

**A STUDY ON THE STUDENTS' ABILITY
IN IDENTIFYING MORAL LESSON OF NARRATIVE TEXT
AT GRADE VIII OF MTS. PP. TUNAS HARAPAN TEMBILAHAN**

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Abstract

The purpose of this research are to know the students' ability in identifying moral lesson of narrative text at grade VIII of Mts. PP. Tunas Harapan Tembilahan. The research design was Descriptive research. The population of this research was 68 students and the sample also was 68 students. The technique of taking the sample in this research was total sampling because the population less than 100 students. To get the data of students' ability in identifying moral lesson of narrative text, the researcher gave identifying moral lesson of narrative text test to 68 students. Before giving the test to the sample, the researcher did the validity test in the other school in order to get the valid questions. The researcher did the validity test at grade VIII MTs. Nurul Jihad Tembilahan Hulu, there were 17 students who answered the validity test, and from the validity test the researcher got 7 questions that is not valid. The test asked about moral lesson from the character in narrative text and the moral lesson of narrative text. The result of the test showed that there were 9 students (13%) were classified as having good, 55 students (81%) were classified as having enough, and 4 students (6%) were classified as having poor. So, the researcher finds that the mean of student's score was **53,5**, and it was categorized **Enough**. So, the researcher can conclude that the students less comprehend in identifying moral lesson of narrative text, it showed from the percentage result where the students who having good score only **13%**. It because identifying moral lesson of narrative text is not easy, the students must comprehend before to indentifying moral lesson of narrative text.

Keywords : *Ability, Identifying Moral Lesson, Narrative Text.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam mengidentifikasi pelajaran moral dari teks naratif di kelas VIII MTs. PP. Tunas Harapan Tembilahan. Penelitian ini menggunakan jenis penelitian deskriptif. Populasi penelitian adalah 68 siswa dan sampel juga 68 siswa tersebut. Adapun teknik pengambilan sampel dalam penelitian ini adalah total sampling karena populasi kurang dari 100 siswa. Untuk mendapatkan data kemampuan siswa dalam mengidentifikasi pelajaran moral dari teks naratif, peneliti memberi tes mengidentifikasi pelajaran moral dari teks naratif kepada 68 siswa. Sebelum memberikan tes pada sampel, peneliti melakukan uji validitas di sekolah lain yang bertujuan untuk mendapatkan butir-butir soal yang valid. Peneliti melakukan uji validitas di kelas VIII MTs. Nurul Jihad Tembilahan Hulu, ada 17 siswa yang mengikuti uji validitas tersebut. Hasil dari uji validitas peneliti mendapatkan 7 pertanyaan yang tidak valid. Tes tentang pelajaran moral dari karakter dalam teks naratif dan pelajaran moral teks naratif secara keseluruhan. Hasil tes menunjukkan

bahwa ada 9 siswa (13%) diklasifikasikan memiliki kemampuan baik, 55 siswa (81%) diklasifikasikan memiliki kemampuan cukup, dan 4 siswa (6%) diklasifikasikan memiliki kemampuan rendah. Selanjutnya peneliti menemukan bahwa nilai rata-rata siswa adalah 53,5, dan itu dikategorikan cukup. Peneliti dapat menyimpulkan bahwa siswa kurang memahami dalam mengidentifikasi pelajaran moral dari teks naratif, itu dibuktikan dari hasil persentase di mana siswa yang memiliki skor baik hanya 13%. Hal ini disebabkan karena mengidentifikasi pelajaran moral dari teks naratif tidak mudah, siswa harus memahami sebelum mengidentifikasi pelajaran moral dari teks naratif.

Kata kunci: Kemampuan, Mengidentifikasi Pelajaran Moral, Teks Naratif.

1. INTRODUCTION

The majority international language known and used by people in the world is English. English in Indonesia has been inserted as a subject matter in the school curriculum. Moreover, by inserting English in the school curriculum, we are expected to be able to apply English in daily activities, which cover four language skills', listening, speaking, reading and writing.

