

**THE STUDENTS' ABILITY IN IDENTIFYING TEXT
STRUCTURE OF NARRATIVE PARAGRAPHS AT
THE SECOND YEAR OF SMPN 5 SIAK**



By

FATHROMI RAMDLON

NIM. 10614003504

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

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OF NARRATIVE PARAGRAPH AT SECOND YEAR OF
SMPN 5 SIAK**

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BY

FATHROMI RAMDLON

NIM. 10614003504

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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ABSTRAK

Fathromi Ramdlon (2011) : Kemampuan Siswa Kelas Dua SMPN 5 Siak dalam Mengidentifikasi Struktur Teks Paragraf Naratif

Penelitian ini fokus pada kemampuan siswa dalam mengidentifikasi struktur teks paragraf naratif dan faktor-faktor yang mempengaruhinya. Penelitian ini mengangkat dua faktor utama yang mempengaruhi proses siswa dalam kemampuan belajar, yaitu faktor internal (seperti minat, motivasi, sikap dan bakat, dan faktor eksternal, seperti kurikulum guru, fasilitas manajemen dan administrasi.

Penelitian ini memiliki dua rumusan masalah. Pertama, yaitu bagaimana kemampuan siswa dalam mengidentifikasi struktur teks paragraf naratif. Kedua, yaitu faktor-faktor yang mempengaruhi kemampuan siswa dalam mengidentifikasi paragraf naratif. Dalam penelitian ini, penulis mengambil *random sampling*, yaitu 15% dari total siswa (total 282), jadi, jumlah sampelnya 42 siswa. Instrumen dalam penelitian ini adalah tes dan angket. Tes digunakan untuk mengetahui kemampuan siswa dalam mengidentifikasi struktur teks paragraf naratif, dan angket digunakan untuk mengetahui faktor-faktor yang mempengaruhi kemampuan siswa dalam mengidentifikasi struktur teks paragraf naratif.

Teknik yang digunakan dalam menganalisa data adalah *descriptif kualitatif*. Untuk mengetahui persentase, penulis menggunakan rumus:

$$P = \frac{F}{N} \times 100 \%$$

Berdasarkan analisa data, penulis menyimpulkan bahwa kemampuan siswa dalam mengidentifikasi struktur teks paragraf naratif digolongkan dalam kategori baik (73.81 %). Ini bisa disimpulkan bahwa sebagian siswa kelas III SMPN 5 Siak masih mampu dengan baik mengidentifikasi struktur teks paragraf naratif. Ini sejalan dengan faktor-faktor yang mempengaruhi kemampuan siswa tersebut, yang mana tingkat pengaruh yang diperoleh adalah 77.20 dan tergolong pada 'moderate influence'.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In the reality, a person should have some skills that led him/her easy to apply what he/she wants to do/create, and it has a connection to some skills of language. In this case, there are two active skills and two passive skills those are in English ability. The active skills are speaking and writing and the two other skills those are passive are that reading and listening. All the four skills are important. Each of them is an important component that cannot be out. Each of them supports each other in making the strength of our creation that will be made in speaking or writing.

Reading is one of language skills. This language skill consists of some components to be known. One of them is paragraph.

Paragraph is one of the influential parts that should be learnt by people. Paragraph always states in reading and writing. It is part of writing. From the writing center, the University of North Carolina, paragraph means the building blocks of paper.¹ It is a sentence or group of sentences that support one main idea. From Wikipedia, paragraph means a self-contained unit of a discourse in writing dealing with a particular point or idea.² It means that paragraph, as a part of a text, gives one particular main idea.

¹ The Writing Center, University of North Carolina, *Paragraph Development*, (Capel Hill, 2007)
Http:www.unc.edu/depts/wcweb

² Wikipedia Free Encyclopedia, 2011, *Paragraph*, from: <http://en.wikipedia.org>

Syafi'i, et al., say that a paragraph is a unit of information in writing unified by a central idea.³ The paragraph has some kinds in explaining the contents. The contents of the paragraph have its special characteristics of feature. We can look it in each of the various kind of paragraph, where they are different in structure and purpose. In this case, a paragraph to be proposed is narrative paragraph.

Narrative paragraph explains about narrator description of actual or fictional events. Kinneavy, et al say that a narrative is a story or description of actual or fictional event.⁴ Syafi'i, et al., say that narration is the telling or relating of occurrences or a series of events.⁵ Kinneavy et al, point out that a story is as an important aspect in narrative. Marahaimin indicates that narrative is a story based on a scene order where the scene is experienced by figure encountering certain conflict⁶. Besides, Novakovich argues that balanced narration is a result between setting and figure making plots, or can be formulated as:

$$\text{PLOT} = \text{FIGURE} + \text{SETTING}^7$$

³ M. Syafi'i, et al., *The effective paragraph developments: the process of writing for classroom settings*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) p.1

⁴ James L. Kinneavy, et al., *Writing Liberal Arts Tradition* (Harper and Row, Publishers, Inc. 1985) p. 289

⁵ M. Syafi'i, et al., *The effective paragraph developments: the process of writing for classroom settings*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) p.16

⁶ Marahaimin (as cited in Afifah Afra, *How to Be a Smart Writer*, 2007,p.96)

⁷ Novakocich (as cited in Afifah Afra, *How to Be a Smart Writer*, 2007,p.96)

McMahan and Day say that if we had the pleasure of knowing a good storyteller of the agony of knowing a terrible one, we already understand a lot about narrative.⁸ It means that narrative is very close to storyteller. On the other hand, a text can be narrative if it is talked or told about history.⁹ So, it can be said making narrative paragraph has its special difficulties related to writer's knowledge. Narrative paragraph needs some special knowledge. The knowledge is about arranging the story/history in describing some event in the past, or just describing the event in fiction story.

It is important to understand that there is no "official" list of text structure. Different writers have different lists of text structure.¹⁰ There are various text structures that can be identified. Some of them, according to Linda Hoyt Heinemann, students are allowed to be though text structure as follow¹¹:

1. Description. Example: "The crocodile is the master of deception in the water. It stalks its prey and then swiftly closes in for the kill."
2. Problem/Solution. Example: "One problem to resolve in crocodile watching is transportation. How can an observer get close enough to watch without scaring it away or being attacked?"
3. Time/Order. Example: "Archaeologists have helped us to understand that the evolution of the crocodile began with ..."
4. Comparison/Contrast. Example: "The power of the crocodile is like that of a monstrous machine. With one lunge it can destroy its prey and protect the kill from other predators."
5. Cause/Effect. Example: "We observed the crocodile as it stalked a raccoon moving through the moonlight toward the edge of the water. As a result of a noise we made, the raccoon bolted..."
6. Directions. Example: "When observing a crocodile, first you must..."

