.4	100.0
	Total	70	100.0	100.0	

From the frequency distribution table above, it can be seen that the lowest value is 5.00, obtained by 18 students with a percentage of 25.7%. The highest score is 15.00, obtained by 8 students with a percentage of 11.4%. Generic Structure, Language Features, and Social Function, the

most scores achieved by students are 10.00, which is obtained by 38 students with a percentage of 54.3%. Student scores in the frequency distribution table above, then categorized in the following scoring criteria table.

**Table 14. Scoring Criteria Reading Comprehension Ability Generic Structure, Language Features and Social Function of Students Fourth Semester at Universitas Lancang Kuning**

No	Score limit	Category	Frequency	Percentage
1	<5.00	Very low	6	8.6%
2	5.00	Low	18	25.7%
3	10.00	Medium	38	54.3%
4	15.00	High	8	11.4%
5	20.00	Very high	0	0.0%
Total			70	100.0

The scoring criteria table above shows that there are students the fourth semester of universitas lancang kuning with a very low reading ability to skim and determining Generic Structure, Language Features, and Social Function of 70 students, 6 students have a very low reading comprehension ability with a percentage of 8.6%. 18 students

low reading comprehension of narrative text with a percentage of 25.7%. And 38 students medium abilities with a percentage of 54.3%, 8 students high reading comprehension skills with a percentage of 11.4%, and 0 students very high reading comprehension skills with a percentage of 0.0%.

**Table 15. Statistics Reading Comprehension Ability Determining Narrative Text, Mentioning Orientation, Mentioning Complication, Mentioning Resolution, Skimming & Determining Generic Structure, Language Features, Social Function Students Of Fourth Semester At Universitas Lancang Kuning**

		Statistics					
		Detemining Narrative text	Orientation	Complication	Resolution	generic structure, language features and social function	
N	Valid	70	70	70	70	70	
	Missing	0	0	0	0	0	
Mean		9.9286	8.5714	5.7857	8.1429	8.4286	
Std. Deviation		5.14238	4.97405	4.31006	5.18997	3.95105	
Range		20.00	20.00	15.00	20.00	15.00	
Minimum		.00	.00	.00	.00	.00	
Maximum		20.00	20.00	15.00	20.00	15.00	

At the level of determining the narrative text, it is also known the mean value of the student fourth semester, which is 9.92 with the very lowest value = <5.00 and the very highest = 20.00. furthermore, At the level of Mentioning orientation, it is also known the mean value of the student fourth semester, which is 8.57 with the very lowest value = <5.00 and the very highest = 20.00. Besides, At the level of Mentioning complication, it is also known the mean value of the student fourth semester, which is 5.78 with the very lowest value = <5.00 and the very highest = 20.00. Then, At the level of Mentioning resolution, it is also known the mean value of the student fourth semester, which is 8.14 with the very lowest value = <5.00 and the very highest = 20.00. In addition, At the level of Skimming and determining generic structure, language features, and social function, it is also known the mean value of the student fourth semester, which is 8.42 with the very lowest

value = <5.00 and the very highest = 20.00. The following are statistics of reading comprehension ability to determine the narrative text, mentioning orientation, mentioning complication, mentioning the resolution, Skimming and determining generic structure, language features, and social function of students fourth semester at Universitas Lancang Kuning.

The five data above, illustrate the reading comprehension ability of narrative texts of students' fourth semester in Univeritas Lancang Kuning. Then, the five reading comprehension ability data are combined to obtain the reading comprehension ability of narrative text comprehension of student fourth semester in Lancang Kuning university as a whole, namely by calculating the entire score to get the average total score. Each average score for each category can be seen in the following table.

