THE ANALYSIS OF READING NARRATIVE TEXT BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT
POTENSI UTAMA UNIVERSITY MEDAN

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Abstract: Narrative text is one of the most frequent lessons in Education world especially English language education in Indonesia. Therefore, at least we should be able to understand narrative text very well therefore later when we read the stories in English, we are directly able to digest the story. And can apply it in teaching either at school or at the University. This main research is to determine how far English Language Education Students of Potensi Utama University understand the Genre in English especially about Narrative Text. This research is a Classroom Action Research (CAR) that will be carried out to determine the extent of students' ability to analyze Narrative Text. To achieve the desired goal, this CAR will be implemented in 3 cycles. Each cycle consists of 3 lecture meetings, namely the provision of material and text practice examples. At the end of the cycle a test was held to find out the ability and progress of students in analyzing Narrative text. Feedback is given from the test results to overcome the problems that arise in the previous cycle. The research subjects were the 4th semester students of the English Language Education Department of Potensi Utama University Medan, totaling 34 students. The objectives of the study are: a) to help overcome student problems in understanding reading text especially narrative text and improve the ability of students reading comprehension and b) to provide a basis learning models for reading English Language skills at university

Keywords: Reading analysis, classroom action research, genre, narrative text.

INTRODUCTION

One of the goals of the English education study program, Faculty of Political and Educational Sciences, Potensi Utama University Medan is to produce graduates who have good competence in the field of politics and English education. To achieve these objectives the curriculum is structured in such a way that during the eight-semester lecture process these competencies can be maximally developed. The study materials for developing these competencies were also determined starting from studies for the development of oral and written English language skills, English linguistics. Each is arranged proportionally so that a balanced student competency is achieved in these various aspects. The learning process also uses the introduction of English in all courses held except for general subjects.

To develop student competencies in the field of English language education, there are several courses that are given, including reading, speaking, listening, and writing. The course is taught to all students to hone skills that ultimately can develop their competence in the field of English education. After observing for several years, it turns out that students’ ability to read is not sufficient enough. This is proven. This evidence is reinforced by the small number of students who take reading as a study topic in the preparation of a thesis.

Student perceptions of the difficulty of reading are quite reasonable considering that reading has characteristics and elements that are not the same as what other courses have. Besides that, because the nature of short and concise reading requires the reader to be truly selective in choosing words (diction), the use of punctuation. This limited space forces the reader to use the word as effectively as possible. With the limited number of words sometimes it is very difficult for readers (students) to appreciate the reading. Many students who are impatient and diligent trace the meaning behind what is written literally in text reading. Researchers also suspect student difficulties, because they do not understand how punctuation is applied in text reading. To be able to understand and appreciate reading well, of course the reader (student) must be provided with good knowledge about this reading.

The imbalance of students’ competence in appreciating reading is of course not allowed to continue because it will affect the overall competency of English graduates, the Faculty of Political and Educational Sciences, Potensi Utama University. This is what underlies the thinking of researchers to immediately take action to overcome this problem. This research is important to improve student competence in reading English. There are concerns that a situation like this will continue to harm students because their competence in this field is not well honed.

Based on a preliminary observation and in line with the great importance from the problem that is faced by the researchers. There are some problems that happened to the Students. And the resolution of the problems, it is to find that:
1. To analyze the Narrative Text Reading Ability of English Language Education Students in the Potensi Utama University, Medan and
2. To find out what problems students face when analyzing narrative text.
This research is done because to find out the aims that is to improve the reading ability of Narrative Text English Educational students of Potensi Utama University and to compile efficient and effective teaching materials in reading courses in English.

The results obtained from this study are expected to be useful especially in learning English which is related to reading narrative texts. It is also hoped that this research will be able to encourage other researchers to express other difficulties in learning reading English lesson.

LITERATURE REVIEW

Definition of Reading
Finocchiaro and Bonomo (1973: 119) explain that Reading is bringing meaning to and getting meaning from printed out written material, or pick and understand the meaning or meaning which is contained in written material. Whereas according to Mr. Smith in the Mr.Ginting book published in 2005, reading is a process that builds the written understanding of the text (text). So it can be concluded that reading is an activity process to understand writing to get the message or meaning of a read.

