

**STUDENT'S ABILITY IN UNDERSTANDING MORAL VALUE OF
NARRATIVE TEXT**

**(Study of The Second Grade of Senior High School 01 Lebong Utara in Academic
Year 2016-2017)**

THESIS

**This thesis is submitted to fulfil the requirement for 'Sarjana' degree
in English Education Study Program**



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Wasaalam mu 'alaikum, wr. wb

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ACKNOWLEDGEMENT

For the first, thanks to Allah SWT for the blessing and mercy, because His blessing I can write, complete and finish my thesis. Then, researcher has never forgot to send greeting and peace to Prophet Muhammad SAW.

This thesis was to find out the ability of the eleventh grade student of SMA 01 Lebong Utara in understanding moral value of narrative reading text and to know the kind of narrative text that is regarded very difficult for the student to find out its moral value. It applied descriptive quantitative methods.

The researcher is very grateful to the following people for their support, advice, and collaboration while both conducting the research and completing the writing. Many thanks for my Advisor, Jumatul Hidayah, M.Pd and my co- advisor, Desti Ariani, M.Pd, who have given me a guidance, critic and advice. Then, thanks for the headmaster and all of teachers in senior High School number 01 lebong utara. The last one and the most important is for My beloved Parents, H Sunirja and Maryani, my beloved brothers and sister, Sulis Tianingsih and Mildan Nur Hidayat. You are my biggest motivation to finish this thesis. Thanks a lot for all.

Finally, the researcher realizes that there must be weakness in thesis writing. Therefore, the researcher hopes criticism and suggestion from readers and etc in completion of this thesis. Hopefully, this thesis gives the advantages for reader and the next researcher who wants to follow up this researcher in the similar case.

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ABSTRACT

Suhendra 2017

An anaysis on student ability in understanding moral value of narrative reading text. A study at eleventh grade students of SMA N 01 Lebong Utara academic year, 2016-2017

Advisor

: Jumatul Hidayah, M. Pd

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The aim of this study was to find out the ability of the eleventh grade student of SMA 01 Lebong Utara in understanding moral value of narrative reading text and to know the kind of narrative text that is regarded very difficult for the student to find out its moral value. It applied descriptive quantitative method. The population of this research was the student eleventh grade students SMA 01 Lebong Utara. There were 35 students as the sample of this research which was taken by random sampling technique. The data in this research was collected by giving the students reading comprehension test. There were 15 items in the reading comprehension test. 5 items were used to investigate the students' ability in understanding moral value of fairy tales; 5 items were used to investigate the students' ability in understanding moral value of fables; and 5 items were used to investigate the students' ability in understanding moral value of legends. The result of this research showed that the students' in understanding moral value of narrative texts were included into 'low' category; There were 3 students (8.56%) included 'good' category; 15 students (42.87%) were included into 'moderate' category; and 17 students (48.57%) were included into 'low' category. The average was (57.9). legend is regarded as the most difficult kind of narrative texts to find out its moral value there were 99 time of correct answer (56.57%)

MOTTO

- Your future is determined by what you start today.
- Today must be better than yesterday and tomorrow must be better than today.
- Practice makes right and repetitions make perfect.
- The only way to have the greatest work in your life is love what you do first.
- Success will not come by itself but the success will come with effort, prayer and perseverance

DEDICATIONS

With determination and hard struggle finally I sculpt and reach my ideals and with a sense of love I dedicate my thesis to:

- Almighty God has given me the to enjoy this beautiful life with full of mercy and grace so that I can finish this thesis
- My beloved parents and family hugs and kisses I give for the help, sacrifice, prayer blessing, compassion and love that has been given to my success
- Prof. Dr. H. Budi Kisworo M.Ag as the chairman of STAIN Curup who always lead this institution well
- Dr. H. Lukman Asha, M.Pd.I as the head of education department of STAIN Curup who has given me motivation and guidance to finish this research
- My Advisor, Jumatul hidayah, M.pd and my co-advisor, desti Ariani, M.Pd, who have given me a guidance, critic and advice in the creation and completion of this thesis
- All Lecturer who have given meaningful science and knowledge during college at STAIN Curup
- Religion, Nation and My Beloved Almamater
- My beloved comrades in battle (Grachela, Rama Afero, Rahmad Qomayini, Bambang Soleh Abidin, Akas Prasetiyo, Julianto and others that I can not mention one by one).

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CHAPTER I

INTRODUCTION

A. Background of The Research

English as an international language is spoken all over the world. That is why all educated people should master it in order to help them to communicate with people in other countries. Mastering English will help us especially in understanding text books that are mostly written in English. Then, it also makes all people easy when they are sharing information with overseas students. As the result, important and current information in the world can be understood easily.

The students in Indonesia have started learning English since elementary school. It has been compulsory subject at that level of education. In elementary school, students may start learning the basic vocabulary and structure of language. However for junior and senior high school it will be different. The students' materials have been developed into four skills : reading, speaking, listening, and writing.

At senior high school, the student studies reading dominantly because by reading the students learn many kinds of new vocabularies, new structure of sentence, and some techniques in reading or writing. In learning reading of course, the students face some problems.

Reading activity can be inefficient because of some factors, they are: the language of the text too difficult, the content is too far removed from the knowledge and experience of the learners, the reader pay the same amount of attention to all part of the text, the reader do not think ahead dealing with the text as it comes, the reader has or uses background information, the readers do not have particular interest in reading, the reader does not have clear purpose rather than to obey the teacher's instruction, and the readers uses the same strategy¹.

Based on the quotation above, there are some problems related to rading activity in the class. First, the student do not have clear purposes rather than to obey the teacher's instruction. Second, the readers pay the same attention to all parts of the text. Third, the readers do not have particular interest in reading.

In teaching and learning process of reading the text, it is hoped that the student pay their attention not only in explicit information but also implicit one. Such as understanding the moral value of the reading text that they are reding. It will make reading activity valuable. Then, in giving instruction, teacher should give more creative activity. To solve the problems above, exploration in narrative, espesially its moral value will be good alternative. This activity will also motivate the student reading interest because narrative text is interisting reading material. And it can encorage student to think ahead the text.

Reading materials which are proposed by teacher to the student at senior high school are many kind of text such as : narrative, descriptive, report, recount,

¹ Penny,Ur. (1996). *A Course in Language Teaching*. United Kindom; Cambridge University press. P.148

anecdote, spoof, etc that are called genre text, however the dominant text that is used by teacher in teaching reading is narrative text, because narrative text is interesting for students. Narrative text presents complication and resolution that makes the students feel curious and anxious with the end of the story. Then narrative text always presents moral value that can give students new experience and knowledge in their life.

After reading a text, the teacher usually prefer some questions which are concerned to the information that is stated in the story. Sometimes the identification kind of the text and their generic structure can be tested by the teacher, however, the teacher seldom ask to the students to read it. So that they get something valuable from the material that they are reading.

To prove the actual problem of the students' in learning reading comprehension the researcher conducted preliminary research interview with one English teacher in SMA N 01 Lebong Utara, on October, 22, 2015 it is found that the material in teaching reading for second grade of senior high school use genre text. Dominantly narrative is one kind of genre text that is popular for the students, because this genre is very interesting that tells a lot of story like : fables, fairy tale, and legend. As well as myth of Indonesia. The plot of the story can encourage the students to be more interested in reading. And the moral value of the story allows the reader to preserve memories, educate the new generation and honor who those who

have engaged in the story. In short, moral value is quality of being useful that concern to principal right and wrong in behavior².

