English as a Foreign Language (EFL) Students’ Ability in Identifying Moral Values within Narrative Texts

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ARTICLE HISTORY
Received : 24 August 2019
Revised : 9 September 2019
Accepted : 8 October 2019

KEYWORDS
English as a Foreign Language (EFL)
Reading Comprehension
Narrative Text
Moral Values

ABSTRACT
The aimed of the research is to find out the students’ ability in identifying moral values of narrative text. The research design of this research is descriptive quantitative. The researcher analysed the data from students’ test and on the data analysis, the researcher has got result from the students’ test, there are: The students who received excellent level is 0 (0%), very good level is 29 (60%), good 13 (28%) and 6 come into fair level (12%), while 0 students got poor level (0%). The means score of the students’ test is 77, it means that the students’ ability in identifying moral values of narrative text is Good.

1. Introduction

English is an important subject in Senior High School (SMA) in Indonesia. English is included in Indonesia’s National Exams. While some foreign languages are actually taught in optional classes, at the high school level, English is compulsory (Rahman, 2018). It indicates the importance of English in SMA. English as a subject matter in school with the four basic language skills, they are reading, speaking, writing and listening. From these four skills, reading has on the portion in teaching learning process (Molinsky, 2014). Based on the opinion above one of basic skill that should be mastered in English by the student is reading (Budarti et al., 2019).

The goal of English learning is to equip students with a necessary skill in listening, speaking, reading and writing to communicate (Susilo, 2019). One of subject in English of reading is a reading text. Based on the curriculum of the Eleventh Grade of Senior High School there are some texts that should be learned by the students those are, descriptive text, recount text, and narrative text. The students of Senior High School should be able to comprehend and interpret English reading narrative texts.

The text has an important place in language education and probably they are the most important means of education. The student in Senior High School mostly read narrative texts like short stories, poems and fictional books (Sallabas et al, 2013). The moral value of the text is one of the very important things in which the readers need to concern about. Moral value is one of the generic structures of narrative text in English lesson. In this research, the students are ordered to identify the structure of a text, especially in narrative text. It means that moral value plays an important role in reading comprehension of a narrative text. There is a reason why the moral value is important in reading comprehension of a text especially in narrative. It is because the moral value is the good message that can be taken by the reader or students after they read the narrative text.

In preliminary research when the researcher practiced of field (PPL) as teacher, the researcher was doing informal observation in SMA Negeri 6 Mandau and found some problems about teaching and learning process, especially in narrative text. Firstly, the teacher doesn’t use interest media in teaching about narrative, so many students feel bored in learning process. Second, learning process no apparent variation in teaching of narrative. English teacher just give instruction to students to read book or read text and translate it, so some of students not understanding about the text.

Some of the students got difficulties to understand the generic structure of narrative text. When they got reading materials, they need more time to understand the narrative text. They feel bored when they have the reading materials even though the teacher has already tried to give them interesting materials for them. They feel lazy to have the reading materials. When the teacher asked them to do the reading exercises not all the students do it by themselves. Most of them just copied from another friend. They do not care whether the answer is right or not. The point is that they have fulfilled their task without understanding at all.

Some students cannot retell what the narrative text, because many students did not know the narrative. Example when the students read a narrative text, they are only read without knowing the reading about it. All comprehension in reading a narrative text is concentrated on two important things that are the moral value and main idea. The moral
value of the text is one of the important things in which the readers need to concern about. Moral value is one of the generic structures of narrative text. Character education is an important dimension of children’s education because it provides children with different social and ethical lessons (Sallabas et al., 2013). It means that moral value plays an important role in reading comprehension of a narrative text. There is a reason why the moral value is important in reading comprehension of a text. Reading also have a religious practice or moral (Pang, 2013). Moral value of narrative text is one of the points that is being expressed by the researcher to the reader.

Based on the phenomena above, the researcher found some problem as follow:

a) The students have low motivation in English learning especially in narrative text.

b) Some of students cannot understand the meaning of reading text.

c) Some of students got the problem and difficulties to comprehend of generic structures of narrative, especially to identifying and finding moral values of narrative text.

d) Some of student difficulties with their vocabulary and the students’ ability in finding moral value still low because they are confused to determine the moral value from the narrative text.