⁸ McMahan and Day, *The Writer's Rhetoric and Handbook* (1984) p. 125

⁹ Gorys Keraf, *Argumentasi dan Narasi*, (Jakarta: Penerbit PT Gramedia Jakarta, 1997)

p. 3

¹⁰ Emily Kissner (2010) online resource: [http:// www.slideshare.net.htm](http://www.slideshare.net.htm)

¹¹ Linda Hoyt Heinemann, *Revisit, Reflect, Retell*, (as cited in <http://score.rims.k12.ca.us.htm>, 2010)

Besides, there is also text structure in chronological order. It is also known as time order, sequence, or temporal order. This structure is organized from one point in time to another.¹²

The other text structure can be seen from other resources. Brotherhood of English education, in their article: *Narrative text structure*, stated that there are parts of text structures in narrative paragraphs. There are¹³:

1. Orientation;
2. Evaluation (Optional);
3. Complication;
4. Resolution;
5. Re-orientation (Optional).

SMPN 5 Siak, Siak Sri Indrapura Regency, is one of the state Junior high schools in this Regency. Like others state junior high schools, this school teaches English as a main subject and being tested nationally in national examination. Reading text is made in same position for its big effect in success of students for passing examination. In this case, narrative becomes clearly considered as well as expositive, descriptive, and other kinds of paragraphs.

Narrative cannot be out from the discussion of learning reading. It is recognized as a thing influencing the ability of students in understanding how to read a reading text well. Moreover, as an important criterion of reading and

¹² Emily Kissner (2010) online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

¹³ Brotherhood of English Education (2010) *Narrative text structure*, online resource: [http// www.letting06.co.cc.htm](http://www.letting06.co.cc.htm)

reading parts, narrative holds some aspects of classification in this school. Text structure is one of the aspects.

In text structure, students are ordered to identify the arrangement of text structure of narrative themselves. In Depdiknas' (2004) book, ING – 4, it is stated:

Usually, a narrative is begun with orientation, where the author describes 'the world' for his/her story. In this step, a reader is introduced to figures of the story, and usually is mentioned also when and where the story happened ... complication or problem is in the middle ... Narrative (for the last) that makes reader satisfied is that having resolution in the complication ... (p. 3-4)

Text structure refers to the internal organization of a text. As authors write a text to communicate an idea, they will use a structure that goes along with the idea.¹⁴ On the other hand, text structure refers to the semantic and syntactic organizational arrangements used to present written information.¹⁵ In this school, text structure is taught in some construction texts.

Mukarto et al, the writers of official book in teaching students at this school say that a narrative text usually has three main parts:¹⁶

1. **Orientation** tells about the setting in time and place, and characters.
2. **Complication(s)** tells about problem(s) to be solved by characters.
3. **Resolution** describes the solution to the complication(s) and gives an ending to the story.

¹⁴ Meyer (1985) cited in Emily Kissner (2010) online resource: <http://www.slideshare.net.htm>

¹⁵ Literacy Matters, (2010) online resource: <http://www.literacymatters.org.htm>

¹⁶ Mukarto, et al. *English on Sky 2 –for Junior High School Students Year VIII-* (Jakarta: Erlangga, 2007) p.123

Besides, Mukarto, et al., add 'title' as a part of structure to be identified. It means that in this structure, there are four parts that must be known by students. They are title, orientation, complication(s), and resolution.

Teaching English, when students are ordered by teacher to identify structure of a narrative text, students in this school have to identify the parts (that has been explained at previous paragraph). The writer saw that some of students got difficulties in learning this topic. In this case, there are some phenomena appear at this school. In short, the phenomena can be seen below:

1. Students might get problems in doing task of narrative paragraph in a view of their experiences.
2. Some of students might get difficulties in their interests of reading text through imagining a story or remembering their unforgettable experiences and routine.
3. Some of students might still get difficulties in their efforts of reading paragraph in the real way.
4. Some of the students might do not have motivation in doing exercise about narrative paragraph.
5. Some of the students might still get difficulties to identify text structure elements of narrative paragraph.

Based on the phenomena stated by the writers above and considering how important the ability of reading to be mastered by students, the writer feels interested in researching research of this problem entitled: The Students' Ability in Identifying Text structure of Narrative Paragraphs.

B. The Problem

1. The Identification of The Problem

There are some problems occurred among pupils at the school. According to the theory stated above, this school should have been having students who have standard ability in reading, especially narrative. But in fact, the problems happened around the ability of students in identifying narrative paragraphs. To make the problem clear, the writer identifies the problems as follows:

1. What efforts do students do in identifying the parts of text structure of narrative paragraphs?
2. What factors that influence in their efforts of identifying the parts text structure of narrative paragraph?
3. How is students' interest in identifying the parts of text structure of narrative paragraphs?
4. What factors that influence for most of students' interests to identify the parts of text structure of narrative paragraphs?
5. How is students' ability in identifying the parts of text structure of narrative paragraph?
6. What factors that influence their ability in identifying the parts text structure of narrative paragraph?

2. The Limitation of The Problem

Considering of many problems found in this research, the problems will be limited to:

1. Students' ability in identifying the parts of text structure of narrative paragraph.
2. Factors that influence their ability of identifying the parts text structure of narrative paragraphs.

3. The Formulation of The Problem

Based on the limitation of the problem above, the problems in this research will be formulated on to the following research questions:

1. How is students' ability in identifying the parts of text structure of narrative paragraphs at the second year of SMPN 5 Siak?
2. What factors that influence their ability of identifying the parts of text structure of narrative paragraphs at at the second year of SMPN 5 Siak?

C. The Reasons of Choosing the Title

The reasons why the writer is interested in carrying out a research on the topic above are based on some considerations:

1. The title is very important to be researched because reading narrative texts are often used in students' reading activities, moreover, it will be tested in UN.
2. The problems of the research are very interesting and challenging for the writer to be investigated in term of teaching and learning English at Junior High School.
3. The topic is relevant with the writer as an English language teacher trainee.

4. The writer is able to carry out the research regarding to the time, finance, resources, and the writer's knowledge.
5. As far as the writer is concerned, the topic has not been researched to be a bachelor paper at State Islamic University (UIN) of Sultan Syarif Kasim Riau.

D. Objective and Significance of the Research

For general, objective of the research is the description of the research, and it can be called as the purpose of the research. In this research, the writer classifies the objectives of the research into some parts:

1. It is to find out the description of students' ability in identifying the parts of text structure of narrative paragraphs.
2. It is to find out the factors that influence their ability in identifying the parts of text structure of narrative paragraphs.

Besides the objective research above, this research is made in significance of research; in this case, it is researched to provide scientific investigation of research in ability of students in identifying the text structure of narrative paragraphs. This topic contains some close relationship with the terms that needs to be investigated and analyzed too.

E. Definition of the Terms

In order to avoid misunderstanding and misinterpretation, it is needed to state definitions of the operational definition terms comprised in this research.