Reading Comprehension is reading that refers to the type of heart reading activity that is done to get an understanding of something or for the purpose of learning so as to gain a broader insight into something that is read (Tarigan, 2008: 30). Reading comprehension is used the term to identify the skills that need to be understood and applying the information which is contained in written materials (Resmini et al., 2009: 47).

Reading Comprehension is an important skill mastered in English by students. In advanced reading learning in a high class one of English. The ability that students need to master is the text genre reading ability. But in fact the students’ reading ability in genre is still low. Students often find it difficult to recognize types of genre text. Seen from the reading test results in each test where students cannot analyze the text being tested. This is because Reading learning provided is not reviewed in more detail.

Based on the above, it is feasible to analyze how far the ability of UPU English Education students to know and understand Narrative Text.

Text
Different types of texts have distinctive characteristics, depending on what they are made to do (Knapp & Watkins, 2005: 29). Texts can be classified and organized in a multitude of ways: everyday, formal, entertaining and informational. In the light of these problems and contradictions, however, teachers require ways of thinking about the characteristics of texts more than before. The following classifications are therefore useful as one way of thinking, and by no means absolute.

Literary Texts
Literary texts can deal with everyday experience in a way that lifts readers beyond the everyday. Literary texts use language in a way that moves it beyond the concrete representational and functional modes of language. Literary texts often use language to create images in readers’ minds; the language enables readers to engage with the text and incorporate their own meanings and understandings with those of the writer. Literary texts include novels, epics, poems, dramas and sagas.
<table>
<thead>
<tr>
<th>Literary text type</th>
<th>Purpose</th>
<th>Features</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Literary Description     | Describes people, characters, places, events and things in an imaginative way | • describes characteristic features of the subject, eg physical appearance, behaviour  
• often forms part of other pieces of writing | description of a character or setting within a story                        |
| Literary Recount         | Retells events from novels, plays, films and personal experiences to entertain others | • begins with background information, eg character, time, place  
• describes the events in time order  
• may end with a personal comment about the characters or events | A recount of a traditional story, eg. The Gingerbread Man.  
A humorous and creatively interpreted recount of an ordinary incident that actually took place |
| Personal Response        | Gives a personal opinion on a novel, play or film, referring to parts within the passage | • describes how you feel about a novel, film, book or play  
• lists what did and did not appeal to you  
• may comment on some of the features of the writing | What did you like about that artwork and why? Describe why you do or do not like this story/ poem. |
| Review                   | Summarises, analyses and assesses the appeal of a novel, play or film, to a broader audience | describes how features (eg characters, plot, language features, humour etc) may or may not appeal | commentary on a film, play, book etc                                      |
| Narrative                | Tells a story using a series of events                                   | • the scene is set in a time and place and characters are  
• introduced usually has a problem that is addressed  
• may contain a message for the reader | picture books, cartoons, mystery, fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables, plays |
Factual Texts

Factual texts, from the point of view of schooling, include those texts that have the primary aim of communicating knowledge as it has been educationally defined, classified and constructed. Factual texts deal with the exchange of knowledge (learning) in all of the learning areas. Many factual texts such as technical descriptions, explanations and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual texts, such as essays, reviews and arguments, are more rhetorical and take time to position and persuade readers.

<table>
<thead>
<tr>
<th>Factual text type</th>
<th>Purpose</th>
<th>Features</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Factual Description | Describes a place or thing using facts | • begins with an introductory statement  
• systematically describes different aspects of the subject  
• may end with a concluding statement | Landscape Descriptions |
| Factual Recount | Retells events which have already happened in time order | • begins with background information who, when, where  
• describes the series of events in time order  
• may end with a personal comment | Historical Report |
| Information report | Classifies, describes and gives factual information about people, animals, things or phenomena | • begins with a general classification or definition  
• lists a sequence of related information about the topic  
• ends with a concluding comment | Facts About Whales |
| Procedure | Gives instructions on how to make or do something | • Begins with a statement of goal (could be the title)  
• lists materials needed in order of use  
• gives a series of steps (instructions) in order  
• each instruction begins with a verb in the present tense | Recipes Instructions Manual |
| Procedural Recount | Tells how something was made or done in time order and with accuracy | • begins with a statement of what was made or done  
• tells what was made in order  
• written in the past tense | documentaries retelling a science |
<table>
<thead>
<tr>
<th>Factual text type</th>
<th>Purpose</th>
<th>Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
<td>Gives reasons for a point of view to try and convince others of it</td>
<td>• begins with a sentence that gives a point of view on a topic &lt;br&gt;• lists the arguments giving reasons and evidence for them &lt;br&gt;• uses convincing language eg ‘will damage’ instead of ‘may damage’</td>
<td>A team’s argument for a debate</td>
</tr>
<tr>
<td>Discussion</td>
<td>Gives different points of view in order to make an informed decision</td>
<td>• begins with some background information leading to the issue &lt;br&gt;• lists arguments for and against, giving evidence for different points of view &lt;br&gt;• conclusion might sum up both sides or recommend one point of view</td>
<td>Should cars be banned from the inner city?</td>
</tr>
</tbody>
</table>