Regarding with the problem or phenomena above, the researchers want to find out how is students’ ability in identifying moral values of narrative text. Based on the phenomena above the researcher is interested to research and discuss about the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau. The researcher, therefore want to carry out a research entitle: “The Students’ Ability in Identifying Moral Values of Narrative Text at the Eleventh Grade of SMA Negeri 6 Mandau”.

2. Literature Review

2.1 Theoretical Framework

2.1.1 Nature of Reading

Reading is an active process because need comprehension to understand that the read and each reader acquires different knowledge from the texts based on their accumulations of information, skills and studies. The reader may be not got the information or message the author intended from the text. The messages to be given in the text are influenced by reading skills and moral development of readers. Therefore, proponents of traditional character education ought to renounce the recognition that reading stories with moral contents totally build character of a reader (Sallabas et al., 2013).

Reading text is not only about reading the whole sentences in it, but also about getting information from it, such as newspaper, fable, and others. Getting information from a reading material can be very difficult if the readers cannot comprehend what they read well. Because of this fact, comprehending the text becomes a very important thing for readers (Cross Curricular Approach, 2012).

The ability to read and write is very important and crucial for communication with the surrounding environment. Cooperation, competition and recognition are also certain principles which students can use to improve their communication (Derin et al., 2020) With the increasing volume of electronic messaging, online news stories, and other printed sources of information, strong literacy skills are more important than ever (Allen, 2014).

Reading comprehension is an ability to understand and comprehend what has been read. Reading is not an isolated process, with reading our mind will be opened. Four language component work together to enhance the development of each of the others, they are speaking, listening, reading, and writing. Listening and reading are the receptive processes to take information, and speaking and writing are the productive processes give the information to others people. Reading is the physical or mentalpower or skillneeded to do something, reading involves active thinking throughout the process the engaging with the text (She and Robert, 2016).

Reading is one of the component to get information and knowledge about everything those readers need from written form. Reading is very important and crucial. Reading is one of the four language skill in English language. The goal of reading is usually related to pleasure, information and general understanding and Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known (Bakke, 2010).

English has four skills in learning process, they are listening, speaking, reading and writing”. All of the component cannot be separated each other. Besides, as a skill reading is clearly one of the important. Reading is fun way to knowledge hunt in learning. We will read or see innumerable quotes and proverbs on reading. How far is it true? It is true reading brings wisdom. With often reading, we learning much knowledge and it is most prominent language skill. But the fact of making a reading habit or being good at it is the question here. Today, students, adults and even educators read very less. It is a well-known fact that when there were no televisions or computers or other forms of entertainment, reading was a primary leisure activity among the educated lot (Manaj, 2015).

Actually, reading is very important in our life. Reading comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. In successful reading, comprehension is checked throughout the reading activity. On the other hand, reading comprehension is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they are reading or understanding what has been read. To develop the student’s
comprehension, the students have to know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the material that they read. But of course the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of the material.

Reading is an important source of knowledge, but more than providing facts, figures, and a wealth of information reading can broaden our minds, our knowledge and make us reflect on issues that affect our lives and our future. Reading texts in this book were written not only for your skill development, but also for your pleasure. Read them and share your thoughts (Diane Engelhard, 2013).

Based on Denise Young (2013), Reading skills include the ability to:

a) skim and scan a text to find specific information.
b) identify the main idea of a section or complete text.
c) distinguish details from main ideas in a text.
d) understand vocabulary from context.
e) distinguish factual information from opinions and assumptions in a text.
f) understand a researcher's point of view in a text.

2.1.2 The Definition of Narrative Text

In Senior high school, narrative text is one of the text should be learnt by the students. In narrative text students are expected to understand about the context and to find the moral value of the story. There are many types of narrative. They can be imaginary, factual, or a combination of both. They may include a novel, short story, a play or even a poem. It tells a story which sets out to entertain us. If often leaves us with important ideas to think about (Barker, 2013).

Narrative text is a text focusing on specific participants. It has social function is to tell stories or past events and to entertain the readers. Narrative text also review events that have happened. A narrative is some kind of retelling, often in words of something that happened such as story. There are some classification of text types according to its goal and features. Narrative is one of them that its goal is to tell a story or to entertain the readers. In a school textbook for students, narrative text is one of the text types that has to be studied (Jaya, 2017).

