

**ANALYSIS OF READING COMPREHENSION IN NARRATIVE TEXT  
AT TENTH GRADE STUDENTS**

**PROPOSAL PENELITIAN  
SKRIPSI**



**Dosen Pembimbing :** Sri Ninta Tarigan, S.S., M.Hum.  
**Ketua Peneliti :** Merry Yohana Sinaga (183306020142)  
**Anggota Peneliti 1 :** Delfi Suriani Sitorus (183306020141)

**PROGRAM STUDI S1 - PENDIDIKAN BAHASA INGGRISFAKULTAS  
KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PRIMA  
INDONESIA**

**MEDAN**

**2021**

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 The Background of the Study**

Everyone must know and familiar with language words. Because language is a communication tool that can be used to communicate or talk with one another, language can also be used to describe and express a person's ideas and feelings, therefore language is needed in daily life. Because language has a major role so that it cannot be separated a life.

English is the international language. Where this language is spoken all over the world so that everyone is required to understand. English is also a foreign language where the Indonesian government has determined that English is the second language after Indonesian in Indonesia. In addition, English is one of the mandatory languages that must be taught as a compulsory subject in schools and universities. However, because English is the second language in Indonesia, many students find it difficult to apply it in their daily lives. Because they find it difficult, not a few are also not interested in reading texts that use English because they find it difficult to understand the meaning of the text.

As we know in language learning, there are four skills that must be mastered, namely: listening, speaking, reading and writing. These four skills must involve the interaction between teachers and students in the teaching and learning process in the classroom. Speaking and writing refer to productive skills while reading and listening refer to receptive skills (Harmer, 2003).

Reading is one language skill that is very important for students to learn. Through these reading skills, students can improve their language skills by telling their own experiences. Besides that, students will get ideas and information from what they read, from what they could not know become to know after they read.

Based on the statement by Snow (2002:11), understanding in

reading is a process of summarizing and compiling meaning or interesting and important things simultaneously through interaction and the reader is also confronted directly with the reading text. In the implementation of summarizing, the reader only needs to use simple words that can be understood so that the meaning of the text that is faced by the reader can really be understood. In connection with that, Field (1997, p. 15) also assumes that in the process of reading comprehension, at first, the author clearly explains the author's statement, then the reader processes the text and creates an understanding that is close to the author's statement. The practice of understanding texts is an activity that is carried out individually, so that reading comprehension from one reader to another can vary.

Based on its type, reading consists of several kinds of reading texts such as: narrative text whose story is a engineered or fairy tale with the aim of entertaining the reader, recount text which provides information with the aim of retelling an event that occurred, report text is a report that aims to convey information about the results the report under study, the type of reading descriptive text which aims to provide an explanation or describe an object or person, the exposition text is a type of reading that aims to invite and influence the reader, while the procedure text aims to share instructions or how to make something, and so on.

Grabe and Stoller (2011:3) argue that studying endeavor is a capability to locate the that means of every printed page and interpret the data appropriately. long (Grabe and Stoller 2011:12). From this we can also conclude that reading is a way to find information from a text and form an interpretation of the information that has been read.

The researcher decided to analyze the students' in class X SMA Budi Murni 2 for the academic year 2021/2022 in reading comprehension of narrative text by using descriptive quantitative analysis and using a questionnaire as an instrument in this study. Based on this background, a research entitled "Analysis of Reading Comprehension in Narrative Text at Tenth Grade Students".

## **1.2 The Problem of the Study**

Based on the background of study existing above, the researchers formulated:

1. Do students find it easier to understand the narrative text after they watch and/or hear the story?
2. Can students retell the narrative text they have read?
3. Are there still students who read with the help of their finger, pen, or something else?
4. Are students able to understand the narrative text even though they missed a few sentences in the text ?

## **1.3 The Objectives of the Study**

1. To analyze the number of students who can understand the narrative text after watching/ listening the story.
2. To analyze the number of students who are able to convey/ retell the narrative text that has been read.
3. To obtain data on how many students are able to understand a reading text in reading without using aids.
4. To find out the number of students who are able and not able to understand the narrative text even though miss a few sentences in the text.

## **1.4 The Scope of the Study**

In language there are four skills, namely listening, speaking, reading, and writing. However, in this study, the researcher focused on reading comprehension. So the scope of this research includes students' reading comprehension through narrative texts, so that students use time more effectively so that it is easy to understand. Researchers conducted this study in the scope of the tenth grade at SMAS Katolik Budi Murni 2 Medan.

## **1.5 The Significance of the Study**

The aims and benefits of this research include:

1. To determine the level of students' reading comprehension, especially in narrative texts.
2. It is expected that students can improve/develop insight (mindset) in understanding reading texts.
3. As for the purpose and benefits of this research for language teachers to determine the development of reading comprehension of each student.
4. The purpose and benefits of this research for students to collect data as a final project.