ANALISIS KEMAMPUAN MAHASISWA SEMESTER TIGA PRODI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS PASIR PENGARAIAN DALAM MENGIDENTIFIKASI PESAN MORAL DI CERITA NARATIF

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ABSTRAK

Permasalahan dari penelitian desktiptif ini adalah masih rendahnya kemampuan analisis mahasiswa semester tiga prodi pendidikan bahasa inggris Universitas Pasir Pengaraian dalam mengidentfikasi pesan moral di sebuah cerita naratif. Hal ini bisa saja terjadi diakibatkan karena kurangnya frekuensi dan latihan yang diberikan kepada mahasiswa untuk hal tersebut. Dari hasil penelitian ini ditemukan bahwa tidak semua dari mahasiswa tersebut memiliki kemampuan mengidentifikasi pesan moral dalam sebuah cerita naratif yang bagus. Hal ini dikarenakan oleh beberapa hal diantaranya kurangnya latihan maupun sulitnya mahasiswa tersebut untuk memahami isi dan makna cerita. Secara numerik persentase nilai kemampuan menganalisis pesan moral ini oleh mahasiswa semester tiga Prodi pendidikan bahasa inggris yaitu, 85,20% kemampuan menganalisis pesan moral mahasiswa adalah kategori Baik, 7, 40% diantara mereka memiliki nilai persentase dalam kategori Sedang, lebihnya 7, 40% dari mahasiswa tersebut memiliki kemampuan dalam menganalisa pesan moral dalam kategori Sangat Baik. Secara garis besar kemampuan Mahasiswa semester tiga Prodi Pendidikan Bahasa Inggris Universitas Pasir Pengaraan dalam menidetifikasi nilai moral dalam sebuah cerita naratif adalah dalam kategori Baik.

Key words: Kemampuan, Pesan Moral, Cerita Naratif

INTRODUCTION

English have been taught in Indonesian for decades. In Indonesia the curriculum is more focused on reading skill, because this skill is a centre to get a lot of communicative information.

Teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language student often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. in fact, in most EFL situations, the skill to read in a foreign language is all that students ever want to acquire. Second written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition.

The information obtained on the reading text is derived from the techniques and methods of the English lecturer in presenting the materials to the students as they refer to the needs of students. Automatically, the content of reading materials which are selected should be valuable and beneficial for students including the moral value shown and acted by the main character in the text. Moreover, any massage written on the texts will influence the student's character, attitude and behavior. Most reading texts in English curriculum have been decided by curriculum designer under national education intuition through national standard of education (BSNP). The reading texts are classified into genres

like: Narrative, Procedure, Recount, Descriptive, News Item, Spoof, Analytical, Exposition, Hortatory, Explanation discussion, and Review.

English Study Program is going to learn about introduction to literature in the third semester. The narrative text is given to the student since the second year until the third year. Besides the generic structures, narrative text also has moral values. The moral values are performed by any participants in the story for instances; fiction, nonfiction, fables, fairy tales, folk tales, mystery, and romance.

In narrative text there should be positive and negative massages that make students learn more about the characters' behavior. The massage is about the rightness or wrongness of what common people say as moral value. It is what should be done and what should not be done, what is good or bad.

Teaching narrative text not only focused on text analysis like generic structures and grammatical feature, but also focused on any massage conveyed as moral value. Moral value is an important part in narrative text. It teaches moral lesson. Students should comprehend the text and the find out the massage and the moral value coverage in the text.

One of education purposes is to educate students' behavior attitude, and moral. As we know that there are three domain and education that should be implemented. They are in cognitive, affective, and physichomotor respect tively. Developing student's character, behavior, attitude and moral are part of effective domain.

In teaching English, lecturer can teach moral from a text, especially in narrative text that contain moral value. By reading the text student can learn more about one character in the text. Moreover student can understand the

reason why the goodor bad character does the rules. By understanding the text students can improve their knowledge about how to do the right and wrong things. Besides teaching English as language, lecturer also lecture the students about moral lesson.

Based on the explanation above, the writer interested in doing the research entitled "A Study on the skill of the Third Semester Studentsat English Study Programing University of Pasir Pengaraianin Finding out Moral Value in Narrative Text".

SETTING OF THE RESEARCH

Reading is one of the English skills that should be owned by the students to empower them to get knowledge especially in English. To comprehend the reading text is not an easy process for students, especially in finding out moral value in narrative text. Moral value is an important part narrative text. It teaches moral lesson. Students should comprehend the text and find out the massage or moral value coverage in the text.