Narrative text is a text which has about fantasy, fairy tales, or a true story that has been exaggerated. There is usually a moral to be learned at the end of the story from narrative. Example of narrative text can be folk tales, animal stories, legends, myths, short stories, comic, cartoon, and others. If concluded, it is a narrative text is a text which contains a story in the form of written or unwritten, and there is a series of inter connected events that emphasizes the existence of a conflict and the solution while there count is a text that contains a story in which in the form retell stories and the experiences of the author and the people who described (Jaya, 2017).

Narrative is central to student's learning. They use it as a tool to help them organize their ideas, their mind and to explore new ideas and experiences. Composing stories or text whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively. The range of narrative that students will experience and create is very wide for student's mind. A lot powerful narratives are told using only images. Texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts (National Literacy Trust, 2013).

Narrative text or story is any report of connected events, real or imaginary, presented in a sequence of written or spoken words, and/or still or moving images. Narrative also can be organized in a number of thematic and/or formal categories: non-fiction such as definitively including creative non-fiction, biography, journalism, transcript poetry, and historiography, fictionalization of historical events such as anecdote, myth, legend, and historical fiction. (Barthes, 2016).

Narrative text is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc (Sulisisto, 2013). Oral storytelling is perhaps the earliest method for sharing narratives (Green, 2015). During most people's childhoods, narratives are used to guide them on proper behavior, cultural historical, formation of a communal identity, and values, as especially studied in anthropology today among traditional indigenous peoples. Narratives may also be nested within other narratives, such as narratives told by an unreliable narrator (a character) typically found in noir fiction genre. Along with exposition, argumentation, and description, narration, broadly defined, is one of four rhetorical modes of discourse. More narrowly defined, it is the fiction-writing mode in which the narrator communicates directly to the reader.

In short, any time you “tell what happened” you are using narrative text. Although a narrative text may be written for its own sake-that is simply to recount events in most college writing narrative text is used for purpose, and a sequence of events is presented to prove a point. The social purpose of this type text is entertaining because they deal with the unusual and unexpected development of events. narrative text which has the social function to entertain thereader or audience (Maria and Natalina, 2014).
Based on the above description, it can be concluded that narrative text is storytelling. When we write a narrative essay, we can essentially tell a story, whether we are relating a single story of several related ones, and we can tell it in the first Students and third Students. Through narration we make statements clear by relating in detail something that has happened. We can develop the story in chronological order.

A narrative tells a story. It aims to entertain or inform the reader or listener. It can include novels, spoken stories, historical fiction and other stories. As we know there are many kinds of text so in this occasion, I want to share about Narrative Text. In this case I want to share about the function, generic structure and example of Narrative Text.

a) **Orientation**
   The storyteller tells the reader who is in the story, when the story is happening, where the action is happening and what happened from the story.

b) **Complication**
   The storyteller tells about conflict or crises arisen and will begin chain of events that influences of the story will be happen.

c) **Sequence of events**
   How the characters of the story react and what the characters do something to the conflict or crises happen.

d) **Resolution**
   The characters of the story solve the conflict or crises in the complication.

e) **Moral value**
   The message will be learning from the story.

Sometimes the arrangement (generic structure) of narrative text can contain: Orientation, Complication, Evaluation, Resolution and Reorientation. Although the Evaluation and Reorientation is optional may be added, and could not. Evaluation provides assessment /evaluation of the course of the story or conflict. While Reorientation contains content inference ending. Descriptive words, such as noun groups and groups of adjectives to portray the characters and settings (Sydney Centre for Innovation in Learning, 2019).

When previewing narrative text, we should look for the following features to identify it as a narrative text. Identify them on the cue sheet. These features are also known as story elements. Project the cue sheet or write on board and briefly define the terms:

a) Setting
b) Characters
c) Conflict
d) Rising action
e) Climax
f) Falling action
g) Resolution

Remember, narrative text structure uses a story structure that includes story elements such as setting, characters,
a) Setting: A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.

b) Characters: People or animals in the stories.

c) Plot: The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.

d) Theme: The theme is the central idea of the story. A theme can be directly stated or through use of story elements.

e) Vocabulary: The author uses vocabulary to enhance the reader’s understanding of characters and events in the story. The author’s choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of reading narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions.

Students him/herself is the reader. The reader actively interacts with the text. Thus, the students as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts that are taught in majority classroom context. Therefore, students must interact with this text genre.

There many kinds of text including narrative. Narrative text differs to the others text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of teaching narrative text.

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students become easily to comprehend narrative text. This was not impossible to the literary in syllabus of teaching narrative text will become easily if the teacher teach the students to apply the reading comprehension strategies.