**Narrative Text**

English is one of the compulsory competencies for students in Indonesia. The application of the English language curriculum has also been applied at every level of education today. The large variety of teaching media, making the method of learning English more varied, one of the methods used can be done with narrative text.
Narrative text is a type of text in the form of imaginary stories, engineered real stories, or fairy tales. Narrative text tells a story that has a series of chronologically connected events. The purpose of narrative text is to entertain the reader.

In various sources Narrative Text can be found in the form of:

a. Fables (Stories about animals which is described as behaving like humans)
b. Fairy stories (Fantastic stories, full of miracle)
c. Mysteries
d. Science fiction
e. Romances
f. Horror stories
g. Legends
h. Historical narratives
i. Personal experience (personal experience which is written)
j. Ballads (Ballads, stories that can touch the readers, usually in the form of unrequited love)

**Generic Structure Narrative Text**

In English curriculum competencies, students are usually required to be able to tell a story, fairy tale or other narrative text stories in writing. In order to understand narrative text, we should first recognize the generic structure in narrative text. Generic structure in narrative text consists of orientation, complication and resolution:

**a. Orientation**

Orientation is the first part of Narrative Text which is located at the beginning of the story or in the first paragraph. The function of Orientation is to introduce to the reader or listener the character of the narrative story, time, and setting of the story. The Orientation section is usually written briefly and can answer Who questions? (who?), what? (what?), where? (where?), and / or When? (When?). By answering 2 questions from the question, for example Who? (who?) and Where? (where?), the Orientation section of a story can already be formed.

**b. Complication atau Problem**

Complication is the next part of Narrative Text. This section is a part that is awaited by readers and listeners because this is the part of the problem in the story which arises therefore making narrative stories (Narrative Text) becomes more interesting to read and not boring. In making Narrative Text, the authors may give one or more problems in this section so that the text is more interesting. Usually, problems that arise in this section involve the main characters of the text. Problems that arise can be divided into:

- **Natural Conflict**
  
  se the storyteller is dealing with the forces of nature.

- **Social Conflict**
  
  That is a problem that arises because the perpetrators face each other. They meet at the same time with different interests.

- **Psychological Conflict**
  
  That is the problem that arises when the storyteller is dealing with himself. The contradiction between good and bad values, between greed and tolerance.
c. Resolution
Resolution is the next part after Complication. In the Resolution section, the problems found in the Complication section begin to be solved with various solutions. Solutions to overcome or end the problem are not always good and happy, sometimes there are bad and sad solutions. In addition, there are also solutions to overcome problems that do not end the problem completely until the end of the story is hanging so that the readers are more curious. It aims to maintain the reader's interest in the story.

d. Re-Orientation
Re-orientation is the last part of the Narrative text and is usually at the end of the story or in the last paragraph. Re-orientation is a choice which means that the writer who wants to make Narrative Text can use the Re-orientation section or not. This section usually contains useful messages for readers related to the story. The messages can be moral messages, or teachings from the author.

Language Feature of Narrative Text
a. Using certain Nouns and Pronouns; for example king, princess, stepsisters, housework, etc.
b. Using Specific Participants, namely certain / specific actors; for example Cinderella, Aladdin, the Crazy man.
c. Using Adjectives which are useful for forming noun phrases, for example; ugly black skinned young girl; two crazy boys.
d. Use Time connectives and conjunctions to sort events or events, such as then, when, suddenly, etc.
e. Using adverbs and adverbial phrases to indicate the location of events or events, for example here, there, at home; in the jungle, carefully, happily ever after, etc.
f. Using Action verbs in past tense; stayed, jumped.
g. Use in Saying verbs that mark sayings for example; said, told, promised; and thinking verb that marks the mind, perception or feeling of a character, such as thought, fell, etc.