In addition, it is true that the focus of teaching reading is on finding information in the text. For understanding moral value is really rare. It means on teaching narrative is more emphasized to its moral value rather than finding the detail of the text it will be more valuable.

From explanation above it is clear that understanding moral value of narrative text will be beneficial for student to give them a good experience and knowledge in life. That is why the researcher is very interested in conducting the research with the title "An analysis on student ability in understanding moral value of narrative reading text. (a study at eleventh grade students of SMA N 01 Lebong Utara academic year, 2015-2017).

B. The Research Questions

Based on the background above, the problem of this research can be formulated as follows :

1. How is the ability of the eleventh grade students of SMA N 01 Lebong Utara academic year, 2016-2017 in understanding moral value of narrative reading text?

²Jeanne, Christie.(2010). *The value of narrative*. USA: Cambridge University.

2. What kind of genre of narrative text that is the most difficult for the students to find out its moral value?

C. Delimitation of the Research

This research describe the students' ability in understanding moral value of narrative text. The research conducted at eleventh grade students of SMA N 01 lebong utara academic year 2016-2017.

D. Objectives of The Research

the objectives of the research are:

1. To find out the ability of the eleventh smester students of SMA N 01 Lebong Utara academic year, 2016-2017 in understanding moral value of narrative reading text.
2. To know the kind of narrative text that is regarded very difficult for student to find out its moral value

E. Significance of The research

The result of this research is expected to give contribute for both studets and teachers

1. For studets, the significance can be:
 - a. Give information to the students that narrative text that they are usuall read have moral value.

- b. To introduce to the students that moral value in the narrative text can make the story valuable.
 - c. By understanding the moral value of narrative text, the student can get a useful experience for their life.
 - d. To develop students' reading skill in higher level
2. For the teacher, to give information that understanding moral value of narrative text is important beside understanding the purpose and generic structure of the text itself.

F. Operational Definition

1. Moral value is pertaining to intentions and actions of which right and wrong, virtue and vice, are predicated, or to the rules by which such intentions and actions ought to be directed; directing to the practice, manners, or conduct of men as social beings in relation to each other, as Then, value is story emerges when the readers communicate through verbal and non verbal language Moral value is quality of being useful that concern to principal right or wrong In behaviour.
2. Narrative text is a type of written or spoken text that tells a story of one character or more who face certain situation by presenting a plot which consist of orientation, complication and resolution.

G. Research Organization

The systematic of this research is formed into Chapter I, II, III, IV and V. Every chapter had each own subtitle. Chapter I is Introduction that contained the background of the research, the research questions, the limitation of the research, objective of the research, significance of the research, operational definition and research organization. Chapter II is Review Of Related Literature that involved definition of reading, reading comprehension , the objective of reading, the types of reading text, narrative text, moral value. Chapter III is Methodology Of The Research that consisted of kind of the research, population and sample of the research, procedure of the research, technique of collecting data, research instrument, validity and reability instrument test, technique for collecting data analysis. Chapter IV is Finding And Disscussion that consisted of the descriptions of finding and discussion. Chapter V Conclusion And Suggestion provided conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

Reading is what happens when people look at a text and assign meaning to the written symbols in that text.³ Reading as interpreting means reacting to a written text as a piece of communication. Reading is the art of transmitting the ideas, facts and feeling from the mind and soul of an author to the mind and soul of reader, with accuracy and undistending, much more⁴.

Based on definition above, it can be concluded that reading is proceses to obtain meaning from a written text. When readers sit down to read, the knowledge of the language allows to identify the basic forms and meanings of printed words and sentences. At the same time, knowledge of the world in general and of the subject matter in particular allows to comprehend and compare these words and sentences to knowledge stored in reader's brains.

B. Reading comprehension

Reading comprehension is a reader's comprehension abusively by contracting meaning from interacting with material that is read.⁵ Reading comprehension has been defined as an interpretation of written symbols, the

³ Aebersold and Field Reader to Reading Teacher : *Issues And Strategies for Second Language Class*. (Cambridge : Cambridge University Press, 1997) P.15

⁴ Frank G Jenings, *This is Reading*, (New York: Teacher College Press, 1965). P. 11

⁵ Anderson, R. C., Heibert, E. H., Scott, J., & Wilkinson, I. A. G. *Becoming a Nation of Readers*. (Washington, DC: National Institute of Education, 1984), P.160

apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.

Readers cannot get information completely without comprehension. Comprehension includes recognizing and understanding main ideas and related details. A good reader recognizes that many ideas are implied and readers must read between the lines to get the full meaning.⁶

Comprehension means understanding the meaning or the point of a topic. Reading comprehension is the process of making meaning from text. Reading comprehension is most likely a simple multiplication of word recognition abilities and general language comprehension abilities.⁷ In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Based on the explanation above, it can be concluded that reading comprehension is the process of interaction between a reader and a text to get information from the text and to form an interpretation and to draw a conclusion of that information.

⁶ Penny Ur, *A Course in Language Teaching, Teaching and Theory*, (New York: Cambridge University Press, 1986). P. 138

⁷ F Dubin, D. E Eskey and W. Grabe, *Teaching Second Language for Academic Purposes*, (New York: Addison Wesley Pub, 1986), P. 6

C. The Objectives of Reading

Reading is an activity with an objective. A person may read in order to get some information , for enjoyment or to enhance knowledge of the language being read. Rivers and Temperly suggest that second language learners will want to read for the following objectives:⁸

- a. To obtain information for some purpose or because we are curious about some topic;
- b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works);
- c. To act in a play, play a game, do a puzzle;
- d. To keep in touch with friends by correspondence or to understand business letters;
- e. To know when or where something will take place or what is available;
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports);
- g. For enjoyment or excitement.

D. The Types Of Reading Text

There are seven types of reading texts which is learned by students in secondary school. They are Descriptive, Narrative, Spoof, Recount, Procedure,

⁸ Rivers and Temperly, *Pratical Guide To The Teaching Of English As A Second Or Foreign Language* (New York: Oxford University Press, 1978), P.8

Report and Anecdote.⁹ When students read English text, they got information about the kinds of words, phrases, grammatical patterns, and structures are very different in each case.

In other words, different types of texts contain different features. Being able to recognise these various text types and their distinct features has a number of advantages such as to entertain and persuade the readers with the text. It can be concluded that types of reading text can be classified based on the purpose, language feature, and the generic structure of the text.

Students are expected to understand and master all of the texts after they learn English. Based on the limitation, formulation and objective of this research in the previous discussion, the researcher only want to explain about narrative text.

E. Narrative Text

1. Definition of Narrative Text

Narrative is telling a story.¹⁰ The purpose of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters and

⁹ Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs* (Jakarta: Depdiknas, 2003), P. 17

¹⁰ R.K. Sadler and T.A.S Hayllar, *Text in Action I, an English Workbook*, (Macmillan: Macmillan, 2000), P. 12.

resolution contains the problem resolved. It also has significant lexicogrammatical features, that are using adverbs, such as; long time ago, once upon a time, etc. It uses past form.¹¹

Narrative text uses the past tense because every story happened in the past time, happened before it is talking as a story. The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging.

2. General Structure of Narrative Text

Baverly Derewianka states that general structure of narrative text are¹² :

1) Orientation

This is beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place and when the action happens.

2) Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. This complication will involve the main characters. Narrative mirror the complication we

¹¹ Y. Edi Widodo and Sri Murniati, *Ratih, Rajin Berlatih*, (Klaten: Sekawan, t.t), P.3.

¹² Baverly Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 1990), P. 32.

face in life and tend to reassure us that they are resolvable.