The definitions are stated below:

1. Ability is what you're capable of doing.¹⁷ In this research, ability is the skill of identifying parts of text structure of narrative paragraphs.
2. Text structure refers to the organization of a text. As authors write a text to communicate an idea, they will use a structure that goes along with the idea.¹⁸ In this research, text structure refers to the chronological order in narrative paragraphs.
3. A narrative is a story.¹⁹ It can be called as a story that is based on a chronological order in events, where the events that were experienced by the subject (someone) that experienced a conflict.²⁰ Narrative paragraphs simply tell a story or relay a sequence of events.²¹ In this research, narrative paragraphs tell about a story in paragraphs that is based on chronological order in events.

¹⁷ QuotationBook (2012), *inspiring Gifts, Quoted from Lou Hotz*, online resource: <http://quotation sbook.com>

¹⁸ Emily Kissner, *op.cit*

¹⁹ Jerome Martin, *American Book English*, (USA:D.D.Health and Company, 1980) p.98

²⁰ Afifah Afra, *How to be a Smart Writer*, (Surakarta:Indiva Media Kerasi, 2007), p.96

²¹ Albert Joseph, *Put It in Writing*, online resource: <http://www.barrettsbookshelf.com>

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Text Structure

1. The General Meaning of Text Structure

There is no “official” list of text structure. Different writers have different lists of text structure.²⁶ There are various text structures that can be identified. Some of them, according to Linda Hoyt Heinemann, students are allowed to be thought text structure as follow²⁷:

1. Description. Example: "The crocodile is the master of deception in the water. It stalks its prey and then swiftly closes in for the kill."
2. Problem/Solution. Example: "One problem to resolve in crocodile watching is transportation. How can an observer get close enough to watch without scaring it away or being attacked?"
3. Time/Order. Example: "Archaeologists have helped us to understand that the evolution of the crocodile began with ..."
4. Comparison/Contrast. Example: "The power of the crocodile is like that of a monstrous machine. With one lunge it can destroy its prey and protect the kill from other predators."
5. Cause/Effect. Example: "We observed the crocodile as it stalked a raccoon moving through the moonlight toward the edge of the water. As a result of a noise we made, the raccoon bolted..."
6. Directions. Example: "When observing a crocodile, first you must..."

Besides, there is also text structure in chronological order. It is also known as time order, sequence, or temporal order. This structure is organized from one point in time to another.²⁸

²⁶ Emily Kissner (2010) online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

²⁷ Linda Hoyt Heinemann, *Revisit, Reflect, Retell*, (as cited in <http://score.rims.k12.ca.us.htm>, 2010)

²⁸ Emily Kissner (2010) online resource: [http// www.slideshare.net.htm](http://www.slideshare.net.htm)

The other text structure can be seen from other resources. Brotherhood of English education, in their article: *Narrative Text Structure*, stated that there are parts of text structures in narrative paragraphs. There are²⁹: Orientation, Evaluation (Optional), Complication, Resolution, Re-orientation (Optional).

C. The Meaning of Narrative Paragraphs

A narrative is a story.³⁰ It is spoken or written account of events.³¹ It can be called as a story that is based on a chronological order in events, where the events that were experienced by the subject (someone) that experienced a conflict.³² It means that narrative tells about past, where it always tells about story to be told orally or written in the written text.

Narrative can be described as the statements below:³³

Narrative articles and essays tell a story. They review events that have happened. Usually the events are presented on the order on which they occurred. The story is told, however, to make a point or the explaining an idea. If you write an essay describing an important event of telling how someone influenced your life, you would use the narrative form. You would describe events as they happened, showing how or why they were important.

Moreover, McWhorter clarifies that many types of material use the narrative style-biographies, autobiographies, historical accounts, travel books.

²⁹ Brotherhood of English Education (2010) *Narrative text structure*, online resource: [http// www.letting06.co.cc.htm](http://www.letting06.co.cc.htm)

³⁰ Jerome Martin, *American Book English*, (USA: D.C. Health and Company, 1980) p. 98

³¹ Oxford University Press, *Oxford Advanced Learner's Dictionary*, (New York, 1994) p. 823

³² Afifah Afra, *How to Be a Smart Writer*, (Surakarya: Indiva Media Kreasi, 2007), p. 96

³³ McWhorter, Kathleen T., *Guide to College Reading*, (Canada: Little, Brown and company (Canada) Limited, 1986) p.128

In reading text, narrative is one of the types of the texts must be learnt in the process of teaching reading. Welrich distinguishes five text types: descriptive, narrative, expository, argumentative, and instructive.³⁴ There are features in narrative type. Kalayo and Fauzan state the examples of narrative such as fairy tales, legends, plays, science fiction, myths, cartoons, and adventure stories.³⁵ It is clearly seen from the features of narrative in the table below:

TABLE 1
FEATURES OF NARRATIVE

Social purpose	Framework	Language feature
To entertain, create, stimulate emotions, motivate, guide, teach	<ul style="list-style-type: none"> • Orientation (introduce main characters in a setting of time and place) • Complications problems (main characters find ways to solve the problem) • Resolution 	<ul style="list-style-type: none"> • Defined characters • Descriptive language • Dialogue • Usually past tense

B. Identifying Parts of Text Structure of Narrative Paragraphs

Parts of text structure are about its classification: orientation, complication, resolution and title of narrative paragraphs, where it

³⁴ Welrich (1998) as cited in Karim Sadeghi, Sadeghi Karim., the asian EFL Journal, Volume 9, Number 3 : “the Key for Successful Reader-writer Interaction: factors Affecting reading Comprehension in L2 Recisited”, Road Town, Tortola British Virgin Islands: The Asian EFL Journal Press. <http://www.asian-efl-journal.com> (2007), p.207

³⁵ Kalayo and Fauzan, *TEFL* (Pekanbaru: Alaf Riau, 2007), p. 130

consists of parts of the text themselves. Those parts are presented below:

1. title. It functions as a representative of writing content.
2. orientation. It tells about the setting in time and place, and characters.
3. Complication(s). it/these tell(s) about problem(s) that is to be solved by characters or person(s) who is/are in the story.
4. Resolution. It describes the solution of the complication(s). it also gives an ending to the story.

c. Students' Ability in Identifying Parts of Text Structure of narrative Paragraphs

1. Ability as a Skill of Reading

Ability is what you're capable of doing.³⁶ In ability, people can do things with what they have in their selves as a process of practicing or learning for the continuity.

As most people know, reading ability refers to the reading skills that reader brings to the text. These skills include a reader's ability to monitor their own comprehension, decode unknown words and apply fix-up strategies.³⁷ In reading, the ability of how students read, identify it based on the rules in expectation and it needs to be found out. Kalayo and Fauzan

³⁶ QuotationBook (2012), *loc.cit.*

³⁷ LeiWang, *How to Improve Student' Reading Ability*. US-Chine Education Review, ISSN1548-6613, USA, May 2006, Volume 3, No. 5 (Serial No.18) p.47

said that the reader uses knowledge, skills, and strategies to determine what that meaning is.³⁸

Besides, Kalayo and Fauzan pointed out that readers' knowledge, skills, and stratifies include linguistic competence, discourse competence, sociolinguistic competence, strategic competence.³⁹

2. The Students' Ability in Identifying Text Structure of Narrative Paragraphs

The students are ordered to identify the structure of a text, specifically in narrative paragraphs. There are orientation, complication, resolution and title of narrative paragraphs.