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text review events that have happened. Usually the events are presented in the order in which they occurred. The story is told, however, to make a point or to explain an idea.

2.1.3 Moral Value

Moral Value is attitude that learned by someone who shapes behavior or habits (Sumantri, 2017). In society, if we want to solve a problem, we have to conclude something based on moral reasoning. Almost everyone knows something about moral reasoning, whenever we argue about how we should act or whenever we give reason to justify or critics our behavior. While moral value taught the audience action taken the moral is never taught in schools or courses anywhere. Moral is formed from the environment in where he lives where the environment is good the child will grow up with good morals.

The term moral education is most often used quite narrowly to refer to those parts of educational process, which are structured within one or more school subjects, dedicated specifically to ethics. It is also often connected with religious education and comprises a single school subject, which enables children to learn about world religions and supports the development of beliefs and values (Curko, 2015).

In addition, Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good value have good connotation. We can conclude there are kinds of moral values such as bravery, humbleness, honesty, justice, steadfastness, respectability, responsibility, sympathy, cooperativeness, thankfulness, trustworthiness, sincerity, etc. (source)

We also can be concluded that moral value is a piece of information about what is right behavior, what is wrong behavior, and what is important in life that is sent by the author to the readers through the text he wrote, through the topic and theme declared. Besides reads a text to learn, to get information and to be entertain, reading also have a religious practice or moral (Pang, 2013). So, as a teacher beside teach text, we also can teach about moral values to students. With the learning about moral value, each teacher also hopes given benefit to the students.

2.2 The Relevant Research

The researcher conducted this study based on some relevant research. One of research entitled “an analysis of students’ difficulties in finding the moral value of narrative text at the first semester of the eighth grade in2017/2018 academic year” by Dariyanti, 2017. The researcher found that the students still had difficulties in finding moral value, problem and difficulties with previous knowledge. Therefore, objective of this research is to identify the factors that cause students difficulties in finding moral value of narrative text. The method used in this research was descriptive qualitative. The factors that causes students difficulties in finding moral value were exception in the decoding process, previous knowledge, motivation or perseverance, high level cognitive skills. Based on the result of questionnaire, it can be concluded, that most students were fluent in reading narrative texts in English because they often read narrative text. So, they can read the
text in English easily. And then, most of students had problem in their previous knowledge, so they felt difficult to determine the moral value. The difference between this research and researcher’s research, there are: this relevant research using qualitative method with technique of collecting data was by analyzing documentation and giving questionnaire to the students. The questionnaire was done to know the factors that causes students’ difficulties in finding moral value of narrative text, while the researcher’s research use quantitative method with collecting data by using test only to measure students’ ability in identifying moral value of narrative text.

Another research is” by Dini Utami Mulyaningih, 2013 from English Education Study Program of Indonesia University of Education. This research is case study about students’ ability in writing narrative texts. The data of this study were nine junior high school students’ narrative texts that came from low, middle, and high levels of achievement. The analysis of the data indicated that the students from low and middle achievers have insufficient knowledge of writing narrative. The findings of this study indicate that all students from all levels of achievement have been aware of the obligatory constituent structure of a narrative text that includes orientation, complication, and resolution. Furthermore, in terms of the narrative’s language features, different student’s from different levels of achievement have different ability in applying the features in the story. The conclusion of this research the low achiever student lacks knowledge of language features of narratives. The middle achiever has a better understanding and high achiever has a good understanding of language features of narratives. The differences this research with the researchers’ research are: this research is case study while researchers’ research quantitative (survey research), subject of this research is junior high school while the researchers’ research senior high school, and this research focus to students’ ability in narrative text while the researchers’ research focus to reading and finding moral values only from narrative text.

2.3 The Operational Concepts

Operational concept is the concept used for giving an explanation about theoretical framework to avoid misunderstanding about this research. In this research, there is one variable: students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau. The data will be taken by using test. The operational concept of this research are:

a) The students are able to comprehending narrative text
b) The students are able to comprehending generic structure of narrative text
c) The students are able to identifying moral values of narrative text
d) The students are able to finding moral values of narrative text

3 Method

3.1 Research Design

This research examines the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau. The students’ ability in identifying moral values of narrative text has been tested by using test. The researcher took descriptive quantitative. It is a method that the use to describe phenomena of a case.

