

**ANALYSIS STUDY ON STUDENTS' ABILITY IN USING REFERENCE
IN READING NARRATIVE TEXT AT FOURTH SEMESTER STUDENTS
OF STIBA PERSADA BUNDA PEKANBARU**

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ABSTRAK

Referensi merupakan komponen penting dalam memahami sebuah teks bacaan. Penelitian ini bertujuan untuk menganalisis kemampuan mahasiswa dalam menggunakan referensi dalam membaca teks narasi. Metode yang digunakan dalam penelitian ini adalah deskriptif. Subjek penelitian ini adalah mahasiswa semester empat tahun ajaran 2015/2016 sebanyak 22 orang dari STIBA Persada Bunda Pekanbaru. Instrumen yang digunakan untuk mengumpulkan data adalah tes tertulis berbentuk test pilihan ganda. Hasil penelitian menunjukkan bahwa : (1) kemampuan siswa dalam menggunakan referensi pribadi dalam teks narasi dikategorikan bagus. Dalam memahami referensi pribadi, mahasiswa kesulitan dalam menggunakan referensi yang mengacu ke depan kalimat. (2) kemampuan mahasiswa dalam menggunakan referensi demonstratif dalam teks narasi juga bagus. Mereka kesulitan dalam memahami referensi demonstratif karena keterbatasan kosakata dan kurangnya pengetahuan umum tentang isi teks. Walaupun hasil yang diperoleh telah dikategorikan bagus, akan tetapi kemampuan mahasiswa masih terus perlu ditingkatkan karena kosa kata dan motivasi mereka masih rendah.

ABSTRACT

Reference is one component for comprehending a reading text. This research employed descriptive method. The purpose of the research was to find out the students' ability in using reference in reading narrative text. The subject of the research was twenty two students of fourth semester of 2015/2016 STIBA Persada Bunda Pekanbaru. The instrument used to collect the data was in the form of multiple tests. From the finding, it was found that: (1) The students' ability in using personal reference was in good category. They had problems in mastering personal reference which refers forward or cataphora reference (2) the students' ability in using demonstratives reference in narrative texts was in good category. The problems occurred because they had limited vocabulary and lack of motivation. Thus, it can be concluded that the students' ability in using reference in narrative text still needed to be improved because they still had limited vocabulary and lack of motivation.

Keywords : *Reference, Narrative Text*

INTRODUCTION

Reference is one component for comprehending a reading text. It is very useful to understand a word or phrase by relating to another.. According to Yule (2003:204) reference is the relationship of reference is taken to hold between expression in a text and entities in the world, and reference between expressions in different parts of a text. Then, Hurford and Heasley (2007: 26) define reference as the relationship between language and the world. From their statements, it can be simplified that the interpretation of words or expressions of reference are related closely with the readers' knowledge of the world.

Reference can be found in every kind of text. One of them is narrative text. Gerot and Wignell (1995:79) says that narrative is a piece of text which tells a story about someone, places, animals, and many others which is written by the author with the purpose to entertain the reader. Similarly, Burns et al

(2008:31) explain that narrative generally consists of series of events which present a plot. Briefly, it can be said that narrative is a story which tells about someone, place, animals, etc which organize in a plot to entertain the readers.

Reference is used to link the idea between one sentence to another. It is not only to make the texts be easier to read, but also to avoid the repetition of words. In narrative text, reference usually is used to help the reader to understand the plot of the story and the shifting of the character.

In higher education or university level, reference is taught in reading class. Based on her experience during teaching foreign Language College, the researcher found that most of the students got low score in reading narrative text. They had low score in reading narrative text due to their motivation. Looking up the meaning of words in dictionary is ineffective since it retards the flow of comprehension on students' mind. It takes longer time

and causes students lack of interest in reading.

Students tend to use dictionary because they are confused whenever they find unfamiliar words in the text. Besides, most of them are confuse to interpret references which do not have their own meaning, but it should be related to other words. They also get difficulties to find the words which it is referred to, especially the words which forward in the text. Then, they do not have sufficient background knowledge with the topic given in narrative text. They do not have skill to predict and make inferences to the story. It makes them unable to gain the main message from the story well. In other word, the students do not activate their prior knowledge and relate them with the new information.

In narrative text, there are many words or phrases which cannot be interpreted independently. It should be related to other words or phrases to get their meaning. Those words are called reference. However, most of students are seemed unable to interpret reference well. Therefore,

they have problems in understanding narrative text.

Based on the previous reasons, it is necessary to conduct a research entitled "Analysis on Students' Ability in Using Reference in Narrativet text". Narrative text is chosen for this research because it is more familiar and fun than the other text.

Based on the previous explanation, the purposes of the research were formulated: "How is the students' ability in using reference in narrative text?"

METHODOLOGY

This research was conducted by using descriptive design which is intended to find out the students' ability in using reference in narrative text. Best (2005: 25) says that descriptive research describes the situation or thing that exists at the same time of the study. It means that this research does not tend to find a new theory rather than to verify and describe the students' ability in using narrative text.

This research was conducted at STIBA Persada Bunda Pekanbaru, Jalan Diponegoro number 42 Pekanbaru. The subject of the research was 22 students of STIBA Persada Bunda.