Among the language skills, the important one is reading. In reading a text, students need a comprehension in order to understand what they read. Some students can decode the words easily, but there is no skill in comprehending the full meaning of the sentences, the paragraphs even the whole text.

Reading is essential for learning, especially for junior high school

students, as it allows the students to learn about a variety of topics. Sahin (2013:57) said that Reading is a dynamic inferring process that makes communication between writer and reader essential. Reading skill means students' reading texts they encounter in their daily lives properly and fluently. Reading needs comprehension to understand the context and get the new information of the texts. So reading comprehension is an activity of the students to understand and find out the important information from a written text.

As it is stated in school-based curriculum (KTSP) of junior high school for the eighth grade, one kind of text types that the students should achieve is Narrative Text. According to Wardiman (2008:93) stated Narrative text is an imaginative story to entertain people. Moreover, Canvanagh (1998:8) added that Narrative text is a text to

entertain, create, stimulate emotion, motivate, guide or teach through story.

Most of text is teaching the students about moral lesson. According to Richard (2000:45) Moral Lesson is what you have learned and what you encountered right, moral lesson are things that you learn through literature. In line this point, Kaelan (2010:85) emphasized that moral lesson is related to human being behaviour to measure right or wrong. In a nutshell, moral lesson is a good thing or learn that we can get from the stories.

One of the type of narrative text with more moral lesson in it is fables story. Haris & Graham (2007:77) stated fables are short stories with a typical story grammar but with addition of moral. Then Crown (2008: 17) added that a fable sets out to teach the reader or listener a lesson they should learn about life. For example the story of "The thirsty crow" this story taught the readers to think and work hard, everyone may find solution to any problem.

Additionally, the issue of investigating on the students' ability on narrative texts has been discussed till now on. Even so, the focused variables are different each others. For instance,

Mispatria (2014) has undertaken the study on the students' reading comprehension of Narrative text at class IX of MTs Negeri Enok. There were 31 students as samples. The results revealed that there were 10% of the students were categorized as having very good level, 48% of the students were classified as having good level, and 42% of them were categorized as being enough level. Overall, their ability was placed in good level. Then Hunowu (2013) did an inquiry which focused on the students' capability in finding out the moral value in reading narrative texts. The reserach findings revealed that their ability in finding out moral value in reading narrative text was low. The prevoius reserach findings above proved that the case was still needed to investigated.

Concerning on the explanation above, it can be concluded that moral lesson is important especially for the students in order to make them know about the right and wrong. It usually appears in the narrative text. Besides that moral lesson is material that has to be mastered by the students especially the students in the eighth grade of MTs. PP. Tunas Harapan Tembilahan in identifying them, besacuse based on the

observation before conduct the research, the researcher have interviewed the english teacher, the english teacher said that at MTs. PP. Tunas harapan Tembilahan have studied about narrative text, but they usually do exercise about the generic structure, language features, plot, setting, and who are the characters in narrative text, and seldom the question about the moral lesson, so the researcher decides to conduct a study which aims to analyze the students' ability in identifying moral lesson of narrative text at grade VIII of MTs. PP. Tunas Harapan Tembilahan.

2. METHOD

The population of this research was all of the students at grade VIII of MTs. PP. Tunas Harapan Tembilahan. According to Gay & Airasian (2000:122) states that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The total of the students at grade VIII of MTs. PP. Tunas Harapan Tembilahan were 68 students consist of 3 classes, there are VIII.1 consist of 22 students, VIII.2 consist of 23 students and VIII.3 consist of 23 students . So the total population in this research were 68

students. In this research, the researcher used total sampling technique According to Sugiyono (2010:118) Sample is part of characteristic and the number which owned population. Arikunto (2002:134) stated if the number of population was less than 100, it was better to take all population, if the number of population more than 100 the sample could be taken 10 – 15 %, 20 – 25 % or up. So in this research, the researcher used total sampling technique because the population were 68 students it means the population less than 100 students, they are the students at grade VIII of MTs. PP. Tunas Harapan Tembilahan.