They have questions of who, what, when, where, how much, how many, and how. Quantitative research is essentially with collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods. Quantitative research is a study involving the use and analyses of numerical data using statistical techniques with the formula.

Quantitative research is research design was designed to produce statistically reliable data that tells us how many people do or think something. Quantitative data typically is in numerical form such as averages, percentage, ratios or ranges.

Quantitative research is especially useful when carrying out a large scale needs assessment or baseline survey. It is independent of the researcher and one should get similar results no matter who carries out the research. It can also be used to measure trends (Nayak, 2015). In this research there is one variable, it is the students’ ability in identifying moral values of narrative text.

3.2 Place and Time of the Research

The research conducted at the eleventh grade of SMA Negeri 06 Mandau, on May 2019 up to August 2019. The location of SMA Negeri 06 Mandau on the Duri-Dumai Street KM. 18 in Sebangar Town, Sub- District Bathin Solapan (Expansion of Mandau Sub-District) Bengkalis Regency.

3.3 Subject and the Object of the Research

The subject of this research is the eleventh grade of SMA Negeri 06 Mandau, and the object of is students’ ability in identifying moral values of narrative text.

3.4 Population and Sample

The population of this research is the eleventh grade of SMA Negeri 06 Mandau. In this case there are eight classes which consisted of XI IPA 1 (29), XI IPA 2 (30), XI IPA 3 (28), XI IPA 4 (29), XI IPS 1 (31), XI IPS 2 (31), XI IPS 3 (31), XI IPS 4 (30). The total number of the population is 239 students. In this research, the researcher will use Purposive Sampling Technique. Purposive sampling is selecting a sample on the basis of researcher’s own knowledge of the population, its elements, and the nature of aims of the research.
That is, the population is non-randomly selected based on a particular characteristic (Nayak and Singh, 2015). Purposive Sampling Technique is a technique which is done because of some causes, such as the researcher has particular purpose toward the sample and the very limited time and funding. So, the sample of this research chooses by six students with the highest scores each class based on test in preliminary research about narrative text, so there are 48 students can be as sample of this research. The researcher just taken six students with the high score because very limited time and funding. So, student that have high score from the first until the sixth was taken be sample from 239 populations or 239 students at the eleventh grade of Senior High School (SMA) Negeri 06 Mandau, Bengkalis Recency, Riau Province. We can see based on the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>XI IPA 1</td>
<td>29 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>2</td>
<td>XI IPA 2</td>
<td>30 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>3</td>
<td>XI IPA 3</td>
<td>28 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>4</td>
<td>XI IPA 4</td>
<td>29 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>5</td>
<td>XI IPS 1</td>
<td>31 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>6</td>
<td>XI IPS 2</td>
<td>31 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>7</td>
<td>XI IPS 3</td>
<td>31 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>8</td>
<td>XI IPS 4</td>
<td>30 Students</td>
<td>6 Students</td>
</tr>
<tr>
<td>Total</td>
<td>239 Students</td>
<td>48 students</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Population Research

In order to get some data, which are needed to support this research, the researcher uses description method. The technique as follow:

a) The researcher prepare test about narrative text. The test consist of 20 item of multiple choice which consisted of four options. The reason why the researcher made the test in the form of multiple choice was that is easy to check or to score.

b) The time of this test is 48 minutes. Based on BNSP 60 Examination Question for English in Senior High School all the time alocation is 120 Minutes. It means each question takes 2.4 Minutes. So, if 20 question takes 48 Minutes (BNSP, 2017).

c) Give the test to sample and sample answer the questions from test with the instruction to find or identifying moral values form story about narrative text.

d) Analyze the collection data

e) Prepare the report data

Example of Test:

Farmer and Bird

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

1. What do we learn from the text?
   a. A gift shows kindness.
   b. Sufferings bring happiness.
   c. Arguing makes you distressed
   d. A good deed deserves a reward

3.5 Technique of Data Analysis

After distributing the test to the samples, the researcher scored the test by using the following formula:

\[ M = \frac{\sum X}{n} \times 100 \]

Where: 
- \( M \) = Individual Score
- \( X \) = The number of correct answer
- \( n \) = The number of item test

To know percentage of students’ mastery in answering the test, the researcher using formula:

\[ P = \frac{F}{N} \times 100 \]

Where: 
- \( P \) = Percentage
- \( F \) = Frequency
- \( N \) = Number of Students

(Sibel Toksoz, 2017)