3) Resolution

In a satisfying narrative, a resolution of complication is brought about.

The complication may be resolved for better or for worse, but it is rarely left completely unresolved.

3. Language Feature of Narrative Text

Gerot and Wignell state that language feature of narrative text are :

1. Specific characters. It means focusing on specific and usually individualized participants.
2. Time words that connect to tell when they occur. Use of Temporal Conjunctions and temporal Circumstances can be choice too.
3. Verbs to show the actions that occur in the story. It can be inferred that the tense used is past tense.
4. Descriptive words to portray the characters and setting. It is common place considering the definition of narrative is telling story, so description of characters and setting is important.¹³

As this research is conducted in senior high school students, the kinds of narrative are limited only in three kinds because they are familiar and not too long story for the students. The narratives are fairy tale, fable, and legend.

¹³Gerot and Wignell, *language feature of narrative*, (cambridge university press) P.3

For more detail¹⁴, see the following explanation:

1. Fairy Tale

Fairy tale is one of narrative that is learned on by students. Originally, the audiences for fairy tales are dominantly children. It is caused by fairy tales have very similar plots, characters, and motives are found spread across many different cultures. A fairy tale is a type of short narrative that typically features such folkloric characters, such as fairies, goblin, elves, trolls, dwarves, giants, gnomes, and usually magic or enchantment. The story of fairy tales may be nonetheless be distinguished from other folk narratives and explicitly moral tales.¹⁵

As one of favorite reading text for the students, fairy tale has some characteristics that can support all parts of text become more interesting. Newton said that characteristics of fairy tales are divided into three kinds in general, they are: 1) Characters. Fairy tales usually have imaginary animal or people. For example dragons, elves, gnomes, trolls, giants, and witches. The characters are fanciful creatures who are involved in extraordinary adventures. 2) Setting. The setting of fairy tale is identified as time and place; it typically takes places in an “unknow” environment that does not necessarily exist. 3) Key Traits. It is a magical story that can

¹⁴ Beverly Derewianka, *Exploring How Text Work*, (Australia. Primary English Teaching Assosiation, 1990), P.32

¹⁵ <http://native.org/essentials'whteach/whindex.html>.

not be real. Typical magic is involved throughout the story whether it is a magic beanstalk or a frog that turns into a prince. Therefore, the transformation takes place throughout the story.¹⁶

Most of fairy tales are interesting for students because they are formed by some elements that support each other in order to create a valuable story or plot.

Actually, it is easy to find fairy tales in daily life. There are many kinds of famous fairy tales that can encourage students in doing something and give a positive effect that can influence their attitude. According to Hoke the famous fairy tales in the world are Beauty and the Beast, Cinderella, the Elves and the Shoemaker, the Frog Prince, the Golden Goose, Sleeping Beauty, Snow White and the Seven Dwarfs, and Rapunzel.¹⁷ Read the following fairy tale to give more understanding.

¹⁶ <http://en.wikipedia.org/wiki/fairytale>

¹⁷ Howel, Kenneth W. Et.al. *Curriculum Based Evaluation Teaching and Making Decision*. 1993. California: Cole Publishing Company. P:155

Pinocchio

Once there was a carpenter called Geppetto. He made a wooden puppet and called him Pinocchio. "How nice it would be if it were a real baby!" sighed when he finished painting it. That night, a good fairy heard him and made his wish to become real. "Awake, wood inanimate, now you've got a soul!" she made her magic spell touching Pinocchio with her magic wand. "Pinocchio, be always a good, brave and a selfless boy," said the Fairy, "and one day you'll be a real boy!" Then, she addressed to Jiminy Cricket: "I appoint you guide and counsellor of Pinocchio," she added, before disappearing in a thousand flashes of light. Imagine the delight of Geppetto when he discovered that his little man of wood could move and talk! The next morning he sent him to school like a real boy. "Goodbye, son, come back soon!" Pinocchio was a little naughty so he disobeying her father went to the terrible Eater, a puppeteer who promised to make him famous. He enjoyed a lot of singing and dancing with the other puppets. But, when the show was over, Eater shut him in a cage. Suddenly, there appeared the Blue Fairy: "Why did not you go to school?" she asked. Pinocchio answered with a lie and his nose began to grow ... Only when he told the truth, the Fairy freed him and his nose was back to normal. On the way home, Pinocchio saw a coach load of kids cheering. The coachman told him that he was directed to Toyland, where the kids could do whatever they wanted.

"Pinocchio, come back!" Jiminy Cricket ran after him. But the puppet would not listen to him. There Pinocchio met a new boy Candlewick: The two ate as many sweets as they could and enjoyed themselves very much. But he soon discovered that in Toyland the lazy and rude kids were turned into donkeys. When he began to sprout two ears and long tail, Pinocchio ran desperately, followed by his faithful friend. Jiminy Cricket Together, then returned to the house of Geppetto, but they found none. "Who knows what had happened to him!" At that moment, a dove brought them a message: while Geppetto was looking for Pinocchio everywhere, he was swallowed by a whale and now he was his prisoner. "I want to save him!" decided the puppet. Arriving at the sea, he dived and dived till he found his father in the belly of the whale. But how to get out of there? So he lit a fire and the smoke made the whale sneeze so strong that, she opened its mouth. Pinocchio and Geppetto escaped on a raft. The puppet helped his father to swim in the middle of the waves: and they finally reached the shore! But as soon as they arrived Pinocchio, for the great effort fainted. Grief-stricken, Geppetto took him home. The Blue Fairy, awoke him and, as promised, rewarded his courage and his goodness, by transforming Pinocchio into a real boy.

2. Fable

The word “fable” comes from Latin “fibula” (a story), itself derives from “fary” (to speak with the –ula suffix that signifies “little”: hence, a “little story”). Through its original sense “fable” denotes a brief, succinct story that is meant to impart a moral lesson, in a projective sense (cited in Wikipedia).

Fables are one kind of narrative that also has moral value. According to Farlex, a fable is a narrative no longer than a short story that is constructed with moral value where the characters are animals, mythical creatures, plants, inanimate objects, or forces of nature which are anthropomorphized (given human quality), and may at the end be expressed explicitly in a pithy maxim¹⁸. Then, Canale said that the purpose of fables is to instruct, to teach humans a lesson about recognizing and overcoming their foibles; to critique authority, figure in humorous and anonymous way; and to poke fun. In conclusion, fables are texts that use animals as characters to deliver moral value to the readers.¹⁹

A story, of course, is formed by certain elements that make it interesting. Fables are also formed by some elements that support each other to form unity of the story. Based on Sweetland, fables are formed by five elements, they are: 1) Characters. The characters in fables are very few.

¹⁸ Farlex. *A fable is narrative in the Indian tradition*. Retrieved on December 25, 2016

¹⁹ Canale, Micha. *Genre Characteristic Chart*. Retrieved On December 24, 2016

They are dominantly in form of animated, inanimate, and personified, 2) Setting. In fable, the place and time in setting are real. 3) Plot. The plot is very simple through interesting and provoking to didactic. 4) Theme. Moral or message is for social or personal benefit. 5) Toon, Mood, and Style. It means that fables can give reflection of human strength, frailties, weaknesses, or imperfections reader is lead to new insight and understanding. The components above prove that the fables as a short tale is really use to teach a moral lesson that often with animals²⁰.

Fable are kind of story that easy to find out everywhere. This kind narrative can amuse the reader because of its plot very interingting. According to Mc Murry there are some fables included famous fables in the world, they are: the tortoise and the duck, the mouse and the frog, the fox and the crane, and many others²¹. See following fable story below for more describe.