Narrative text uses a reading structure that contains elements such as settings, character, conflict, plot, and resolution. There are also signal words such as first, then, at last. If you find these words in a reading, it could be narrative text.

Why does it sound similar to the recount text definition? Indeed, in the recount text there are also such signal words whose function is to help expose the story chronologically or in the order of events. However, the most prominent difference between recount and narrative text is that in recount text there is no crisis or conflict that arises.

Recount text is just a retelling of the chronology of an event or experience. While narrative text will tell the incident in more detail, complete with the conflict experienced by participants in the story.

RESEARCH METHODS
To carry out this class action research, it was carried out in three cycles with the following stages
Pretest

In the pretest, students are required to read a text given. This aims to find out how far the ability of students to recognize the type of text, especially narrative text. Before the assignment, the researcher gave a brief description of the text narrative through the characteristics that were discovered / known by students in some texts that had been read by students, but did not explain in detail the characteristics of the narrative text.

After the pretest will be discussed together about narrative text that has been read and analyzed by students. They give answers about what they encounter in narrative text after being analyzed. Researchers assess the duties of each student and provide input on what should be considered when reading narrative text.

Cycle 1

This cycle begins at the 4th meeting. In this cycle the explanation of the narrative text definition, the structure that forms text of narrative and the linguistic characteristics of the narrative text. Then the researcher divided the students into several discussion groups and the researchers distributed working papers and assigned them to analyze the text provided. To check their understanding the researchers asked them to explain the analysis they had discussed. This cycle ends at the 6th meeting.

At this meeting they individually have to analyze and explain the analysis of subjects (students) regarding narrative text on the assignment sheet (Post Test Cycle 1). The researcher provides an assessment by showing the advantages and disadvantages of the analysis made by the subject (student). Researchers together with the subjects compare with previous tasks to be able to know the advantages or disadvantages of the tasks that have been discussed before. The researcher notes important things to convey to the subject as improvements in the next cycle.

Cycle 2

This cycle starts at the 7th meeting and ends at the 8th meeting. In this cycle the students (subjects) still work in groups and discuss reading narrative text by raising the level of difficulty. They are given the task of finding, analyzing and describing each narrative text. At each meeting the group representative reports the task by presenting it in class discussion (all groups). At the end of the cycle they are evaluated according to the assignments given individually to find out their development and ability. The researcher identifies the weaknesses / weaknesses of each research subject and reports it to all subjects in writing. This is an attempt to improve the process in the third cycle.

Cycle 3

This cycle starts from the 10th meeting and ends until the 12th meeting. The difference in treatment with the previous cycle is at the level of complexity (difficulty) narrative text. They will be given more complex and more detailed text. In addition, this cycle emphasizes the assessment of the ability to analyze narrative text. They are assigned as a group to report working papers which contain a deeper analysis of the narrative text provided by composing papers. The results are evaluated at the end of the cycle and feedback is given. The 12th to 14th meeting of researchers discussed the weaknesses / weaknesses that were still found to ensure that they really understood and could analyze the narrative text properly. In order to know the progress of each subject, a portfolio will be made for each subject. It is also useful for them to be able to compare their progress in improving their abilities or the obstacles they face from cycle to cycle. This portfolio is useful for researchers.
to evaluate their abilities and to report any problems that might arise. Assessment is based on the criteria of the subject's ability in:

a. Categorize the type of narrative text.
b. Analyze the purpose (purpose) of narrative text, text structure and characteristics of text

c. Analyzing the characteristics of narrative text
d. Analyzing the characteristics of narrative text

To facilitate the work of the researcher and reduce the subjectivity of the researcher in the assessment, a table will be prepared which contains four criteria for assessing the ability of the subject (student) as stated above. This will also facilitate the subject to anticipate and examine his own work whether he has met the criteria as in the table.

FINDINGS AND DISCUSSION

Analysis Data

a. Analysis Pre-Test

The activity of collecting data information in the study of the Analysis of Reading Narrative Text by Students of English Language Education Department Potensi Utama University Medan in Semester 4 totaling 34 students and carried out through the Test. The Test is carried out through the Initial Test (Pre-Test) and Advanced Test (Post Test) which consists of 3 Cycles.