The students’ score will classification into level on the table below:

<table>
<thead>
<tr>
<th>The Score Mastery</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90-99</td>
</tr>
</tbody>
</table>
The important statistical measures that are used to summarize the research data are measures of central tendency, they are:

a) Mean: the mean of average is probably the most commonly used method of describing central tendency. To know average score of students’ ability in applying the quantifiers, the researcher uses formula:

\[ \mu = \frac{\sum x}{N} \]

\( \Sigma x \) = The summation of individual score
\( \mu \) = The mean of score
\( N \) = The total number of respondent

b) Median: the mean of median is the middle value that separates the higher half from the lower half of the data set. The median and the mode are the only measures of central tendency that can be used for ordinal data in research, in which values are ranked relative to each other but are not measured absolutely.

c) Mode: the mean of mode is the most frequent value in the data set. This is the only central tendency measure that can be used with nominal data in research, which have purely qualitative category assignments.

Besides central tendency, measure of dispersion also the important statistical to summarizes the research data statistic. Measures of dispersion are descriptive statistics that describe how similar a set of scores are to each other one of them is the Range: the mean of the range as the difference between the largest score in the set of data and the smallest score in the set of data.

\[ X_L - X_S \]

What is the range of the following data:

| 4 | 8 | 1 | 6 | 6 | 2 | 9 | 3 | 6 | 9 |

The largest score (X_L) is 9; the smallest score (X_S) is 1; the range is \( X_L - X_S = 9 - 1 = 8 \)

4. Results

4.1 The Data Presentation

After the researcher conducted test on 48 samples by providing test which is consisted of 20 item of multiple choice about narrative text based on short story in narrative text, such as story about “farmer and Bird, the lion and the mouse, the magic box and others story of narrative text. In this chapter, the researcher explains the description of the data and present the result of the test given to the eleventh grade students of Senior High School (SMA)Negeri06 Mandau. The presented data were obtained through test that the test data is taken from the score of students.

Before give to sample that 48 respondents, the researcher was given preliminary research test to population. The researcher done it to found sample in this research and the researcher was explained about technique to found sample in chapter III. Based on the preliminary research test, researcher found students’ score in English generally about narrative, not specific about moral value of narrative text. The researcher was taken 48 students from each class as sample. We can see six students each class with the higher score:

<table>
<thead>
<tr>
<th>Students</th>
<th>Correct Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Student 2</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Student 3</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Student 4</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Student 5</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Student 6</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Correct Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 2</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 3</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 4</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 5</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Student 6</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Correct Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Student 2</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 3</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 4</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Student 5</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Students</td>
<td>Correct Answer</td>
<td>Score</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>80</td>
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<tr>
<td>8</td>
<td>15</td>
<td>75</td>
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<tr>
<td>9</td>
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<td>80</td>
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<tr>
<td>10</td>
<td>17</td>
<td>85</td>
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<tr>
<td>11</td>
<td>16</td>
<td>80</td>
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<tr>
<td>12</td>
<td>17</td>
<td>85</td>
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<tr>
<td>13</td>
<td>17</td>
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<tr>
<td>14</td>
<td>17</td>
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<tr>
<td>15</td>
<td>16</td>
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<td>16</td>
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<td>80</td>
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<td>17</td>
<td>13</td>
<td>65</td>
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<tr>
<td>18</td>
<td>14</td>
<td>70</td>
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<tr>
<td>19</td>
<td>16</td>
<td>80</td>
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<tr>
<td>20</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>17</td>
<td>85</td>
</tr>
</tbody>
</table>

Table 3. Students’ score in preliminary research
<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Very Good</td>
<td>29</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>Fair</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4. The Students’ Scores, Correct Answer, and Classification in Test

To know the percentage of students’ score on the table above the researcher using formula as follow:

\[ P = \frac{F}{N} \times 100 \]

Where:  
- \( P \) = Percentage  
- \( F \) = Frequency  
- \( N \) = Number of Students

The data above shown students’ ability in answering the test items. Based on the data above we can seen if the students has a different score as a theirs ability.

Figure 1. The students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau
The Data Analysis

In this chapter, the researcher has presented the data gotten from the research. To continue, the researcher presents the statistical result followed by discussion about the students’ ability in answering the test item about moral value of narrative text. To know the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau, the researcher administrated the test. The test consists of 20 items, the number of students or respondent was 48 respondents.