**Table 16. Average Score Of Students Fourth Semester In Universitas LancangKuning Based On Five Levels Of Reading Comprehension Ability Narrative Texts**

Number	Level of comprehension	Mean score
1	Determining Narrative Text	9.92
2	Orientation	8.57
3	Complication	5.78
4	Resolution	8.14
5	Generic Structure, Language Features, And Social Function	8.42
	Score Means Total	8.16

### 3. DISCUSSION

The results found that students fourth semester in the English Education Department, the Faculty of Teacher Education and Training at Universitas Lancang Kuning could read narrative text comprehension, obtained through a multiple-choice test with four answer choices. Furthermore, tests were carried out on 70 respondents from students fourth semester in the English Education Department, teacher training and faculty of education. The number of respondents was 70 respondents,

Then, reading comprehension ability in the narrative text according to Rahmi (2014) found that the ability students to comprehend narrative text was moderate. it was proved by the fact that 66,66 % of the students had a moderate ability. Specifically, the ability of the students to comprehend the orientation of narrative text was moderate. it was proved by the fact that 59,25% of the student had a moderate ability. the ability of the students to comprehend complications of narrative text was moderate. it was proved by the fact that 51,85% of the student had a moderate ability. the ability of the student to comprehend the resolution of narrative text was moderate. it was proved by the fact that 88.88% of the student had a moderate ability. based on the findings above, it means shows the second-

consisting of 28 respondents in class 4A, 29 respondents in class 4B, and 13 respondents in class 4C. The researcher found that of the 5 indicators of reading comprehension of narrative text including determining medium narrative text (34.3%), orientation (41.4%) of medium category, and generic structure, language features and social function of the medium category (54.3%), while complications and resolution showed different results, complications (41.4%) and resolution (35.7%) were in a low category.

grade students' ability to comprehend narrative text was moderate. In students' reading comprehension ability, students who have the ability are in problem-solving. then students are required to have a focus on understanding the reader to understand the resolution of narrative texts. so that it can improve in problem-solving in narrative texts.

Therefore, Sarwo (2013) found that the students still got difficulties in finding information in narrative texts. in other words, most students were difficult at all parts of generic structure at narrative texts. the result showed that the ability of the students still lows finding orientation, complication, resolution, and reorientation.

#### 4. CONCLUSION

Based on the research data obtained and discussion of the results of the study, it can be concluded that the ability to read comprehension in narrative texts of fourth semester students of English Education department is medium, category with percentage 54.3%. At the level of determining orientation, the average score obtained was 8.57 with the lowest value <5.00 and the highest 20.00. At the level of complication, the mean score obtained was 5.78, with the lowest value <5.00 and the highest 20.00. At the level of resolution, the mean score obtained is 8.14 with the lowest value <5.00 and the highest 20.00. At the level of generic structure understanding, language features, and social functions, the average score obtained was 8, 42 with the lowest value <5.00 and the highest 20.00. Of the five average scores, the ability to read comprehension of each level then tabulated and obtained a total average score of 8.16. Overall, it can be concluded that the ability to read comprehension in the fourth-semester narrative text, English education. Faculty of Teacher Education and Training at Universitas Lancang Kuning Academic Year 2020, included in the medium category. Therefore, it is suggested to the future researchers to students are advised to practice narrative texts and improve their learning process in the future. Students are advised to study hard and learn more about narrative texts, especially about complication, resolution of narrative texts, because the ability to understand complication and resolution of narrative texts is still low.

#### REFERENCES

- Arikunto, S. 2012. *Prosedur Penelitian*. Jakarta:Rineka Cipta.
- Anderson By Intan Karolina (2010). *Text Type in English 2*. Australia: Macmillan.
- Aminah, Siti Aisyah. (2017) *An Analysis Of Students' Difficulties In Reading Comprehension On Narrative Text (A Case Study At The Second Grade Of Ma Sholatiyah Petir-Serang District)*. Universitas Islam Negeri Banten
- Brown, H. D., Lee, H. (2015). *Teaching by Principles: an interactive approach to language pedagogy* (Fourth Edition). White Plaine, NY: Pearson Education.
- Bleiman, Barbara, and Lucy, webster. 2009. *Studying Narrative*. London: Polestar Wheatons.
- Cammack, D. W. (2014). Literacy, Technology, and a Room of Her Own: Analyzing Adolescent Girls' Online Conversations from Historical and Technological Literacy Perspectives. In D. Schallert, C. Fairbanks, J. Worthy, B. Maloch, & J. Hoffman (Eds.), *Fifty-First Yearbook of the National Reading Conference* (pp. 129-141). Chicago: National Reading Conference.
- Christine Evans Carter (2014). *Mindsapes Critical Reading Skills and Strategies*. Boston: Wadsworth