1. Title

A title is usually taken place at top of writing. In this case, title of narrative paragraphs is on the top of paragraphs themselves.

2. Orientation

It can be looked at the example of orientation from the story titled 'Beauty and The Beast' below:

*Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.*⁴⁰

³⁸ Kalayo and Fauzan, *TEFL Pekanbaru: Alaf Riau*, 2007)p.115

³⁹ *ibid*

⁴⁰ *ibid*

The paragraph above tells about setting a time ‘*once upon a time...*’, setting place, ‘*he lived in a beautiful castle together with his staffs and servants.*’ It is also tells about the character: ‘*he was good looking and very rich.*’

3. Complication(s)

Complication(s) tell(s) about problem(s) that is to be solved by characters or person(s) who is/are in the story⁴¹. We can look at the example of orientation from the story titled ‘Beauty and The Beast’ below:

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn’t like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the price and his caste. The prince became a beast. He was no longer good looking. He looked very ugly instead and al his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice’s daughter, Belle, began to worry about him.

She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but the refused. Belle, then, agreed to stay in the castle so that her father could go home.⁴²

The paragraphs above tell us the problems that were appeared and became complications. We can look at the sentences: *The prince didn’t like her and sent her away; She cast a spell over the price and his caste. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture; When the beast saw him, he captured him; She asked the Beast to let her father go but the refused.*

4. Resolution

⁴¹ *ibid*

⁴² *ibid*

Resolution describes the solution of the complication(s). It also gives an ending to the story.⁴³ We can look at the resolution paragraph below:

*While belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after he declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.*⁴⁴

The paragraph above tells us about the solution from the problem appeared at previous paragraphs. It can be identified from the sentences: *While belle was staying at the castle, the Beast slowly changed; He was not mean anymore. Etc*

The paragraph also tells ending of the story: *The beast and his servant become human again. Then, the Beast and Belle got married. They lived happily ever after.*

D. The Factors that Influence the Students' Reading Ability in Reading in Reading Narrative Paragraphs

There are some causes influencing the ability of students' reading. We can call it as factors that influence it. In area of researchers' past theories, there are some factors that may give effects to students' ability in reading. Purwanto said that there are two big factors that influence students in learning process. They are:

1. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent;

⁴³ *ibid*

⁴⁴ *ibid*

2. External factors, which included environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration).

It is also happening in reading text. We can indicate it that reading has its difficulties. So, it can be concluded that there are some factors that influence students' ability in reading narrative paragraph:

1. Internal Factors

- a. Students' motivation. McDonald says that motivation is changing energy from someone that marks with feeling started by response toward the objective.⁴⁵ We can conclude that it causes someone act something.
- b. Students' interest. Syah says that interest is high desire toward something.⁴⁶ It is a feel of desire in later doing something interested.
- c. Students' talent. Syah indicates that it (talent) is a basic ability that influences students successful in learning.⁴⁷ It is special or great ability.⁴⁸
- d. Students' attitude. Educators are learning attitude and motivation that are crucial determinant of learning and deserve our direction.⁴⁹

⁴⁵ McDonald (1968), cited in Devaga (2008) Uin Suska Riau

⁴⁶ Syah (1999), *ibid*

⁴⁷ *ibid*

⁴⁸ Oxford University Press, *Oxford Advanced Learner's Dictionary*, (New York, 1994)

⁴⁹ Grave, F. Et al. (1998), cited in Devaga (2008) uin suska Riau

- e. Students' grammar mastery. Douglas says that grammar is the system of the role governing the conventional arrangement and relationship of word in sentence.⁵⁰
 - f. Students' vocabulary mastery. By having a lot of vocabularies, students can easily arrange the words from what they know in grammar.
 - g. Reading frequency. Someone may read a reading text well if he/she make this activity as their habit. So, the more some read, the more skilful he/she is.
2. External factors
- a. Teachers' role. Roesitah says that teacher is a person who causes a person to know or be able to do something or give a person knowledge or skill.⁵¹
 - b. Curriculum. In nature of curriculum, its objective is same as educational program given to students because it (curriculum) is an instrument to gain educational goal.⁵²

E. Relevant Research

There were many relevant researches which have relevancy to the research in writing area. Dealing with this research, the writer takes some relevant researches which have been investigated by other researchers concerning about the ability of learners in writing area, and most of them got

⁵⁰ Brown, H. Douglas (1994) *ibid*

⁵¹ Dr. H. Syafruddin Nurdin, M.Pd, and Drs. M. Basyiruddin Usman, M.Pd, *Guru Profesional, Implementasi Kurikulum*, (Jakarta: Ciputat Press, 2003) p.7

⁵² *Ibid*, p. 50

the same conclusion that the students ability in writing are not so good because of certain factors, especially in relation to the grammatical aspects and the others requirements of a good writing.

Elfa Prima Deta (2009), she conducted a research to describe the students' ability in reading comprehension at the second year students of SMP Negeri 3 Kuantan Hilir Kabupaten Kuansing. In collecting the data the researcher gave the test to sample in reading comprehension test. The data analysis technique in this research was quantitative and qualitative research. The formula to answer her research, she used percentage formula. The sample of the research was 52 students or 100 % of the total population.

In her researchers, she found that only 3 (6%) of the students got *very good grade*, 15 (29%) got *good grade*, 26 (50%) got *fair grade*, and 8 (15 %) got *bad grade* in reading comprehension. Besides, none of students got very bad ability in reading comprehension, and the mean score of the students was 57,51%, where it means that the second year students of SMP N 3 Kuantan Hilir have the average ability in understanding reading comprehension.

Besides, there is Nadia Devaga (2008), she conducted a research about the students' ability in writing narrative paragraphs and the factors that influence it of the third year students at MAN. In collecting the data the researcher gave the test to the sample in writing narrative paragraphs to obtain the students' ability in writing narrative and interview to find out the factors influencing it. She found that some of the students were unable to write narrative paragraphs. The students' ability in writing narrative paragraph

was classified into weak category, and the factors that influence it were: students' grammar mastery and students' vocabulary mastery.

The first writer above researched about the description of the students' ability in understanding reading comprehension and narrative paragraphs. However, she did not research about the ability identifying narrative, especially in text structure of narrative. To know about this one, another research is needed. For the second researcher, she tried to find out the ability in writing narrative paragraphs and the factors that influence it. To know the reading side, another research is needed also.

F. Operational Concept

There are some operational concepts that will be stated here. In this case, there are two divisions that will be divided.

1. The first is the indicators of students' ability in identifying the text structure of narrative paragraphs. They are:
 - a. Students are able to identify setting in time in orientation from narrative paragraph(s)
 - b. Students are able to identify setting in place in orientation from narrative paragraph(s).
 - c. Students are able to identify characters in orientation from narrative paragraph(s)
 - d. Students are able to identify 'problem' sentences in complication(s) from narrative paragraph(s).