²⁰<http://www.teacherscholastic.com/reading/bestpractice/comprehension/georechat.pdf>

The Old Sheep and The Young Goats

A shepherd took his sheep out to pasture, but when it was time to return to the sheep pen, he found that some wild goats had become mixed up with his flock. Nonetheless, he was very pleased that the flock had grown by itself, and he closed the goats into the pen along with the sheep.

The next day was rainy and the shepherd decided not to go out. He gave his sheep only a small handful of food, while he gave much bigger rations to the goats. He thought that if he treated them well, they would stay with him. In spite of this, as soon as the shepherd opened the gate, the goats ran out and he was unable to catch them again.

“Ungrateful beasts,” shouted the shepherd after them. “I treated you better than the otter!”.

“That’s why we’re going,” answered one of goats. “If you prefer us new animals to your sheep, how will you treat us if you find some more animals in your flock?”

So do not be too happy if someone shows you that they prefer you to their old friends. You too will soon be an old friend and could be replaced just as easily.

3. Legend

Legend is one of narrative text that is concerned to history of a place or something. Each country has their own legend. The history can be very interesting when it retells in form of legend story. A legend is a narrative of human actions that are perceived both by teller and listener to take place within human history and to possess certain qualities that give the tale verisimilitude²² (cited in wikipedia). Then legend for its active and passive participants includes no happening which are outside real of possibility, defined by a high flexible set of parameters, which may include miracles that are perceived as actually having happened, within the specific tradition of indoctrination where the legend arises, and within which it may be transformed overtime, in order to keep it fresh and vital, and realistic. In short legend is a narrative story that is conducted by human action which concerned to tradition, miracle, and history of an area.

The same as other narratives, legend also has some characteristics to differentiate it with others. According to Schlosser: legend is generally part of oral tradition of a group. More stories are told rather than read. Legend is passed down from generation to another generation²³. Legend usually speaks to universal and timeless themes. It means that legends try to make sense in our existence, help humans' cope the world in which they live, or

²² <http://en.wikipedia.org/wiki/fairytale>

²³ Depdiknas. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs*. (Jakarta:2003) Depdiknas. P: 40

explain the origin of something. Then, legend dominantly contain supranatural elements, and the function to validate certain aspect of culture. For better description, see one of the following famous legend of Indonesia:

Telaga Warna

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

F. Moral Value

1. Definition of Moral Value

When someone reads a story especially narratives like novel, short story, science fictions, and others, they may find moral value that is explicitly or implicitly stated in the story. Moral value derived from two different words, namely 'moral' and 'value'. Literally, moral is pertaining to intentions and actions of which right and wrong, virtue and vice, are predicated, or to the rules

by which such intentions and actions ought to be directed; directing to the practice, manners, or conduct of men as social beings in relation to each other, as Then, value is story emerges when the readers communicate through verbal and non verbal language respects right or wrong, so far as they are properly subject to the rules²⁴. From explanation above we can conclude that, moral value is quality of being useful that concern to principal right or wrong In behaviour.

2. How Identify The Moral Value

Djuharie, Nartalina, and Jamaludin said, In finding moral value in a text, it is a big challenge for students. In this situation, the students should inference the data or information in the text. It demands the students to dig implicit information. To know the moral value²⁵, Rosalina stated that there are two important step to understand, there are :

- a) try to understand the last paragraph of the text because moral value stated explicitly in the last part of story.
- b) if the moral value does not stated explicitly in the text, try to understand the plot, such as what the main character does to overcome the problem and the result she or he gets.

²⁴Nur, Zaida. *Siap Total Total UN Bahasa Inggris SMP/MTS*. Semarang.(2011) Erlanga

²⁵, Djuharie, Natarlina, Nina, And Jamaludin,M. (2009). *Siga Dan Sukses Menjelang Ujian Nasional Bahasa Inggris SMA/MA*. Bandung: Yrama Wijaya.p16.

Then, Djuharie, Nartalina, and Jamaludin, said that moral value in a text is dominantly a statement that contains good advise/ value of life, normative, and general²⁶. In conclusion, finding moral value in a narrative text is difficult. However, by using good strategy it will be easy because moral value always includes positive statements.

It is important to know about the items of reading that ask about moral value of narrative text, Djuharie, Nartalina, and Jamaludin said:

1. *from the text above, we can learn that.....*
2. *from the text above, we can conclude that.....*
3. *what is the moral value of the text above?*²⁷

The technique that is used to determine moral value of this text is very easy. The reader can understand the last paragraph of the text because moral value stated explicitly in the last part of story.

G. Related Previous Study

There are many studies that have been conducted in narrative text. One of them is Sugito. The title of his research is “ The use of Problem Posing Technique to Improve Student’ Ability inReading Comprehension of the

²⁶ Ibid. P.17

²⁷ Opcit. P.17

Narrative Text (A Study at Second Year Students of SMPN 11 Bengkulu City Academic Year 2007- 2008)”. The result of the research showed that the second year students of SMP N 11 BengkuluCity academic year 2007-2008 didn’t have good abilities in reading comprehension of the narrative text before the treatment given (27.875% failure). The result of the research also proved that the student’s abilities in reading comprehension of the narrative texts were improved after the treatment given (71.875% Moderate). The situation of teaching and learning processes showed that the students were more active, critrics, and creative in learning English.

Then, research about moral value was conducted by Rejeki (2000) with the title “ The Educational Values of Jhon Steinbeck’s Novel the Pearl”. The result at this research is the educational values of the novel The Pearl is morality values. The morality values here consist of three kinds of moral messages. They are morality about relation between men toward his God. In this novel, Jhon steinbeck stated the educational values using two technique-through direct statement in the dialogue of the characters and the activities or action of the characters. Meanwhile, the educational values make easy and clear to decude theme and messages of this novel.

From the previous studies above, there are some similar concepts used by the two researchers above with this research. However, the findings of this research will be different with them. Sugito (2008) focused his research only in

narrative text. He did not try to find out the moral value of the text. He tried to improve students' ability in understanding narrative text by using problem posing technique. Then, Rejeki focused on finding educational value of a novel.

In this research, the researcher tried to find kind of educational values in a novel, how is the educational values stated in the novel, and how is the influence of the educational values forward conveying theme and message in the novel. She did not concentrate on analyzing students' ability. Last but not least, the different of population will cause different result.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of The Research

This research used descriptive quantitative method. Based on Gay descriptive quantitative method is a method which involves collecting data in order in answer questions about the current status on the subject or topic of study.²⁸

In addition, Sugiyono stated that quantitative method is a method which is based on positivism philosophy that is used for investigating the of certain population or sample, the sample can be taken randomly, the data collecting uses research instrument, and data analysis is in form of quantitative/statistic.²⁹ This method use to describe the students' ability in understanding moral value of narrative texts and to describe kind of narrative texts that was difficult for the students to find out its moral value.

B. Population And Sample of The Research

1. Population

Gay stated that population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.³⁰

The population of this research is eleventh grade students of SMA N 01 lebong

²⁸ Gay, L.R. *Educational Research*. London: Merrill Publishing. (2000). P.11

²⁹ Sugiono. *Metode Penelitian Pendidikan*. Bandung : Alfabeta (2007). P. 15

³⁰ Ibid. P.12

utara academic year, 2016- 2017. These students indicate as the population of this research because they have studied all kind of the genre text at first and second grades. The number of the students is 177 students from seven elements.