The researcher gives a test to students in the form of text which must answer 5 question essays from each text. In the Pre-Test researchers found that the stages in the Pre-Test that were answered by students did not experience problems in answering questions. To find out the number of student scores can be seen through the following formula:

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

In the first meeting, the number of students scored 2650 with a total of 34 students. So the average student score is calculated:

\[ X = \frac{2650}{34} = 77.9 \]

In the second meeting, the number of scores from the students' answers was 2660 with 34 students. So the average student score is calculated:

\[ X = \frac{2660}{34} = 78.2 \]

In the third meeting, the number of scores from the 1980 student answers with the number of students who took 34 tests. So the average student score is calculated:

\[ X = \frac{1980}{31} = 63.8 \]

At the third meeting there was a decrease in value because the material being tested was increasingly difficult and the results obtained caused the percentage of value to be low.
b. Analysis Post-Test

In the Post-Test researchers found that the stages in Cycle I which were answered by students began to experience problems in answering questions by several students. To find out the number of student scores can be seen through the following formula:

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

In the IV meeting, the number of scores from the 2460 student answers with a total of 34 students. So the average student score is calculated:

\[ X = \frac{2460}{34} = 72.3 \]

In the V meeting, the number of scores from the students' answers was 2730 with a total of 34 students. So the average student score is calculated:

\[ X = \frac{2730}{34} = 80.3 \]

In the VI meeting, the number of scores from the students' answers was 2650 with the number of students taking the 34 test. So the average student score is calculated:

\[ X = \frac{2650}{34} = 77.9 \]

At the 4-6 meeting the scores obtained were almost evenly the grades obtained by students, where almost all of them had begun to understand in answering the questions given.

In the Post-Test researchers found that the stages in Cycle II which were answered by students began to experience problems in answering questions by several students. To find out the number of student scores can be seen through the following formula:

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

In the VII meeting, the number of scores from the student answers was 2320 with 34 students. So the average student score is calculated:

\[ X = \frac{2320}{34} = 68.2 \]

In the VIII meeting, the number of scores from the student answers was 2350 with 34 students. So the average student score is calculated:

\[ X = \frac{2350}{34} = 69.1 \]

In the IX meeting, the number of scores from the students' answers was 2680 with the number of students taking the 34 test. So the average student score is calculated:

\[ X = \frac{2680}{34} = 78.8 \]

At the 7-8th meeting the values obtained began to experience a decrease in the value obtained by students but at the 9th meeting the grades that were recovered began to experience improvement.
In the Post-Test researchers found that the stages in Cycle III which were answered by students began to experience problems in answering questions by several students. To find out the number of student scores can be seen through the following formula:

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

In the X meeting, the number of scores from the 2320 student answers with 34 students. So the average student score is calculated:

\[ X = \frac{2510}{34} = 73.8 \]

In the XI meeting, the number of scores from the student answers was 2350 with 34 students. So the average student score is calculated:

\[ X = \frac{2400}{34} = 70.6 \]

In the XII meeting, the total score of the students' answers was 2680 with the number of students taking the 34 test. So the average student score is calculated:

\[ X = \frac{2250}{34} = 66.2 \]

At the 10-11 meeting the scores obtained began to experience a decrease in the value obtained by students but at the 9th meeting the grades obtained again began to experience improvement.

The number of students passing the graduation standard can be calculated as follows.

\[ P = \frac{R \times 100}{T} \%

In the Pre-Test test, students who get a minimum score of 70 at the first meeting consist of 33 people. Meeting II 31 people and third meeting 23 people. So the percentages obtained for Pre-Test are:

\[ P = \frac{33 \times 100}{34} = 97 \% \text{ (Meeting I)} \]
\[ P = \frac{31 \times 100}{34} = 91.2 \% \text{ (Meeting II)} \]
\[ P = \frac{23 \times 100}{31} = 67.6 \% \text{ (Meeting III)} \]