- e. Students are able to identify ending sentences in a resolution from narrative paragraph(s).
 - f. Students are able to identify the title of narrative paragraphs.
2. The second is the indicators of influenced factors of students' ability in reading narrative
- a. Internal Factors
 - 1) Students' motivation in reading narrative paragraph
 - 2) Students' interest in reading narrative paragraph
 - 3) Students' talent in reading narrative paragraph.
 - 4) Students' vocabulary mastery
 - 5) Students' grammar mastery
 - 6) Practice or time allocation in reading narrative paragraph
 - 7) Personal experience in writing narrative paragraph
 - 8) Reading capacity
 - b. External Factors
 - 1) Teachers' role in learning narrative paragraph
 - 2) Students' narrative text book

CHAPTER III

RESEARCH METHODOLOGY

1. Research Design

This research is a descriptive research. Descriptive research means that one of research methodology is to describe and interpret an object without any manipulation.⁴⁹ There is only one variable in this research that is students' ability in identifying text structure of narrative paragraphs.

2. The Location of the Research

The location of the Research shows the place where the research done, In this case, this research was conducted in the school of SMPN 05 Siak.

3. The Time of the Research

The time of the research shows the limit of the research from the beginning to the end. In this research, it was done on August to September 2010.

4. Subject of the Research

The subject is the source of research data. In this research, the writer took the second year students of SMPN 05 Siak as the subject of the research.

4. Object of The Research

Beside the subject, the object for this research is a thing to be in subject, or we can say that object is the problem that becomes research main

⁴⁹ Prof. Sukardi, Ph.D, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2009) p.157

focus. In this research, the writer chose “Students’ Ability in Identifying Text Structure of Narrative Paragraphs” as the writer’s object of the study.

5. Population and Sample

According to Suharsimi Arikunto, population is all of research subject.⁵⁰ In this research, the population taken was all the second year students of SMPN 05. They were 282 students as population.

Suharsimi Arikunto, in Hendro Pamujo says that sample is a part of population that is as representative of population. There were seven classes of this grade in this school. The writer administered some of them to as samples of this study (random sampling). In this case, the writer used the theory of Arikunto, where if the population up of hundred, the research can be done by taking 10-15% or 20-25% or more, depending on at least:

1. The ability of researcher is seen from the side of time, energy, and cost.
2. The length of the research area is from every subject because this case is related about the amount of the data.
3. The amount of the risk encountered by the research to the big risk research, of course the bigger sample will be better.
4. The data taken is homogeny so that the sample needs to be taken.⁵¹

For this research, the writer took 15% (30 students) of population as sample. The calculation is as follows:

$$\text{Sample} = 15\% \times \text{population} = 15\% \times 248 = 42.3 = 42$$

⁵⁰ Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian, -Suatu Pendekatan Praktik-*, Jakarta: Penerbit Rineka Cipta, 2006 p. 130

⁵¹ *Ibid* p. 134

Table III.1
THE NUMBERS OF SECOND YEAR STUDENTS OF SMPN 5 SIAK
IN ACADEMIC YEAR 2009/2010

No	Class	Population	Sample 15%
1	VIII.1	28	4
2	VIII.2	26	4
3	VIII.3	29	5
4	VIII.4	28	4
5	VIII.5	29	4
6	VIII.6	29	4
7	VIII.7	29	4
8	VIII.8	28	4
9	VIII.9	29	5
10	VIII.10	27	4
		282	42

I. Technique of Collecting Data

1. Test. Test was an instrument which was more appropriate to measure the students' ability. Therefore, to know the students ability in identifying main idea in reading text, the writer collected the data by giving them a written text test. They were given a story which had some paragraphs. They were instructed to identify four text structures of narrative paragraphs. Then, from the result of the test, they are divided into three classifications as follow:

- a. The students have good ability

- b. The students have average ability
 - c. The students have weak ability
2. Questionnaire. It aimed to find out the factors that influence the students reading mastery. The writer, in this case, gave statements deal with the external and internal factors that influence it. The statements in the questionnaire described problems as a difficulty of the students reading ability. It consisted of 20 items and dealt with respondents opinions in answering the options as follows:
- a. Strongly agree
 - b. agree
 - c. undecided
 - d. disagree
 - e. strongly disagree

J. The Technique of Data Analysis

To analyze the data, the writer used the descriptive qualitative. It is a technique by using the percentage.⁵² The formula is:

$$P = \frac{x}{n} 100\%$$

Notation : P = individual score

x = correct answer

n = number of items⁵³

⁵² Suharsimi Arikundo, 1993, in Nirma Nefira, 2005

⁵³ Wayan Nurkencana and Sumarana, 1993 (in irma Nefira, 2005) p.14

To know the percentage of the students' ability in identifying parts of text structure of narrative paragraphs for the second grade of students of SMPN 05 Siak, the writer used the formula:

$$P = f/n \cdot 100\%$$

Notation: P = The percentage of the students ability on identifying text structure of narrative paragraphs

f = The total score respondents

n = Total number of the respondent⁵⁴

besides, the writer also uses questionnaire to measure the factors that influence the students' ability in identifying parts of text structures of narrative paragraphs. The alternative option will be given by using Likert scale⁵⁵ of frequency such as below:

TABLE 3
LIKERT SCALE OF FREQUENCY

Scale Frequency	Point
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

⁵⁴ *ibid*

⁵⁵ Joseph A. Gliem and rosemary R. Gliem, (2003) *Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales*. Online resource: <https://scholarworks.iupui.edu>

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of The Research Instrument

Instrument is implement or apparatus used in performing an action, especially for delicate or scientific work.⁵⁶ Research instrument means that the instrument that is used in research need. Functionally, the function of research instrument is that to find out the data needed when the researcher has reached to collecting the information step at the research zone.⁵⁷

There were two kinds of research instruments in researcher's research. First was a test. Second was questionnaire. For the first instrument (test), the students were given some questions in objective form (multiple choice) related to the text structure of narrative paragraph. The purpose of this test was that to find out the ability of students in identifying text structure of narrative paragraph.

The second instrument (questionnaire) was given to the students to find out the factors that influence the students' ability in identifying text structure of narrative paragraphs. The students were given some questions related to their daily activity in the progress of their ability of narrative. They answered

⁵⁶ Oxford University Press, Oxford Advanced Learner's Dictionary, (New York, 1994) p. 650

⁵⁷ Prof. Sukardi, Ph.D, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara, 2009)

'strongly agree' if they really agree, or 'agree' if they accept it little bit under strongly agree, or 'undecided' if they can't decide whether agree or disagree, or 'disagree' if they do not accept the statements, or they 'strongly dsagree' if they really do not accept the statements.

B. The Data Presentation

The main concern of this study was focused on the students' ability in identifying text structure of narrative paragraphs at the second year of SMPN 5 Siak. The description was acquired by administering a test and questionnaire.