One of education purposes is to educate students' behavior attitude, and moral. As we know that there are three domain and education that should be implemented. They are in cognitive, affective, and physichomotor respect tively. Developing student's character, behavior, attitude and moral are part of effective domain.

Dealing with the problem stated above, the writer want to investigate how well the skill of the Third Semester Students of English Study Program in University of Pasir Pengaraian in finding out moral value in narrative text.

THEORETICAL FRAMEWORK
A. Reading Comprehension

The major goal of reading for senior high school is reading

comprehension. **ZhiHong (2007:2)** states that reading comprehension is construction of meaning from printed or written massage. **MeNeil, Donant and Alkin (1984:129)** say that comprehension is the skill to find meaning in what is read. It means that the goal of reading is how to understand orcomprehend the meaning or the content of the text trough reading the text. With understanding the meaning of context or heaving good comprehension in reading is one factor to be successful in reading text.

In addition comprehension or the skill to find the meaning of what has been read is dominant goal in reading. **Carrel at al. (1988:7) states that reading** comprehension is a process of activating the prior knowledge of the reader which corporate with his/her appropriate cognitive skills and reasoning skill to find out the concept from a printed text. As state on the article Comprehension is not something that happened after reading, it is the thinking done before, during and after reading.

Sometimes the reader understands all sentences in the text, but still cannot understand what is said as a whole paragraph. By reading the reader can get the information, knowledge, and etc. but if the reader comprehend the meaning or the content of text it is useless. According to **Goldman and Rakestraw (2003:311)** the skill to acquire information from print is a hallmark of literacy. Howe ever, literate people often take for granted their skill to understand the meaning of what they read. Understanding involves building coherent mental representation of information. It means processing the meaning of individual words and phrases in the text and within a large, preexisting knowledge base. To accomplish this, readers rely on both text-driven and knowledge-driven process.

In conclusion, reading compre hension involves all elements of the reading process to create a representation of the text in the readers' mind. So the readers can get better understanding about what is read.

B. Kinds of Text (Genres)

There are many definitions about genre. If we talk about genre in general, it has definition as what has been stated by **Hornby (2000:56)** genre is particular type or style of literature, art, film, or music that can be recognized because of its special feature. Is genre similar with the text genre? Text genre is only a part of genre. On the order word, genre has larger scope than text genre. Text genre is atype of written or spoken discourse where text is classified into genres on the basis of the communicator. In short, text genre is kind of text that have special features.

Genre based teaching is implied in the education unit level curriculum (KTSP). The purpose of teaching genre to students is to know how far their knowledge about genres, so their interest about text can increase highly. There is such kind of text (genres) that taught in Junior Hight School as quoted from National Standard of Education (BSNP):

1. Narrative

To amuse, entertain the readers and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Recount

To tell past events for the purpose of informing or entertaining

3. Explanation

To explain the process involved in the formation or working of natural or socio cultural phenomena.

4. Procedure

To describe how something is accomplished through a sequence of action or steps.

5. Descriptive

To describe a particular person, place or thing

6. Report

To describe the way thing are, with reference to a range of natural, man-made and social phenomena in our environment.

7. News Items

To inform readers, listeners or viewers about event of the day that are considered newsworthy or important

8. Anecdote

To share with others an account unusual or amusing incident.

9. Spoof

To retell an event with a humorous twist

10. Discussion

To present (at least) two points of view about an issue.

11. Analytical exposition

To persuade the reader or listener that something is the case

12. Exposition (Hortatory)

To persuade the reader or listener that something should or should not be the case.

13. Review

To critique an art work, event for a public audience. Such work of art includes movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets.

Each text can be differentiated by showing their communicative goal, and text organization.

PURPOSE OF THE RESEARCH

The Problem of this study is formulated as the following question, "How good is the skill of the Third Semester Students of English Study Program in University of Pasir Pengaraian in finding out moral value in narrative text?"

Concerning to the previous problem, the objective of the research is to know the skill of the Third Semester Students of English Study Program in University of Pasir Pengaraian in finding out moral value in narrative text.

RESEARCH METHODOLOGY
A. The Research Design

This is descriptive research that involves one variable. The descriptive research involves collecting the data to test hypothesis or to answer question concerning the current status of the subject t of the study. To collect the data in the present study, the writer decided to use reading test in written form.