- Clarke, Paula J., Emma Truelove, Charles Hulme, and Margaret j. Snowling. 2014. *Developing reading comprehension*. USA: John Wiley & Sons, Ltd.
- Creswell, Jhon W. (2014). *Research Design Quantitative, Qualitative, And Mixed Methods Approaches*. London: Sage.
- Derewianka, Beverly. (2009). *Exploring How Texts Work*. London: Primary English Teaching Association.
- Gay, L. R. 2010. *Educational Research Competencies for Analysis and Application*. Florida: Boston College Publisher. 2011. *Educational Research: Competencies for Analysis and Application*. New York: Prentice-Hall.
- Ghozali, Imam. 2009. *Aplikasi Analisis Multivariate dengan Program SPSS (Cetakan IV)*. Semarang: Badan Penerbit Universitas Diponegoro.
- Hoover, W. A., & Gough, P. B. (2011). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2, 127-160. DOI:10.1007/BF00401799
- Kain, Oakhil Woolley, G. (2011). Reading comprehension. *Reading Comprehension* (pp. 15-34). Springer, Dordrecht.
- Khoiriyah (2010). *The Implementation of P-Q-R-S-T Strategy to Improve Students' Reading Comprehension Ability at SMKI Assya'Roniyyah Mataram Baru*. (Unpublished Script, Bandar Lampung: Lampung University, 2017).
- Koffman and Reed (2010). *The True Story of Narrative Text: From Theory to Practice*. <http://www.emporia.edu/teach/n cate/documents/CoffmanandReed.pdf>. 20 Dec 2013.
- Muhammad Lukman Syafi (2018). *Using Online Short Stories to Improve the Reading Comprehension Ability*. <http://journalregister.iainsalatiga.ac.id/index.php/register/> DOI: <http://dx.doi.org/10.18326/rgt.v11i2.168-191>. Vol. 11, No. 2, 2018, pp.121-138
- Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra. (Edisi ketiga)*. Yogyakarta: BPFE.
- Percy, Permana & Zuhri (2013). *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*. *Retain*, Volume 01 Nomor 01 Tahun 2013.
- Philips, Deborah. (2001). *Longman Complete Course the TOEFL Test*. New York: A Pearson Educational Company.
- Rahmi (2014) *An Analysis of the Second Grade Students' Ability to Comprehend Narrative Text at SMPN 1 Baso*. Universitas Bung Hatta. Vol.3 No. 5



Rusman (2012). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta: PT RajaGrafindo Persada. 447 hlm

Sarwo (2013) *Analysis On The Students' Problems In Comprehending Narrative Texts*. Universitas Pontianak.

Syarifuddin Yunus (2010). *Jurnalistik Terapan*. Bogor: Ghalia Indonesia, 2010.

Wardiningsih et al. (2012). *Improving Students' Reading Comprehension On Narrative Text Through Story Pyramid Strategy*. Universitas Tanjungpura.

Yessy & M. Ikhsan (2019) *An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade At SMAN 1 Talamau*. Jurnal JIPS (Jurnal Ilmiah Pendidikan Scholastic) Vol.3 No. 1 (2019) ISSN: 2579-5449

Zhang, L.J. (2010). A dynamic metacognitive systems account of Chinese university students' knowledge about EFL reading. *TESOL Quarterly*, 44, 320-353