2. Sample

Sample is a number of individuals for a study in such a way that they represent the larger group from which they were selected³¹. In addition, a sample comprises the individuals, items, or evens selected from a larger group referred to as a population. This research use simple random sampling technique. Simple random sampling technique is the process of selecting a sample in such a way that all individual in the defined population have an equal and independence chance of being selectes for the sample³². Arikunto said that if the number of population is less than 100, it is better to take all of them. However, if the number of the population is more then 100, it can be taken 10-15% or 20-25% or more. This research will take 20% of the total population.³³

The total number of second grade students of SMA 1 Lebong Utara is 177 students. For more detail about number of sample:

³¹ Gay, L.R. *Educational Research*.(London.2000). Merril Publishig. P.121

³² Ibid. P.123

³³ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*.(Jakarta: Rineka Cipta 2006). P. 134

Class	Population Male	Population Female	Total population	Sample male	Sample female	Total sample
IPA 1	16	19	35	3	4	7
IPA 2	14	23	37	3	5	8
IPS 1	8	27	35	2	5	7
IPS 2	14	22	36	3	4	7
IPS 3	13	21	34	2	4	6
Total	65	122	177	13	22	35

C. Instruments

1. Form of Instrument

The data in this research will collect by giving the students reading comprehension text. The instrument is in form of multiple choice items that consist of four options, they are: A, B, C, and D. Each item consist of one kind of narrative text, and then the students will get the moral value of it.

2. Instrument Try Out

The number of items for try out is 15 items. 5 item will use to investigate the students ability in understanding moral value of fairy tales, 5 item will use to investigate the students ability in understanding moral value of fable, 5 item will use to investigate the students ability in understanding moral value of legend. The items of instruments will take from tops siap UN bahasa inggris SMA written by

Grace, Sudarwati, and Muryati. Then, the try out will conduct in SMA 01 Lebong Utara because it has the same characteristic of the students with the sample of this research.

a. Validity

Gay stated that validity is the more important characteristic test or measurement instrument can possess which are concerned with the appropriateness of the interpretations made from the test scores. To make sure the design of the reading text in this research instrument, the researcher measure the readability of the reading text by using flesch Kincaid formula. It is use to find out whether the reading text were appropriate level for the sample or not³⁴. The result of the readability will show that the reading texts in the instrument are appropriate for the level students at ages 15-17 years old 16-18 years old. Its mean all the texts are realible for senior high school level.

In order to measure the index of difficulty, the researcher used Pearson formula as the following below :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r : Instrument validity

³⁴ Gay, L.R. (2000). *Educational Research*. London: Merrill Publishig. P.161

\bar{x} : X-X mean

\bar{y} : Y-Y mean

N : Number of students/test takers.³⁵

Table 2: Items in the instruments

No	Kinds of Narrative Text	Items No	Total item
1	Fairy tales	1-5	5
2	Fables	6-10	5
3	Legends	11-15	5
Total Items			15

a. Reliability

Sugiono stated that reliability means dependability or trustworthiness or the degree to which a test consistently measures whatever is it measuring. The data from the try out will analyze by The researcher used the formula of reliability by Spearman Brown as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2) - (\sum X^2)\}\{N(\sum Y^2) - (\sum Y^2)\}}}$$

³⁵ Sumarna Suparta, *Analisis Validitas, Reliabilitas dan Interpretasi Hasil Test*, (Bandung: Rosda 2004), P.6

r : Instrument reliability

x: Score In Try Out

y : Test Score

N : Number of students in a group.³⁶

D. Technique Of Collecting Data

In collecting the data, the researcher use reading comprehension test. First, the researcher distributed the item to the students. Second, the researcher explain the rules of doing the test. Third, after the students answer the items, the researcher corrected and graded them. The step is calculation of the students' score and writing the report.

E. Data Analysis

Response of each the Item of the test will evaluate by using the formulation below:

$$P = \frac{Nx2}{3}$$

P : total score

N : total correct answer

³⁶ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Press 1998), P.21

Response to each items from reading test will be evaluated in percentage form by using formulation proposed by sudjana as follow:

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

P : percentage of the students' score

F : frequency of the students' score

N : the number of students.³⁷

After that the result of the test will interpreted by using the table of five scale interval percentages that is proposed³⁸:

Table 3: score interval

Score Interval	Qualifications
85 – 100	Very Good
75 – 84	Good
60 – 74	Moderate
40 – 59	Low
0 – 39	Failure

³⁷ Anas Sudijono, *Opcit*, P. 232

³⁸ Nurgiantoro in sugito, 2007, *metode penelitian pendididkan*, (bandung : alfabeta) P.31

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes about the ability of eleventh grade students of SMA N 1 Lebong Utara academic year 2016-2017 in understanding moral value of narrative reading text. And it describe kind or genres of narrative text that is most difficult for the student to find out its moral value.

A. Findings

Based on the data of the students' response was got through reading comprehension test, the result of the study can be shown below :

1. Students' Abiliy in Understanding Moral Value of Narrative Texts

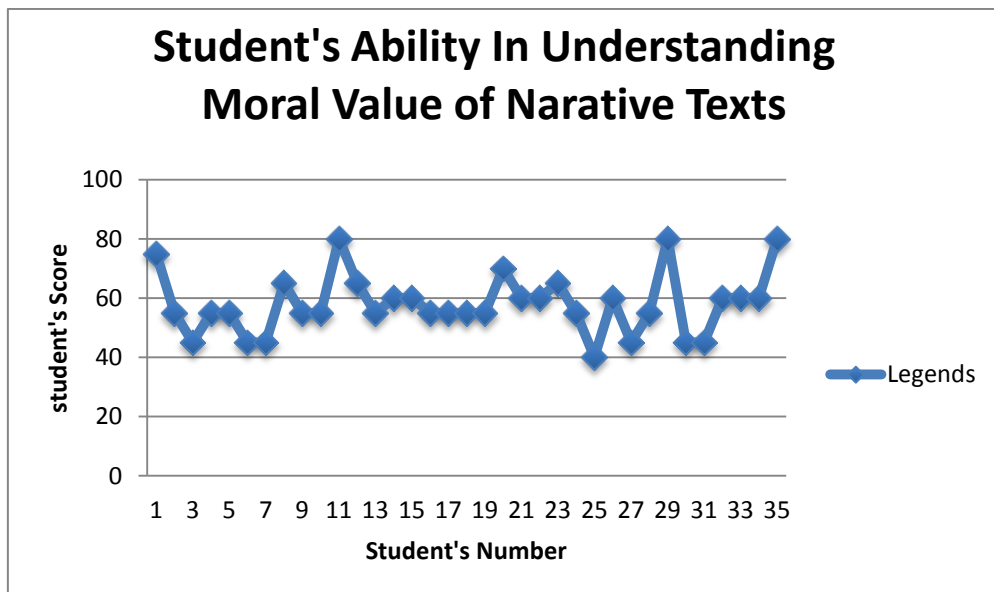


Chart 1 : Students' Abiliy in Understanding Moral Value of Narrative Texts

The chart above shows that the students' lowest score in understanding moral value of narrative texts was 40 which included 'Low' category, and the highest score was 80 which included 'Good' category. For data distribution, see appendix 8. To describe the classification of the students' ability in percentage, see the following table below :

Table 4 : Students' Ability in Understanding Moral Value of Narrative Texts

No.	Score Interval	Qualification	Number of Students'	Percentage (100%)
1	85 – 100	Very good	-	-
2	75 – 84	good	3	8.56
3	60 – 74	Moderate	15	42.87
4	40 – 59	Low	17	48.57
5	0 – 39	Failure	-	-

The table above shows that 3 students' (8.56%) were included 'Good' category, 15 students (42.87%) were included 'Moderate category, and 17 students (48.57%) were included 'Low' category. For the detail of total score calculation, see the table distribution of the students' in understanding moral value in narrative texts in appendix 6. The average score was (57.9). it means that the average the ability of the students in understanding moral value in narrative reading texts was still low.