The data were collected by using test. The test was lecturer generated test consisting of 50 items in form of multiple choice test. The indicators of the test were the types of reference: personal and demonstrative.

The quantitative data were analyzed by scoring the test, determining the standard of Ability based on their minimum achievement criteria that was 75, counting the mean score, then compared with the standard of level ability in order to determine the level of students' ability in using reference in narrative text.

FINDING AND DISCUSSION

1. The Students' Ability in Using Personal Reference

After analyzing the data, the result showed that the students' average score was 75.76. It means

that the students' average score had been fulfilled the minimum achievement criterion that was 75. However, some students still made mistakes in using personal reference in narrative texts.

Some students got problem in using personal reference which its interpretation refers forward or cataphora in the text. They were confuse and tend to do the mistake because they seldom find this kind of question before. In other word, the students are lack of practice such question. In this case, the teacher should provide more various questions to their students in teaching and learning reading, because reference can be referred forward or backward in the text (Halliday, 2011: 46) says Lack of practice is also made some students incorrect to find the reference of personal reference which its interpretation stated do not clearly in the text. They could not find the character and then they tend to interpret it lexically. This condition affected students' ability to recognize the character in the narrative text. For example:

- (1) Text : “He had not expected to meet the lady of his dreams, but There she was strolling along in the moonlight. Carlos quickened his pace until he was level with her, hoping for a glimpse of her face under the veil. The next day dragged by the infatuated Carlos, and he had trouble concentrating on his work. Carlos was absolutely useless at work and to his boss. After work, he rushed home and found a letter in his mailbox. Then he ran next door to show it to Diego, his closest cousin”

Question: The word he in the first sentence refers to.....

- a. Diego
 - b. Carlos
 - c. His boss
 - d. The ghost
 - e. Rosa
- (2) Text: “The question is: should we tell aunty Gwen about Mum? Gwen remembers how it was after Dad died. Mum sitting with her knees splayed apart on the sofa. 'Good God, Marge,' she said, pulling Mum's skirt down. She won't know her with the nurses making such a fuss of her. 'Your mother's dropped her bundle”

Question : The word we in the first sentence refers to.....

- a. Gwen and Marge
- b. Nurses
- c. Marge's children
- d. Marge and Nurses
- e. Gwen and Marge's children

The example showed that the students were also incorrect in mastering personal reference in which the interpretation refers forward in the text. Actually, the word we appeared for several times and changes into the word us in the text sometimes. From some contexts in the text, the word we interpreted as Marge's children. It can be seen that the students had problems in mastering reference due to their difficulties to find out the characters, especially which refers forward in the text.

2. The Students' Ability in Using Demonstrative Reference

The students' ability in using demonstrative reference was good. It can be seen that their average score was 78.64 or sufficient with the minimum achievement criteria 75. Even they had got a good score, some students still had problems.

Some student had limited vocabulary which made them could not find the referent word. Limited vocabulary was also made some students were confuse to find out demonstrative reference in which the interpretation should be related to the previous information to get the clue.

Without sufficient vocabulary, the students showed inability to use linguistics cues in the large context, to draw meaning, to recognize lexical relationship and meaning relationship among sentences (Alderson, 2000:56).

Some students were also seemed lack of motivation in reading comprehension as well as interpreting demonstrative reference in a large context. It was proven in interview that they only saw their friends' answer. If this habit keeps continuing, their mastery in reading comprehension would not improved, because motivation of learning has been considered as the key of concept of learning foreign language (Klimova, 2011:15). For example:

(3) Text : "The Sheep thought the Lion wanted to know the truth. So she said, 'Your Majesty, your breath smells terrible. This was not what the Lion had wanted to hear. Roaring angrily and bit her head off. The Wolf had seen the dead Sheep on the way, and he had no plans to end up the same way and said "Your breath smells as sweet as the flowers in spring" "Liar!" roared the Lion, and ripped him to pieces. The Fox came warily; she had seen the dead Sheep and the dead Wolf on the way. The

Fox coughed and sneezed and blew her nose and whisper, 'Your Majesty, forgive me. I have such a nasty cold that I cannot smell a thing!'

Question : The word *this* refers to.....

- a. Lion's bad breath smell
- b. Wolf's lies
- c. Lion's good breadth smell
- d. The fox's cold
- e. Lioness' bad smell

. Demonstrative reference which only consist of indicating this, that, and also pluralism caused the students confuseness. They tend to see the meaning of demonstrative reference lexically and neglected the real word "this" or "that" referred to.

To solve these problems, the lecturer is expected to develop study of reference in narrative texts. Besides, the students also need to reinforce their ability by giving more practices and various questions as well as vocabulary in teaching and learning process in narrative text.

CONCLUSION

1. The students' ability in using personal reference in narrative text was good. Most of them achieved the minimum achievement criteria which had

been determined 75. They had problems in mastering personal reference which refers forward or cataphora reference.

2. The students' ability in using demonstrative reference in narrative text was good. Most of them achieved the minimum achievement criteria which had been determined 75. The problems occurred because they had limited vocabulary and lack of motivation.

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