B. The Specific Objective of the Research

The specific objective of the research of this study is to find out how is the skill of the third semester student of English Study Program in University of Pasir Pengaraian finding out moral values in narrative texts.

C. Location and Time of the Research

The research is conducted at English Study Program in University of Pasir Pengaraian from August 2013 to March 2014.

D. Population and Sample of the Research

The population of this research includes all of The Third semester students of English Study Program in University of Pasir Pengaraian. There are 27 students. Suharsimi (1986) states that if the populations homogenous enough, for the population which is less than 100, the sample is taken 50%, but if the population is more than 100, the

sample is taken at least 15% of it. In this research, the researcher takes 100% of population for the sample.In this research, the writer takes total sampling. It is mean all of the population is the sample, there are27 Students.

E. Technique of Data Collection

In collecting the data for this research, test will be conducted. The test consists of 15 question of reading test. The writer asks the student to find out the moral value of the narrative text given. The blue print of the test item can be clearly seen in the following table.

Table 1. The Blue Print Test of Finding out Moral Values in Narrative Text

No	Types Of Narrative Text	Items	Number Of Items
1	Fables	5	1, 2,3,4,5
2	Legend	5	6,7,8,9,10
3	Fairy Tales	5	11,12,13,14,15

Heaton (1991:179) states that the difficulty level on the item shows how easy or difficult the particular items provide in the test. It is expressed as the percentage of the student who answers the item correctly. In calculating it, the following formula is used:

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

Where:

FV= Facility Value

N = The number of the students' answer for one item

(Heaton, 1991:178)

In addition, to find out the discrimination index, the writer uses the formula below:

D = Correct U-Correct L

Where:

D= Discrimination index

U = Upper group in answering the test

L = Lower group in answering the test

N = The total number of student

(**Heaton,1991:180**)

F. The Technique of Data Analysis

Since the moral values become priority, the writeroffers to them "The writer analyzes the respondent" answer based on the following assessment:

A. To find individual score:

$$M = \frac{X}{N} x100$$

Where :

M = Individual score

X = Correct answer

N = Number of items

(Wayan & Sumartana, 1986:76-77)

1. One corrector answer in finding out moral values is scored by one (1). It means if respondents can answer (8) question, he/she gets score five (53.3). if a respondents can answer (15), so he/she will be given ten (100)

2. The total score of every respondent is the accumulator n of amount of correct finding out the moral values. They may have 15 questions to be answered as they are quite to the text given.

B. To find the percentage of mastery

$$P = \frac{X}{N} x100$$

Where:

P = Percentage

X = Correct answer

N = Total of items

100% = Constant Number

Table. 2 The Range Score And Clasification Of Mastery

No	Range score of clasification	Clasification
1	80-1A00	GOOD TO EXCELLENT
2	70-89	AVERAGE TO GOOD
3	60-69	POOR TO AVERAGE
4	40-59	POOR

RESEARCH FINDINGS

A. The Presentation of the Data Analysis

The result of the research carried out, to the third semester students of English Study Program in University of PasirPengaraianwere analyzed to find out the students skill in finding out moral value in narrative text. The writer collected the data and presented the students' scores, and then the writer classified them in tables that show the students' skill in doing the test (see Appendix II).

From table in Appendix II, it can be seen that there are 2 students who were in *good to excellent* level, 23 students who were in *average to good*, 2 students in *poor to average* level. The mean score of the students' skill in finding out moral value in narrative text is calculated as follows:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{1713.336}{27}$$

M = 63,45

Based on the mean score of the students (63,45) we can conclude that the skill of the students in finding out moral value is *poor to average*. So, it could be concluded that the students still got confused in finding out moral value in narrative text.

The description of the result of the test in finding out moral value in narrative text is easy or difficult can be seen in the following table:

1. Fable

Table 3 The Percentage of Students' skill in finding out moral value in fable text

No	Score	Level of Skill	Frequency	Percentage
1	80-100	Good to excellent	16	59,25%
2	60-79	Average to good	11	40,75%
3	50-59	Poor to average	0	0
4	0-49	Poor	0	0
Total			27	100%

From the table 5 it can be seen that there are 16 students (59,25%) who are *good to excellent* level of skill, and 11 students (40,75%) who are in *average to good* leel of skill. None of students who is in *poor to average* level of skill and *poor* skill level.