On the data analysis researcher uses the formula of statistical to get the mean (M) and standard deviation (SD). The result of score mean of each test given is calculated by using formula as above. Moreover, to analyze the data, the researcher would present some result, which the data also has been distributed and analyzed. The result will be stated as follow:

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>77.29</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>80.00</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.068</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>49.956</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>3710</td>
<td></td>
</tr>
</tbody>
</table>

Table 6. Descriptive Statistic of the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau.

From the data above, we can see the data from the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau mean score of students in test was 77, median 80, mode 80, standard deviation 7.068, variance 49.956, range 25, minimum 60, maximum 85, and sum of score 3710.

To find mean of score the researcher using formula as below:

$$\mu = \frac{\sum x}{N}$$

$$\mu = \frac{3710}{48}$$

$$\mu = 77$$

4.3 The Findings

Based on the formulation of the problem from this research as stated in the chapter I is “how the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau?” the researcher has analyzed the data and was got the result of the research. To know how is the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau, the researcher was given test to the students that 48 persons at the eleventh grade of SMA Negeri 06 Mandau. Test about narrative text with instruction to identifying or to find moral value of narrative...
text. So, for clearly we can see from the table of percentage from students as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Ability Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90.99</td>
<td>0</td>
<td>0%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>80.89</td>
<td>29</td>
<td>60%</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>70.79</td>
<td>13</td>
<td>28%</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>60.69</td>
<td>6</td>
<td>12%</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>≤ 60</td>
<td>0</td>
<td>0%</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 7. The percentage of the students’ ability in reading comprehension of short functional text at the seventh grade of SMP Negeri 05 Mandau

The table above shows the students’ score of in answering the test items range are excellent, very good, good, fair and poor. The students who got excellent level is 0 (0%), very good level is 29 (60%), good 13 (28%) and 6 come into fair level (12%), while 0 students got poor level (0%). From the table above also can be seen the total number of the sample 48 students who took the test. The researcher also has analyzed the data, and got the mean score as follow:

\[
\mu = \frac{\sum x}{N}
\]

\[
\mu = \frac{3710}{48}
\]

\[\mu = 77\]

From the formula above was got the mean score of the test 77, its’ means based on the category in the table of classify of students’ score, the category of the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau is Good Ability.

5. Conclusion

This studies are formulated as “how is the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau?”. The research design of this research was a descriptive quantitative, the researcher took the total number of sample 48 students and given test of multiple choice. The test consist of 20 item of multiple choice which consisted of four options. The reason why the researcher made the test in the form of multiple choice was that is easy to check or to score. It used to find out the students’ ability in identifying moral values of narrative text. Narrative text based on short story in narrative text, such as story about “farmer and Bird, the lion and the mouse, the magic box and others story of narrative text.

To know the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau the researcher analyzed the data from students’ test and on the data analysis, the researcher has got result from the students’ test, there are: The students who got excellent level is 0 (0%), very good level is 29 (60%), good 13 (28%) and 6 come into fair level (12%), while 0 students got poor level (0%). The means score of the students’ test is 77, it means that the students’ ability in identifying moral values of narrative text at SMA Negeri 6 Mandau is at Good category. The researcher concludes that the students’ at Eleventh Grade of SMA Negeri 6 Mandau haven’t problem in identifying moral values of narrative text, but some of students at at Eleventh Grade of SMA Negeri 6 Mandau still have problem in identifying moral values of narrative text.

6. Suggestions

Based on the conclusion above, the researcher wants to give some suggestion. There are some suggestions might be helpful for:

a) To The Teacher

1) The teacher should give more explanation and ask to do a lot of exercise in order to make them understand about narrative text, especially in identifying moral value.
2) Teacher has to give motivation and establish the students’ interest in learning English.
3) Teacher can use the kinds of teaching strategy to make students interest in learning English.
4) The teacher must improve method in learning and teaching English to get better result.
5) The Teacher should be wise to choose the appropriate way to make learning activities effective, enjoyable, and impressive, and can push the student to interest with English subject and object and help them to improve the student’ ability in learning about narrative text.

b) For the students

1) The students must be enjoying in learning English and making enjoy with it.
2) The students need to be guided in learning about narrative text, especially in identifying moral value.
3) The students can increase their English with practice in your school with your friend and your teacher.
4) The students must active in teaching and learning process in order get better result.
5) The students can apply moral value from narrative text in daily activity

References