The research design of this researchis Descriptive Quantitative research, According to Gay & Airasian (2000:275) descriptive research is a study determines and describes th way things are. Then, According to Muijs (2004:1) Quantitative research is explaining phenomena by collecting data that are analysed using mathematically based methods (in particular statistics).

and to collect the data, the researcher used test to measure the students' ability in identifying moral lesson of narrative text. The type of the

test is used multiple-choice form where the students can choose the correct answer.

3. FINDING AND DISCUSSION

This research focuses on knowing the students' ability in identifying moral lesson of narrative text. In this research the sample were the students' at grade VIII of MTs. PP. Tunas Harapan Tembilihan.

Before the researcher did the real test, the researcher did the validity test to check the validity of questions. The researcher did the validity test at grade VIII of MTs. Nurul Jihad Tembilihan Hulu, there were 17 students. In the validity test the students gave 30 questions, and the result of the validity test, the researcher found 7 questions were not valid. So in the real test the researcher gave 20 questions were valid to the students at grade VIII of MTs. PP. Tunas Harapan Tembilihan.

a. The Result of Item Difficulty Test

The researcher did item difficulty test or the validity test to the students at grade VIII of MTs. Nurul Jihad Tembilihan Hulu, there were 17 students in identifying moral lesson of

narrative text. To find out the difficulty item, the researcher used formula :

$$FV = \frac{R}{N}$$

Where:

FV = The Index of Difficulty

R = The Number of Correct Answers

N = The Number of Students Taking the Test (Heaton,1988:179)

b. The Result of the Test

The data were collected by giving test to 68 students at grade VIII of MTs. PP. Tunas Harapan Tembilihan. The test was in multiple-choice form. The test consist of 20 items. From the whole items, the result of the test then be analyzed by giving score to the right answer of the test with five (5) and wrong answer with zero (0).

In addition, the score of the test is analyzed to know the students scores then from the scores the researcher classified how many students were in excellent, good, enough, poor, and very poor categories. The calculation of the score was used to know the students' ability in identifying moral lesson of narrative text at grade VIII of MTs. PP. Tunas Harapan Tembilihan.

After analyzing the data, the researcher found that the highest score was 70 and the lowest score was 30.

Then, based on the score the researcher furthermore classified the students' ability in identifying moral lesson of narrative text into five levels there were excellent, good, enough,

poor, and very poor. The result of the students' ability in identifying moral lesson of narrative text at grade VIII of MTs. PP. Tunas Harapan Tembilahan can be seen in the following table:

Table 4.5 The Result of the Students' Ability in Identifying Moral Lesson of Narrative Text

<i>Score</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Level</i>
81 – 100	0	0%	Excellent
61 – 80	9	13%	Good
41 – 60	55	81%	Enough
21 – 40	4	6%	Poor
< 21	0	0%	Very Poor
Total	68	100%	

Referring to the table above, it describes that the students' ability were classified into some groups. It was obviously presented that there were 9 students (13%) who got good, 55 students (81%) who got enough, 4 students (6%) who got poor. Furthermore, the mean score of stuent's' ability in identifying moral lesson from the character in narrative text was **53.5**. It means that their ability was **enough**.

Dealing with description of the data, the researcher made the data presentation about each indicators of identifying moral lesson of narrative text, as follows:

a. The Students' Ability in Identifying Moral Lesson from the Character in Narrative Text

After analyzing the data, the researcher found that the highest score was 73 and the lowest score was 27. Then based on the score, the researcher classified the students' ability in Identifying moral lesson from the character in narrative text into five levels there were excellent, good, enough, poor, and very poor. The result of the students' ability in identifying moral lesson from the character in narrative text can be seen in the following table:

Table 4.3 Result of the Students' Ability in Identifying Moral Lesson from the Character in Narrative Text

<i>Score</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Level</i>
81 – 100	0	0%	Excellent
61 – 80	14	21%	Good
41 – 60	51	75%	Enough
21 – 40	3	4%	Poor
< 21	0	0%	Very Poor
Total	68	100%	