To find the mean score of the students' skill in finding out moral value in fable, the writer calculated by using the following formula:

$$M = \frac{\sum FX}{N} = \frac{1960}{27} = 72,59$$

Thus the mean score of the students is 72,59 which includes in*average to good* level of skill.

2. Legend

Table 4 The Percentage of Students' skill in finding out moral value in legend text

No	Score	Level of Skill	Frequency	Percentage
1	80-100	Good to excellent	11	40,75%
2	60-79	Average to good	16	59,25%
3	50-59	Poor to average	0	0
4	0-49	Poor	0	0
	Total		**27**	**100**

From table 6, it can be seen that out of 27 students there only 11 (40,75%) students who are in *good to excellent* level of skill. There are 16 students (59,25%) who are in *average to good* level of skill, none of students who is *poor to average* level of skill and *poor* level of skill.

To find the mean score of the students' skill in finding out moral value in legend text, the writer calculated by using the following formula:

$$M = \frac{\sum FX}{N} = \frac{1880}{27} = 69,62$$

Thus the mean score of the students is 16 which includes in *Poor to average*level of skill.

3. Fairy Tales

Table 5 The Percentage of students' skill in finding out moral value in fairy tales

No	Score	Level of Skill	Frequency	Percentage
1	80-100	Good to excellent	17	62,97%
2	60-79	Average to good	10	37,03%
3	50-59	Poor to average	0	0
4	0-49	Poor	0	0
		Total	27	100

Table 7 above shows that out of students' there are 17 students (62,97%) who are in *good to excellent* level of skill. There are 10 students (37,03%) who are in *average to good* level of skill.

To find the mean score of the students' skill in finding out moral value in fairy tales, the writer calculated by using the following formula:

$$M = \frac{\sum Fx}{N} = \frac{1980}{27} = 73,33$$

Thus the mean score of the students is 73,33 which includes in *average to good* level of skill.

The following table is the percentage of the students in finding out moral value in narrative text.

Table 6 The Percentage of the students' skill in finding out moral value in narrative text

No	Score	Level of Skill	Frequency	Percentage
1	80-100	Good to excellent	2	7,40%
2	60-79	Average to good	23	85,20%
3	50-59	Poor to average	2	7,40%
4	0-49	Poor	0	0
	Total		27	100

Table 4 shows that 2 students (7,40%) who had *good to excellent* skill in finding out moral value in narrative text. There were 23 students (85,20%) who had *average to good* skill, 2 students (7,40%)) who had *poor to average* skill in finding out moral value in narrative text.

Table 7 Three kinds of narrative text

No	Kinds of narrative text	Mean score	Level of skill
1	Fable	72,59	Average to good
2	Legend	69,62	Poor to average
3	Fairy tale	73,33	Average to good

Table 5 shows that from the three kinds of narrative text, fairy tale has the highest mean score (73,33) which had Average to good level skill, Legend has the lowest mean score (69,62) which has poor to average level and fable has 72,59 mean score which has Average to good level skill.

B. The Interpretation of the Data

From the presentation and data analysis, the problem that has been stated in chapter I can be answered, where the Third semester students' skill in finding out moral value in narrative text is considered as having *average to good*. It can be seen from the mean score of all students' skill out moral value is narrative text.

Based on the calculation of the data above, it can be concluded that the most difficult category is finding out moral value in Legend texts, which has mean score 69,62, while the biggest scores of students from the three kinds of narrative text is in finding out moral value inFairy tale, which has mean score 73,33.

The low score of this research can be caused of some factors. First that the best consisted of many texts while the time provided was 100 minutes. The test consisted of fifteen texts that each text consisted more than ten lines. The second is that the test is an essay test. It can make the students confuse in choice a good or right sentence or words in answered the test. And the last is that the test is an inference question. Students should really understand the whole text to answer

the questions. That's why the score of this research is *poor to average level*, it caused of the test itself.

CONCLUSION

Based on the result of the research, the writer can write some conclusions. They are as follows:

1. The total score of whole students in finding out moral value in narrative text is 1713,336. It means that the mean of the students score is 63,45. It is in *poor to average* level. It can be concluded that some of the students are still confused in finding out moral value in narrative text.

2. The percentage of students' skill in finding out moral value in narrative text can be explained as follows:
   a. First, students who are in poor *to average* level skill are 7,40% (2 students).
   b. Second, students who are in *average to good* level skill are 85,20% (23 students).
   c. Third, students who are in *Good to Excellent* level are 7,40% (2 students)

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