2. Kind of genres of narrative texts that is the Most Difficult for the students to find out its Moral Value

Based on students' score calculation in appendix 6, the result shows that :

a. Fairy Tales

In this research, there were 5 items to investigate students' understanding of fairy tales. The items were stated in number 1, 2, 3, 4, and 5. To describe the students' ability in understanding fairy tales, see the following chart

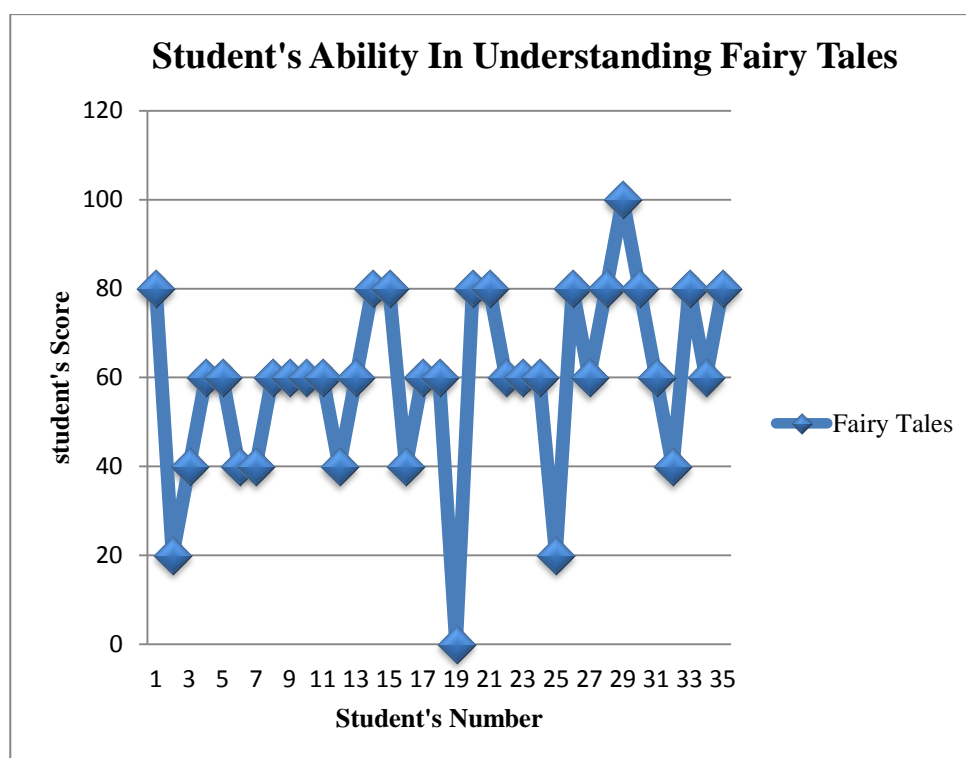


Chart 2 : Students' Ability in Understanding Fairy Tales

The chart above shows that the students' ability in understanding fairy tales was low. The students' lowest score in understanding fairy tales was 0 and the highest score was 100, but the students' dominant score was 60. To describe the students' ability in percentage, see the following table :

Table 5 : Students' Ability in Understanding Fairy Tales

No.	Score Interval	Qualification	Number of Students'	Percentage (100%)
1	85 – 100	Very good	1	2.86
2	75 – 84	Good	10	28.57
3	60 – 74	Moderate	15	42.86
4	40 – 59	Low	6	17.14
5	0 – 39	Failure	3	8.57

The table above shows that there was 1 students' (2.86%) were included 'Very Good' category, 10 students (28.57%) were included 'Good' category, 15 students'(42.86%) included 'Moderate category, 6 students' (17.14%) included 'Low' category, and 3 students' (8.57) included 'Failure' category.

b. Fable

In this research, there were 5 items to investigate students' understanding of fable. The items were stated in number 6, 7, 8, 9, and 10. To describe the students' ability in understanding fable, see the following chart :

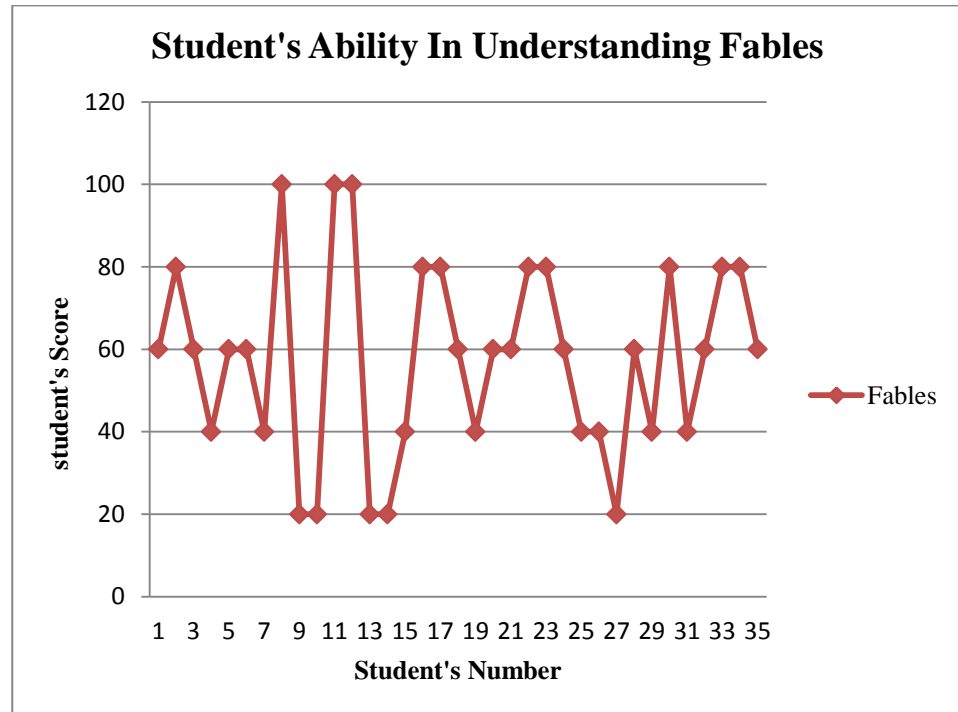


Chart 3 : Students' Ability in Understanding Fable

The chart above shows that the students' ability in understanding fable was low. The students' lowest score in understanding fable was 20 and the highest score was 100, but the students' dominant score was 20 and 40. There were no students' who got 0. To describe the students' ability in percentage, see the following table :

Table 6 : Students' Ability in Understanding Fable

No.	Score Interval	Qualification	Number of Students'	Percentage (%)
1	85 – 100	Very good	3	8.57
2	75 – 84	good	8	22.86
3	60 – 74	Moderate	11	31.43
4	40 – 59	Low	8	22.86
5	0 – 39	Failure	5	14.28

The table above shows that there was 3 students' (8.57%) were included 'Very Good' category, 8 students (22.86%) were included 'Good' category, 11 students'(31.43%) included 'Moderate category, 8 students' (22.86%) included 'Low' category, and 5 students' (14.28%) included 'Failure' category. The students' ability in understanding moral value of fable constituted (57.71%) of correct answers that is included " Low" category.

c. Legends

In this research, there were 5 items to investigate students' understanding of legends. The items were stated in number 11, 12, 13, 14, and 15. To describe the students' ability in understanding legends, see the following chart .