The test was administered to 42 students as the sample. The sample was drawn consisting of the second year students, both males and females in the SMPN 5 Siak.

The test contained objective questions where there were 24 questions of multiple choice must be answered well by students. It was to find out students' understanding of what they had learnt. Furthermore, the test only covered the area in which to reveal the students' ability in identifying text structure of narrative paragraphs.

Then, after getting the students' mean scores, the researcher calculated their percentage. The score showed the criteria categorized into excellent, good, fairy good, fair, and poor. Hence, the data were collected to answer the questions formulated in the chapter I regarding with the students' ability in identifying text structure of narrative paragraphs.

1. The Students' Ability in Identifying Text structure of Narrative Paragraph

The students' score of identifying text structure of narrative paragraph can be seen from the table below:

TABLE IV.1
THE STUDENTS' SCORE IN IDENTIFYING TEXT STRUCTURE OF
NARRATIVE PARAGRAPHS

NO.	STUDENTS	THE NUMBER OF CORRECT ANSWER	N	SCORE	CATEGORY
1	STUDENTS 1	15	24	63	Fair
2	STUDENTS 2	18	24	75	Fair
3	STUDENTS 3	18	24	75	Fair
4	STUDENTS 4	22	24	92	Good
5	STUDENTS 5	18	24	75	Fair
6	STUDENTS 6	17	24	83	Good
7	STUDENTS 7	15	24	63	Fair
8	STUDENTS 8	14	24	58	Fair
9	STUDENTS 9	20	24	83	Good
10	STUDENTS 10	15	24	63	Fair
11	STUDENTS 11	19	24	79	Good
12	STUDENTS 12	16	24	67	Fair
13	STUDENTS 13	16	24	67	Fair
14	STUDENTS 14	13	24	54	Fair
15	STUDENTS 15	12	24	50	Fair
16	STUDENTS 16	17	24	83	Good
17	STUDENTS 17	15	24	63	Fair
18	STUDENTS 18	16	24	67	Fair
19	STUDENTS 19	17	24	71	Fair
20	STUDENTS 20	16	24	67	Fair
21	STUDENTS 21	10	24	42	Poor
22	STUDENTS 22	5	24	21	Poor
23	STUDENTS 23	13	24	54	Fair
24	STUDENTS 24	20	24	83	Good
25	STUDENTS 25	16	24	67	Fair
26	STUDENTS 26	17	24	71	Fair

27	STUDENTS 27	17	24	71	Fair
28	STUDENTS 28	17	24	71	Fair
29	STUDENTS 29	14	24	58	Fair
30	STUDENTS 30	12	24	50	Fair
31	STUDENTS 31	14	24	58	Fair
32	STUDENTS 32	16	24	67	Fair
33	STUDENTS 33	16	24	67	Fair
34	STUDENTS 34	11	24	46	Poor
35	STUDENTS 35	15	24	63	Fair
36	STUDENTS 36	13	24	54	Fair
37	STUDENTS 37	13	24	54	Fair
38	STUDENTS 38	10	24	24	Poor
39	STUDENTS 39	12	24	50	Fair
40	STUDENTS 40	17	24	71	Fair
41	STUDENTS 41	14	24	58	Fair
42	STUDENTS 42	19	24	79	Good

Based on the table above, it can be seen the students' ability in identifying parts of text structure of narrative paragraphs can be categorized into Good, Fair and Poor. It is seen that 7 students (16.67 %) get Good category, the students who get Fair category in this test are 31 students (73.81 %), while Poor category, there are 4 students (9.52 %). To make it clear about the percentage of students' mastery of English vocabulary, it can be seen in the following table:

TABLE IV.2
THE PERCENTAGE OF STUDENTS' ABILITY OF NARRATIVE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Good	7	16.67 %
2	Fair	31	73.81 %
3	Poor	4	9.52 %
TOTAL		42	100 %

The students' ability in identifying text structure of narrative paragraphs fell into the level 50-75 %. It means that they belonged to middle/fair category because 31 students were including fair category (73.81 %).

2. The Factors that influence Students' Ability in Identifying Parts of Text Structure of narrative Paragraph

The data presented are as the results of questionnaire that refer to the factors that influence students' ability in identifying parts of text structure of narrative paragraphs.

TABLE 6
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	14	70	33.33%
2	A	4	16	46	38.10%
3	U	3	8	24	19.05%
4	D	2	4	8	5.52%
5	SD	1	0	0	0.00%
				148	100%

Table 6 above is statistically found that for option 'strongly agree' frequently appears 14 times, the mark is 70 points and the percentage is 33.33%. for option 'agree' frequently appears 16 times, the mark is 46

points and the percentage is 38.10%. for option ‘undecided’ frequently appears 8 times, the mark is 24 points and the percentage is 19.05%. For option ‘disagree’ frequently appears 4 times, the mark is 8 points and the percentage is 5.52%. For option ‘strongly disagree’ frequently appears 0 time, the mark is 0 point and the percentage is 0%.

TABLE 7
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	16	80	38.10%
2	A	4	18	72	42.86%
3	U	3	5	15	11.90%
4	D	2	1	2	2.93%
5	SD	1	2	2	4.76%
				171	100%

Table 6 above is statistically found that for option ‘strongly agree’ frequently appears 16 times, the mark is 80 points and the percentage is 38.10%. For option ‘agree’ frequently appears 18 times, the mark is 72 points and the percentage is 42.86%. For option ‘undecided’ frequently appears 5 times, the mark is 15 points and the percentage is 11.90%. For option ‘disagree’ frequently appears 1 times, the mark is 2 points and the

percentage is 2.93%. For option ‘strongly disagree’ frequently appears 2 time, the mark is 2 point and the percentage is 4.76%.

TABLE 8
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	9	45	21.43%
2	A	4	20	80	47.62%
3	U	3	8	24	19.05%
4	D	2	2	4	4.76%
5	SD	1	2	2	4.76%
				155	100%

Table 8 above is statistically found that for option ‘strongly agree’ frequently appears 9 times, the mark is 45 points and the percentage is 21.43%. For option ‘agree’ frequently appears 20 times, the mark is 80 points and the percentage is 47.62%. For option ‘undecided’ frequently appears 8 times, the mark is 24 points and the percentage is 19.05%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 2 time, the mark is 4 point and the percentage is 4.76%.

TABLE 9
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	8	40	19.05%
2	A	4	22	88	52.38%
3	U	3	8	24	19.05%
4	D	2	2	4	4.76%
5	SD	1	2	2	4.76%
				158	100%

Table 9 above is statistically found that for option ‘strongly agree’ frequently appears 8 times, the mark is 40 points and the percentage is 19.05%. For option ‘agree’ frequently appears 22 times, the mark is 88 points and the percentage is 52.38%. For option ‘undecided’ frequently appears 8 times, the mark is 24 points and the percentage is 19.05%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76 %. For option ‘strongly disagree’ frequently appears 2 time, the mark is 4 point and the percentage is 4.76%.