In Post Test, Cycle I consisted of 3 meetings where students who received a minimum score of 70 in the IV meeting totaled 32 people, at the V meeting there were 33 people and in the VI meeting there were 31 people. So the percentage obtained for Post Cycle I Test:

\[ P = \frac{32 \times 100}{34} = 94 \% \text{ (Meeting VI)} \]
\[ P = \frac{33 \times 100}{34} = 97 \% \text{ (Meeting V)} \]
\[ P = \frac{31 \times 100}{34} = 92.1 \% \text{ (Meeting IV)} \]
Whereas in Post Test Cycle II which consists of 3 meetings where students who get a minimum score of 70 at VII meetings amounted to 27 people, in the VIII meeting there were 30 people and IX meeting was 28 people. So the percentage obtained for Post Cycle II Test:

\[
P = \frac{27}{34} \times 100\% = 79.4\% \text{ (Meeting VII)}
\]
\[
P = \frac{30}{34} \times 100\% = 88.2\% \text{ (Meeting VIII)}
\]
\[
P = \frac{28}{34} \times 100\% = 82.3\% \text{ (Meeting XI)}
\]

And lastly in Cycle III Post Test, 3 students who received a minimum score of 70 in the last 3 meetings, namely at X meeting amounted to 30 people, at XI meeting numbered 28 people and in XII meeting there were 14 people. So the percentage obtained for Post Cycle III Test:

\[
P = \frac{30}{34} \times 100\% = 88.2\% \text{ (Meeting X)}
\]
\[
P = \frac{28}{34} \times 100\% = 82.3\% \text{ (Meeting XI)}
\]
\[
P = \frac{14}{34} \times 100\% = 41.1\% \text{ (Meeting XI)}
\]

### Table 3.
Percentage of Student Ability in Reading Narrative Text Understanding

<table>
<thead>
<tr>
<th>Test</th>
<th>Meeting</th>
<th>Students who get a minimum score of 70</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre – Test</td>
<td>Meeting I</td>
<td>33</td>
<td>97 %</td>
</tr>
<tr>
<td></td>
<td>Meeting II</td>
<td>31</td>
<td>91.2 %</td>
</tr>
<tr>
<td></td>
<td>Meeting III</td>
<td>23</td>
<td>67.6 %</td>
</tr>
<tr>
<td>Post Test Cycle I</td>
<td>Meeting IV</td>
<td>32</td>
<td>94 %</td>
</tr>
<tr>
<td></td>
<td>Meeting V</td>
<td>33</td>
<td>97 %</td>
</tr>
<tr>
<td></td>
<td>Meeting VI</td>
<td>31</td>
<td>92.1 %</td>
</tr>
<tr>
<td>Post Test Cycle II</td>
<td>Meeting VII</td>
<td>27</td>
<td>79.4 %</td>
</tr>
<tr>
<td></td>
<td>Meeting VIII</td>
<td>30</td>
<td>88.2 %</td>
</tr>
<tr>
<td></td>
<td>Meeting XI</td>
<td>28</td>
<td>82.3 %</td>
</tr>
<tr>
<td>Post Test Cycle III</td>
<td>Meeting X</td>
<td>30</td>
<td>88.2 %</td>
</tr>
<tr>
<td></td>
<td>Meeting XI</td>
<td>28</td>
<td>82.3 %</td>
</tr>
<tr>
<td></td>
<td>Meeting XII</td>
<td>14</td>
<td>41.1 %</td>
</tr>
</tbody>
</table>

c. Research Findings

The results of the study of the tests given to students showed that in the Pre - Test stage the I & II score obtained was not too far the difference in decline. But at the third meeting it experienced a drastic decline. While the stages of Post Test Cycle I, IV, V & VI scores obtained were quite significant and the decline in value was very little in each meeting. In Cycle II began to experience instability in the achievement of scores obtained by students who experienced a decline and then rose again in each meeting VII, VIII & IX. And in Cycle III, student scores decreased dramatically, especially in the XII meeting. There was an increase in several meetings but in the last meeting there was a decrease in the tests faced by students due to the more difficult text done by students of English Education at Potensi Utama University Medan, namely 41.1%.
CONCLUSION AND SUGGESTION

Conclusion
From the research and discussion which is conducted, it can be concluded that the ability of students to analyze Narrative Text with Pre-Test and Post Test undergoes changes in each meeting. This condition is caused by the level of text given from the beginning of the first meeting to the last meeting which is increasingly difficult. Therefore the ability of students to answer the given Test also varies. But at the final of test the level experienced a decline in scores obtained by students in answering the Test.

Suggestion
At the end of this study, we would like to submit suggestions that might be useful for students of English Education to read Genres, especially Narrative Text, more often. By reading books that are related to genre more often, students are expected to be able to analyze and even be able to make texts, especially narrative texts.

REFERENCE