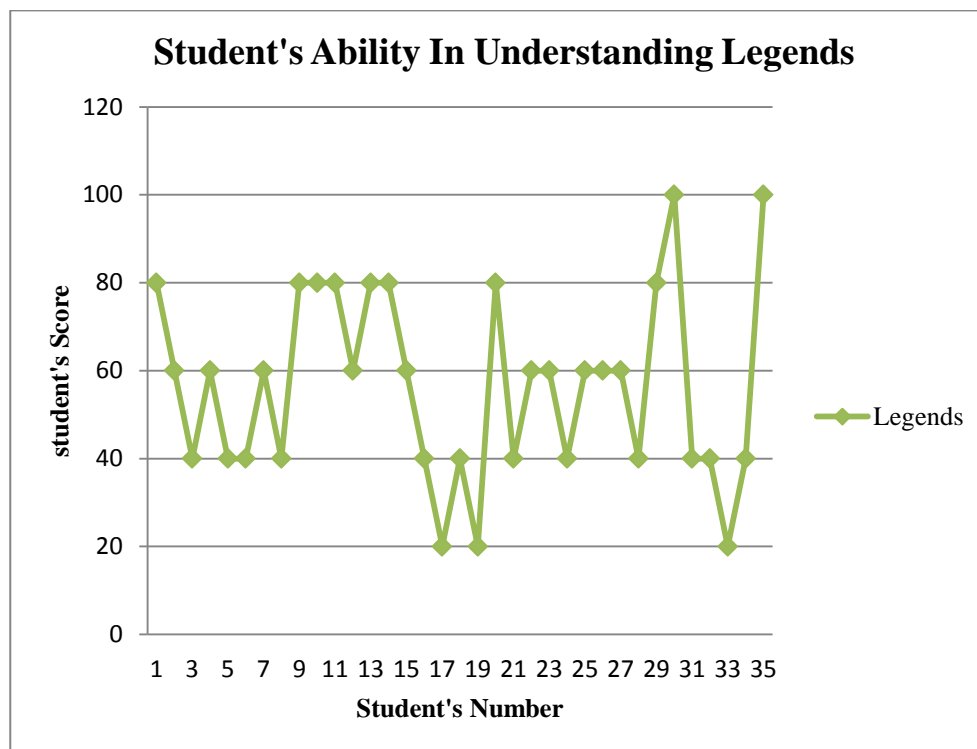


Chart 4 : Students' Ability in Understanding Legends

The chart above shows that the students' ability in understanding legends was low. The students' lowest score in understanding legends was 20 and the highest score was 100, but the students' dominant score was 40 and 60. There were no students' who got 0. To describe the students' ability in percentage, see the following table :

Table 7 : Students' Ability in Understanding Legends

No.	Score Interval	Qualification	Number of Students'	Percentage (%)
1	85 – 100	Very good	2	5.71
2	75 – 84	good	8	22.86
3	60 – 74	Moderate	10	28.57
4	40 – 59	Low	12	34.29
5	0 – 39	Failure	3	8.57

The table above shows that there was 2 students' (5.71%) were included 'Very Good' category, 8 students (22.86%) were included 'Good' category, 10 students' (28.57%) included 'Moderate category, 12 students' (34.29%) included 'Low' category, and 3 students' (8.57%) included 'Failure' category. The students' ability in understanding moral value of narrative texts constituted (56.57%) of correct answers that is included "Low" category.

From the explanation above, it is clear that among the three kinds of the genres, the students' understanding is almost the same in average. However, legend is regarded as the most difficult. It constituted (56.57%).

Then, to describe the percentage ability of eleventh grade students' of SMAN 1 Lebong Utara in understanding moral value of three kinds of genres, see chart 2 below :

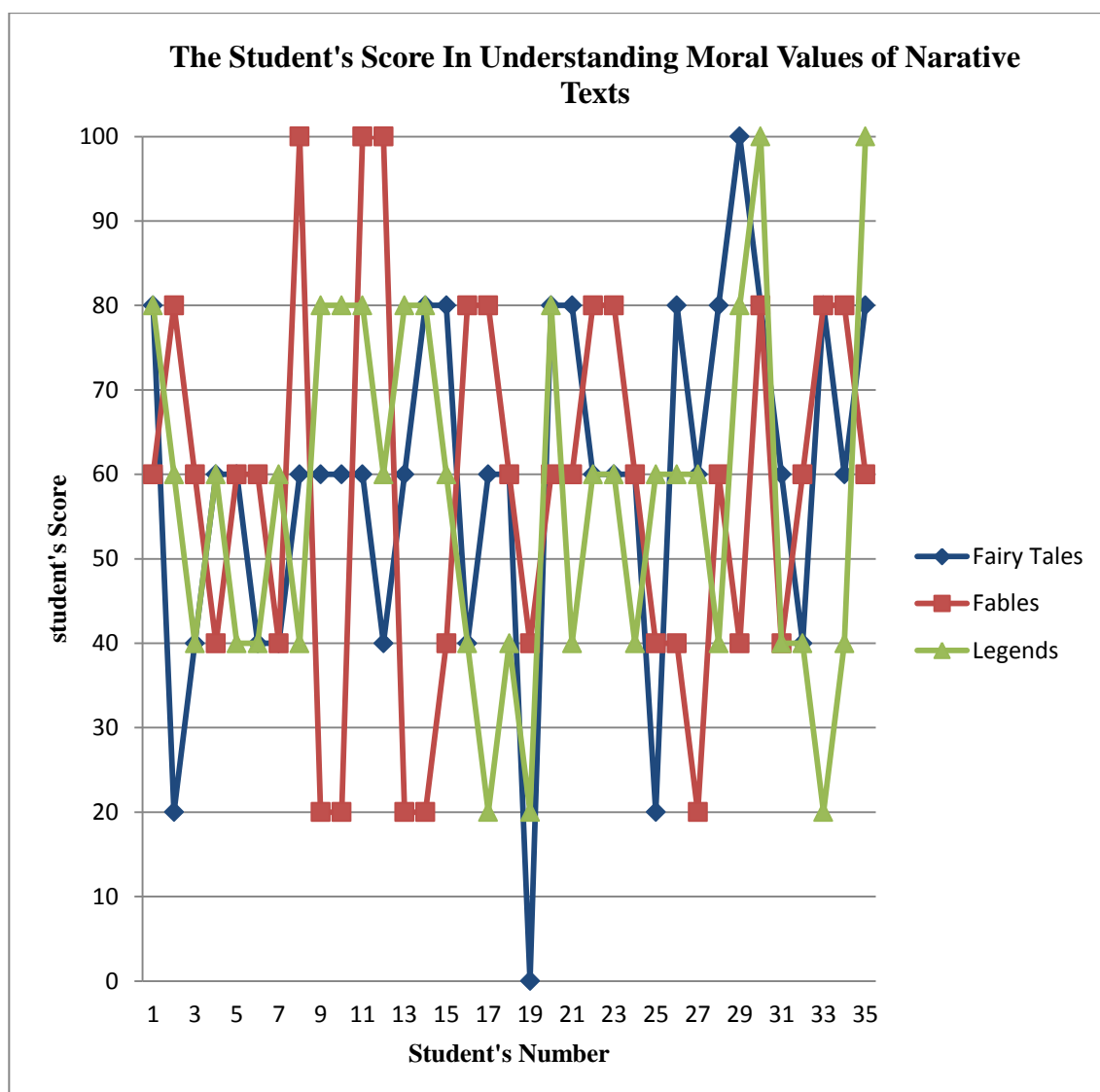


Chart 5 : The Students' Score in Understanding Moral Value of Narrative

The chart above give the detail about the kind of narrative text that is regarded for the students to find its moral value. Fairy tales constituted (58.86%), fables constituted (57.71%), and legends constituted (56.57%). It is clear that legends were regarded as the most difficult of kind of narrative texts to find its moral value. To give detail percentage, see the following table :