TABLE 10
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	8	40	19.05%
2	A	4	27	108	64.29%
3	U	3	4	12	9.52%
4	D	2	1	2	2.38%
5	SD	1	2	2	4.76%
				164	100%

Table 10 above is statistically found that for option ‘strongly agree’ frequently appears 8 times, the mark is 40 points and the percentage is 19.05%. For option ‘agree’ frequently appears 27 times, the mark is 108 points and the percentage is 64.29%. For option ‘undecided’ frequently appears 4 times, the mark is 12 points and the percentage is 9.52%. For option ‘disagree’ frequently appears 1 times, the mark is 2 points and the percentage is 2.38%. For option ‘strongly disagree’ frequently appears 2 time, the mark is 2 point and the percentage is 4.76%.

TABLE 11
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	17	85	40.48%
2	A	4	19	76	45.24%
3	U	3	3	9	7.14%
4	D	2	2	4	4.76%
5	SD	1	1	1	2.38%
				175	100%

Table 11 above is statistically found that for option ‘strongly agree’ frequently appears 17 times, the mark is 85 points and the percentage is 40.48%. For option ‘agree’ frequently appears 19 times, the mark is 76 points and the percentage is 45.24%. For option ‘undecided’ frequently appears 3 times, the mark is 9 points and the percentage is 7.14%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 1 time, the mark is 1 point and the percentage is 2.38%.

TABLE 12
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequency	Mark	Percent (%)
1	SA	5	11	55	26.19%
2	A	4	25	100	59.52%
3	U	3	0	0	0.00%
4	D	2	2	4	4.76%
5	SD	1	4	4	9.52%
				163	100%

Table 12 above is statistically found that for option ‘strongly agree’ frequently appears 11 times, the mark is 55 points and the percentage is 26.19%. For option ‘agree’ frequently appears 25 times, the mark is 100 points and the percentage is 59.52%. For option ‘undecided’ frequently appears 0 times, the mark is 0 points and the percentage is 0.00%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 4 time, the mark is 4 point and the percentage is 9.52%.

TABLE 13
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	18	90	42.86%
2	A	4	20	80	47.62%
3	U	3	1	3	2.38%
4	D	2	1	2	2.38%
5	SD	1	2	2	4.76%
				177	100%

Table 13 above is statistically found that for option ‘strongly agree’ frequently appears 18 times, the mark is 90 points and the percentage is 42.86%. For option ‘agree’ frequently appears 20 times, the mark is 80 points and the percentage is 47.62%. For option ‘undecided’ frequently appears 1 time, the mark is 3 points and the percentage is 2.38%. For option ‘disagree’ frequently appears 1 time, the mark is 3 points and the percentage is 2.38%. For option ‘strongly disagree’ frequently appears 2 time, the mark is 2 points and the percentage is 4.76%.

TABLE 14
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	12	60	28.57%
2	A	4	24	96	57.14%
3	U	3	2	6	4.76%
4	D	2	1	2	2.38%
5	SD	1	3	3	7.14%
				167	100%

Table 14 above is statistically found that for option ‘strongly agree’ frequently appears 12 times, the mark is 60 points and the percentage is 28.57%. For option ‘agree’ frequently appears 24 times, the mark is 96 points and the percentage is 57.14%. For option ‘undecided’ frequently appears 2 times, the mark is 6 points and the percentage is 4.76%. For option ‘disagree’ frequently appears 1 times, the mark is 2 points and the percentage is 2.38%. For option ‘strongly disagree’ frequently appears 3 time, the mark is 3 point and the percentage is 7.14%.

TABLE 15
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	14	70	33.33%
2	A	4	21	84	50.00%
3	U	3	2	6	4.76%
4	D	2	0	0	0.00%
5	SD	1	5	5	11.90%
				165	100%

Table 15 above is statistically found that for option ‘strongly agree’ frequently appears 14 times, the mark is 70 points and the percentage is 33.33%. For option ‘agree’ frequently appears 21 times, the mark is 84 points and the percentage is 50.00%. For option ‘undecided’ frequently appears 2 times, the mark is 6 points and the percentage is 4.76%. For option ‘disagree’ frequently appears 0 times, the mark is 0 points and the percentage is 0.00%. For option ‘strongly disagree’ frequently appears 5 time, the mark is 5 point and the percentage is 11.90%.

TABLE 16
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	19	95	45.23%
2	A	4	13	52	30.95%
3	U	3	8	24	19.05%
4	D	2	2	4	4.76%
5	SD	1	0	0	0.00%
				175	100%

Table 16 above is statistically found that for option ‘strongly agree’ frequently appears 19 times, the mark is 95 points and the percentage is 45.23%. for option ‘agree’ frequently appears 13 times, the mark is 52 points and the percentage is 30.95%. For option ‘undecided’ frequently appears 8 times, the mark is 24 points and the percentage is 19.05%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 0 time, the mark is 0 point and the percentage is 0%.

TABLE 17
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	6	30	14.29%
2	A	4	24	96	57.14%
3	U	3	2	6	4.76%
4	D	2	2	4	4.76%
5	SD	1	8	8	19.05%
				144	100%

Table 17 above is statistically found that for option ‘strongly agree’ frequently appears 6 times, the mark is 30 points and the percentage is 14.29%. For option ‘agree’ frequently appears 24 times, the mark is 96 points and the percentage is 57.14%. For option ‘undecided’ frequently appears 2 times, the mark is 6 points and the percentage is 4.76%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 8 time, the mark is 8 point and the percentage is 19.05%.

TABLE 18
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	15	75	35.71%
2	A	4	14	56	33.33%
3	U	3	5	15	11.90%
4	D	2	2	4	4.76%
5	SD	1	6	6	14.29%
				156	100%

Table 18 above is statistically found that for option ‘strongly agree’ frequently appears 15 times, the mark is 75 points and the percentage is 35.71%. For option ‘agree’ frequently appears 14 times, the mark is 56 points and the percentage is 33.33%. For option ‘undecided’ frequently appears 5 times, the mark is 15 points and the percentage is 11.90%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 6 time, the mark is 6 point and the percentage is 14.29%.

TABLE 19
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	15	75	35.71%
2	A	4	16	64	38.10%
3	U	3	5	15	11.90%
4	D	2	2	4	4.76%
5	SD	1	4	4	9.52%
				162	100%

Table 19 above is statistically found that for option ‘strongly agree’ frequently appears 15 times, the mark is 75 points and the percentage is 35.71%. For option ‘agree’ frequently appears 16 times, the mark is 64 points and the percentage is 38.10%. For option ‘undecided’ frequently appears 5 times, the mark is 15 points and the percentage is 11.90%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 4 time, the mark is 4 point and the percentage is 9.52%.