The emperical data above shows that there were 14 students (21%) who got good, 51 students (75%) who got enough, 3 students (4%) who got poor. Moreover, the mean score of stuent's ability in identifying moral lesson from the character in narrative text was **53.3**. It means that their ability was **enough**.

b. The Students' Ability in Identifying Moral Lesson of Narrative Text

After analyzing the data, the researcher found that the highest score was 67 and the lowest score was 33. Then based on the score, the researcher classified the students' ability in identifying moral lesson of narrative text into five levels there were excellent, good, enough, poor, and very poor. The result of the students' ability in identifying moral lesson of narrative text can be seen in the following table:

Table 4.4 The Result Classification of the Students' Ability in Identifying Moral Lesson of Narrative Text

<i>Score</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Level</i>
81 – 100	0	0%	Excellent
61 – 80	18	26%	Good
41 – 60	45	66%	Enough
21 – 40	5	7%	Poor
< 21	0	0%	Very Poor
Total	68	100%	

Concerning on the table above, it reveals that there were 18 students (26%) who got good, 45 students (66%) who got enough, and 5 students (7%)

who got poor. Then the mean score of the students' ability in identifying moral lesson of narrative text was **53.6** It means that their ability was **enough**.

Additionally, the data presentation above, the researcher presented the findings of the research on the students' ability in identifying moral lesson of narrative text, the researcher presented the data of the research based on the findings as follows:

1. The Students' Ability in Identifying Moral Lesson from the Character in Narrative Text

Based on the result, the mean score of the students' ability in identifying moral lesson from the character in narrative text was 53.5, it means their ability was enough, where there are 14 students who got good, 51

students who got enough, and 3 students who got poor.

2. The Students' Ability in Identifying Moral Lesson of Narrative Text

Based on the result, the mean score of the students' ability in identifying moral lesson of narrative text was 53.6, it means their ability was enough, where there are 18 students who got good, 45 students who got enough, and 5 students who got poor.

4. CONCLUSION

Narrative text is taught to the students at grade VIII of junior high school, and one of the important purpose of narrative text is teaching a moral lesson to the reader, it is very important for the students to know what the moral lesson from the text that they read since in they are in Junior High School.

After analyzing the data, the researcher found that the students' ability in identifying Moral Lesson of Narrative Text at grade VIII of MTs.

PP. Tunas Harapan Tembilahan in every indicators showed that the highest mean score was in identifying moral lesson of narrative text was 53.6, and in identifying moral lesson from the character in narrative text had almost similar mean score with in identifying moral lesson of narrative text, that was 53.3, it showed that not significant difference the mean score from both of the indicators. So, from the data analyzed the researcher concluded that the students more comprehend in identifying moral lesson of narrative

text than in identifying moral lesson from the character in narrative text, although the mean score in each indicators showed not significant difference. So, after the researcher got the mean score in every indicators, the researcher concluded that the Students' Ability in Identifying Moral Lesson of Narrative Text was Enough with the total mean score 53.5 or in Enough Level. It means the students less comprehend in identifying moral lesson of narrative text.

Futhermore, the researcher would like to give some suggestions for the reader of this thesis as follows; *firstly*, it was for English teachers who teaches the students about narrative text can give the students explanation about the moral lesson in narrative text after the students read the text, and then use different and interesting strategy to make the students enjoy when they are

learning English. The teacher also can motivate their students to improve their vocabulary in order to make them easier to comprehend the narrative text. *Secondly*, it was for the students, always try to read a text in English, especially narrative text, because in narrative text the students can get moral lesson in it. The students can read narrative text not only from text book, but also there are many sources about narrative text such as from internet and always improve vocabulary mastery to easier comprehend the text in English. So, keep studying English well. *Lastly*, it was for the other researcher, can try to determine the students' ability in identifying moral lesson of narrative text in different level of education to know if there are differences on the students' ability in identifying moral lesson of narrative text.

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