**Table 8 : The Students' Score Distribution In Understanding Moral Value
of Narrative Reading Texts**

Score interval	Category	Fairy Tales		Fables		Legends	
		F	%	F	%	F	%
85 - 100	Very good	1	2.86	3	8.57	2	5.7
75 - 84	Good	10	28.57	8	22.86	8	22.86
60 - 74	Moderate	15	42.86	11	31.43	10	28.57
40 - 59	Low	6	17.14	8	22.86	12	34.29
0 - 39	Failure	3	8.57	5	14.28	3	8.57
Total		35	100	35	100	35	100

The table above shows that the interval of students ability in understanding the three kinds of narrative texts was almost the same. However, Legends was regarded as the most difficult kind of narrative texts to find its moral value. Its constituted only (56.57%).

B. Discussions

Reading skill is an important skill that must be mastered by the students. By reading students can get information. Furthermore, it is as main skill that is taught that school in learning English especially in senior high school that covers wide-range information about many kinds of texts.

The research used narrative theory to investigate students' ability in understanding moral value of narrative texts Study Of The Second Grade of Senior High School 01 Lebong Utara as the population of this research which related on pardiyono that classified narrative texts into three kinds ; they are ; Fairytales, Tables, and Legend, this research is aimed to explore the students' ability in understanding the moral value that exists explicitly or implicitly in the narrative texts³⁹. That is why in this research is only focus on finding the moral value of narrative texts. The result of this result has proved the ability of the students of SMAN 1 Lebong Utara in understanding moral value of narrative texts.

There were 3 students' (8.56%) were included 'Good' category, 15 students (42.87%) were included 'Moderate category, and 17 students (48.57%) were included 'Low' category. The average score was (57.9). It means that the average ability of the students in understanding moral value of narrative reading

³⁹ Pardiono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi Publisher. p.22

texts was still low. The description of the students' ability can be explained as below ;

Firstly, the investigation that was conducted in this research is the students' ability in understanding the moral value of fairy tales. The type of this narrative is as one of main subject analyzing in this research. In the research instrument, there were 5 items that were used to investigate students ability understanding moral value of fairy tales. The items were number 1, 2, 3, 4 and 5.

The result of this research shows that there was (58.86%) of the students could answer the items correctly. For item number 1, there were 26 students who could answer the question correctly. This item was aimed to find the moral value of " Magic Candle " it is a familiar fairy tale for students. For item number 2, there were 2 students who could answer the item correctly. The item was to investigate the moral value of " The Good Step Mother ". Then, for item number 3, was used for investigating moral value of " A Touch of Gold ". In this problem, there were 21 students who could answer the question correctly. For item number 4, there were only 16 students who could answer the question correctly. This item was for investigating the moral value of " Old Farmer and His Donkey ". In item number 5, there were only 17 students who could answer it correctly. Furthermore, this item was for investigating the moral value one of famous fable in the world entitles " The King and His Dishonest Prince ".

Secondly, the investigation is about students' ability in understanding fables. In the research instrument that was distributed to students, offered 13 item

for investigating this problem. They are items number 6, 7, 8, 9, and 10. The result of this research shows that there were (57.71%) of the students could answer the items correctly. The item number 6 was to investigate students' ability in understanding moral value of famous fable entitled "Farmer and His Buffalo," there were 20 students who could answer the question correctly. Item number 7, was investigate the moral value of fable entitled "Mouse Deer and Snake ". There were 15 students who could answer correctly. Then, there were 24 students who could answer item number 8. This item was to investigate the moral value of fable entitled "Yoko, Active and Playful Monkey." For number 9, there were 9 students who could answer the item correctly. The item was to investigate the moral value of famous fable of children entitled "The Monkey and the Crocodile ". For number 10, the item was to investigate the moral value of fable entitled "A Sphere and His Sheep ". In this item, there were 23 students who could answer correctly.

Thirdly, this part of research investigated the students' ability in understanding the moral value of Legends. The type of this narrative is as one of main analysis in this research. In the research instrument, there were 5 item that were used to investigate students' ability in understanding moral value of Legends. The item are number 11, 12, 13, 14, and 15. The result of this research shows that there was (56.57%) of the students could answer the correctly. For item number 11, there were 16 students who could the answer the question correctly. This item was aimed to find the moral value of legend entitled "Orpheus ". For item number 12, there were 19 students who could answer the item correctly. The item was

investigate the moral value of legend entitled “ Batara Guru Sahala “. Then, for item number 13 was used for investigating moral value of legend entitled “ Roro Anteng and Joko Seger “. In this problem, there were 15 students who could the question correctly. For item number 14, there were only 26 students who could answer the question correctly. This item was for investigating the moral value of legend entitled “ Prambanan”. Then, in item number 15, there were only 23 students who could answer it correctly. This item was for investigating the moral value one of famous legend in Indonesia entitled “ Malin Kundang “.

Based on the detail explanation above, it is clear that the students found big problem in finding the moral value of the three kinds of narrative texts. Most of item were answered by low number of students. The item that was regarded very difficult for students item number 13. There were only 14 students who could answer the question correctly. It was included into legend.

Based on the result, actually the interval of the students’ difficulty is not too significant. It is a short interval when the students correct answer in fairy tales constituted (58.86%), fables (57.71%), and legends (56.57%). However, the lowest percentage among the three kinds of narrative texts is legends which constituted (56.57%). It means that legend was assumed as the most difficult kind of narrative texts to find its moral value.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on previous analysis, the conclusions of this research are the students' ability in understanding moral value of narrative texts were included ' Low ' category ; there were 3 students (8.56%) included ' Good ' category, 15 students (42.87%) were included ' Moderate ' category, and 17 students (48.57%) were included ' Low ' category. The average score was (57.9).

Legend is regarded as the most difficult kind of narrative texts to find out its moral value ; there were 99 times of correct answers (56.57%).

B. Suggestion

After conducting this research, the researcher would like to give some suggestion.

1. For English Teacher

- a. English teachers should develop various kinds of teaching strategy especially teaching in teaching reading/teaching genre to make students get better understanding of it.

- b. Teachers should choose suitable media to make learning circumstance to be enjoyable for students in learning narrative and make them familiar with how to comprehend its moral value.
- c. English teachers need to be a good model in practicing English languages so that the students will follow what the teachers have done, especially in practicing reading.
- d. English teacher should have the comprehensive knowledge about all sort teaching technique to get teaching more effective, in order to make students easier to understand reading text.

2. For Students

- a. Senior high school students are important to understand moral value of narrative texts, namely : fairy tales, fables, and legend because those materials mainly discuss in English subject of senior high schools.
- b. By understanding moral value of reading texts, the students can get new experience of life in order to apply positive message of the narrative to in a real life.
- c. The students have to be more creative in studying. Students also must be more diligent to study English especially reading comprehension.
- d. Students be able to know how is good way to study.
- e. Students have to be positif thinking and also increase the motivation to study so their parents be proud of them.

3. For the next researcher
 - a. It also helps the next researcher who wants conduct research in the same area.
 - b. The next researcher also can try this technique in other subject.
 - c. further studies need to be conducted in different population and research method.

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