TABLE 20
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	18	90	42.86%
2	A	4	11	44	26.19%
3	U	3	8	24	19.05%
4	D	2	2	4	4.76%
5	SD	1	3	3	7.14%
				165	100%

Table 20 above is statistically found that for option ‘strongly agree’ frequently appears 18 times, the mark is 90 points and the percentage is 42.86%. For option ‘agree’ frequently appears 11 times, the mark is 44 points and the percentage is 26.19%. For option ‘undecided’ frequently appears 8 times, the mark is 24 points and the percentage is 19.05%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 3 time, the mark is 3 point and the percentage is 7.14%.

TABLE 21
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	7	35	16.67%
2	A	4	25	100	59.52%
3	U	3	5	15	11.90%
4	D	2	1	2	2.38%
5	SD	1	4	4	9.52%
				156	100%

Table 21 above is statistically found that for option ‘strongly agree’ frequently appears 7 times, the mark is 35 points and the percentage is 16.67%. For option ‘agree’ frequently appears 25 times, the mark is 100 points and the percentage is 59.52%. For option ‘undecided’ frequently appears 5 times, the mark is 15 points and the percentage is 11.90%. For option ‘disagree’ frequently appears 1 times, the mark is 2 points and the percentage is 2.38%. For option ‘strongly disagree’ frequently appears 4 time, the mark is 4 point and the percentage is 9.52%.

TABLE 22
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	23	115	54.76%
2	A	4	8	32	19.05%
3	U	3	9	27	21.43%
4	D	2	2	4	4.76%
5	SD	1	0	0	0.00%
				178	100%

Table 22 above is statistically found that for option ‘strongly agree’ frequently appears 23 times, the mark is 115 points and the percentage is 54.76%. For option ‘agree’ frequently appears 8 times, the mark is 32 points and the percentage is 19.05%. For option ‘undecided’ frequently appears 9 times, the mark is 27 points and the percentage is 21.43%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 0 time, the mark is 0 point and the percentage is 0%.

TABLE 23
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	21	105	50.00%
2	A	4	13	52	30.95%
3	U	3	6	18	14.29%
4	D	2	2	4	4.76%
5	SD	1	0	0	0.00%
				179	100%

Table 23 above is statistically found that for option ‘strongly agree’ frequently appears 21 times, the mark is 105 points and the percentage is 50.00%. For option ‘agree’ frequently appears 13 times, the mark is 52 points and the percentage is 30.95%. For option ‘undecided’ frequently appears 6 times, the mark is 18 points and the percentage is 14.29%. For option ‘disagree’ frequently appears 2 times, the mark is 4 points and the percentage is 4.76%. For option ‘strongly disagree’ frequently appears 0 time, the mark is 0 point and the percentage is 0%.

TABLE 24
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	13	65	30.95%
2	A	4	21	84	50.00%
3	U	3	3	9	7.14%
4	D	2	3	6	7.14%
5	SD	1	2	2	7.76%
				166	100%

Table 24 above is statistically found that for option ‘strongly agree’ frequently appears 13 times, the mark is 65 points and the percentage is 30.95%. For option ‘agree’ frequently appears 21 times, the mark is 84 points and the percentage is 50.00%. For option ‘undecided’ frequently appears 3 times, the mark is 9 points and the percentage is 7.14%. For option ‘disagree’ frequently appears 3 times, the mark is 6 points and the percentage is 7.14%. For option ‘strongly disagree’ frequently appears 2 time, the mark is 2 point and the percentage is 7.76%.

TABLE 25
THE STUDENTS HAVE MOTIVATION IN LEARNING NARRATIVE

Number	option	Score	Frequen cy	Mark	Percent (%)
1	SA	5	6	30	14.29%
2	A	4	29	116	69.05%
3	U	3	0	0	0.00%
4	D	2	6	12	14.29%
5	SD	1	1	1	2.38%
				159	100%

Table 25 above is statistically found that for option ‘strongly agree’ frequently appears 6 times, the mark is 30 points and the percentage is 14.29%. For option ‘agree’ frequently appears 29 times, the mark is 116 points and the percentage is 69.05%. For option ‘undecided’ frequently appears 0 times, the mark is 0 points and the percentage is 0.00%. For option ‘disagree’ frequently appears 6 times, the mark is 12 points and the percentage is 14.29%. For option ‘strongly disagree’ frequently appears 1 time, the mark is 1 point and the percentage is 2.38%.

C. The Data Analysis

This study consists of one variable with two formulations. The formulation of the problems, which should be analyzed in this chapter as well as to find the answer the question below:

- How is the students' ability in identifying parts of text structure of narrative paragraphs?
- What factor(s) influence(s) the students' ability in identifying parts of text structure of narrative paragraphs?

1. The Students' Ability in Identifying Parts of Text Structure of Narrative Paragraphs

The previous tables presented the data of students' score of their ability in identifying parts of text structure of narrative paragraphs. Based on the description of the test to the second year students of SMPN 5 Siak, the students' ability in identifying text structure of narrative paragraphs is presented as follows:

- a. Good, the students' ability in identifying parts of text structure of narrative paragraphs range between 76-100 is 7 students (16.67 %)
- b. Fair, the students' ability in identifying parts of text structure of narrative paragraphs range between 50-75 is 31 students (73.81 %)
- c. Poor, the students' ability in identifying parts of text structure of narrative paragraphs range between 0-49 is 4 students (9.52 %)

The score range above indicates that the students' ability in identifying parts of text structure of narrative paragraphs is identified 'fair' because the higher score is 73.81 %. The writer wants to formulate

that the students' ability in identifying parts of text structure of narrative paragraphs at the second year students of SMPN 5 Siak is qualified "fair".

2. The Factors that influence Students' Ability in Identifying Parts of Text Structure of Narrative Paragraph

Based on the result of the questionnaire to the second year students of SMPN 5 Siak, the factors influencing the students' ability in identifying parts of text structure of narrative paragraphs are divided into four tares. They are highly influence, (81-100); Moderate influence (61-80); Low influence (41-60); negligible influence (20-40).

$$Mx = \frac{\sum x}{N} = \frac{3283}{42} = 78.17$$

After calculating, the average percentage is 77.20. it means that the factors that influence students' ability in reading narrative paragraphs is 'moderate influence'.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to conclude about the study or the research that has been done. The research that is entitled ‘The Students’ Ability in Identifying Text Structure of Narrative Paragraphs’ can be concluded in the conclusion.

A. The Conclusion

Based on the data analysis, the writer concludes that the students ability in identifying parts of text structure of narrative paragraph are classified into good category. It can be concluded that some of second year students of SMPN 5 Siak are still able in identifying parts of text structure of narrative paragraph well. It is relevant to the factors that influence the students ability in reading narrative paragraphs, where the influences rate is included into ‘moderate influence’. It can be concluded that the factors are influences students related to their ability in identifying text structure of narrative paragraphs.

B. The Suggestion

The writer, in this case, tries to gather suggestion for all us. They are:

1. The teachers have to give more interesting exercises in improving the students’ ability in English.

2. The teachers have to learn how to teach English well, so that the studentsp can be taught well and –of course- they can receive the information as the transformation of knowledge well.
3. The students have to have self confident in learning English.
4. The students have to study English in a great motivation.

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