AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING NARRATIVE TEXT

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Abstract: The objective of this study was to find out students' difficulties faced by the Eight Grade Students at SMP N3 Tanjung Raja in Comprehending English reading text. The method was used descriptive qualitative research. The participants of this study was all of the eighth grade students of SMP Negeri 3 Tanjung Raja. The technique for collecting the data was multiple choice. Based on the result, it was found that the percentage of difficulty in indicator not clearly stated information was 55.90%, the percentage of difficulty in indicator reference of the text was 59.54%, the percentage of difficulty in indicator find moral value of the text was 64.23%, the percentage of difficulty in indicator find the deducing meaning was 55.27%, the percentage of difficulty in indicator find the specific information was 56.35%, the percentage of difficulty in indicator find the detailed information was 67.05%, and the percentage of difficulty in indicator find the main idea was 54.81%.

Keywords: reading comprehension, students' difficulties, narrative text

INTRODUCTION

Reading is one of the four basic skills to be taught for the students. According to Halik (2016, p.149), reading is the activity between the reader and the writer's idea, where the writer sends his idea in the written symbols and then the reader catching the idea in it. In addition, reading is one activity that cannot be released in our life to search for information or knowledge from textbooks, articles, or magazines written in English (Asmawati, 2015, p.69). Moreover, Septiana (2019, p.105) states that reading is an activity to get much information and knowledge, for example, read books, newspapers, and magazines.

Moreover, reading skill is very important for students. According to Mardianti and Ohoiwutun (2014, p. 1), the teaching of reading is very important because it helps the students to have more skills in comprehending and interpreting the content of an English text. In addition, reading is one of the most important means by which it required knowledge or information from the world around us (Yang, 2016, p.586). It can be concluded that reading is an important activity of the learners in life and it is an effort to acquire language, communicate with the text, and can improve someone's writing, speaking, listening, grammar, and any other subjects through comprehension.

In addition, reading can not be separated from comprehension. Reading comprehension is the process of constructing meaning by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood (Kirmizi,2010, p.4753). Moreover, Wooley (2011, p.15) states that comprehension involves the interaction of a wide range of cognitive skills and processes that there are many occasions where difficulties arise that may lead to comprehension failure. In addition, reading comprehension is the essence of the reading process (Varita, 2017, p.236). It can be concluded reading comprehension is the understanding of the information between word and sentences used to obtain the information from a reading passage through reading comprehension skills.

Nevertheless, reading is not easy for students. According to

Alderson (2010, p. 108), many EFL students are still struggling to overcome the reading problem due to the long passage and limitation of the vocabulary. In addition, Moghadam, Zainal, and Ghaderpour (2012) state that when a reader does not know many words in a text, such a condition would hinder the effectiveness and efficiency of the text processing, which leads to difficulties in the reader comprehending the text. Moreover, Davoudi and Yousefi (2015, p.60) have listed several EFL learners reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge, and also poor reading strategies which is very important to reduce the difficulties. Furthermore, Chen and Chen (2015,

p.157) state that most learners have reading problems because they lack the specific strategies necessary for efficient reading. Besides, Dwiarti (2005, p.89) mention that there are four problems that the students facing in finding main idea of the text, there are: 1) lack of interest toward reading, 2) lack of background knowledge, 3) lack of vocabulary, and 4) unware on the parts of the paragraph. When foreign language reading is a laborious, unpleasant, and unsuccessful process, readers will often be unwilling to read in the target language. In short, most of the students are difficult to read long passages because they feel bored, and they do not interesting when they are reading that makes them poor readers, and they are difficult to

understand the idea of the passage because they are lack vocabulary.

A narrative text tells about past events and has a meaningful story. According to Rohmana, Syahri, and Sulaiman (2019, p.104), narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Furthermore, narrative text can be an imaginary story or based on a real incident (Latifa and Manan, 2018, p.249). It is called imaginary because the story is not necessarily telling the truth but it could be just imagination or fictional story made by someone or a group of people who have not proven the truth. Moreover, narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems.

Nevertheless, there are some problems in reading narrative text. According to Lisandi and Adijaya (2019, p.54), reading narrative text is considered as a boring activity for them because while reading the students found many problems such as they are required to comprehend a whole reading text, find the main idea, conclude the content of the text and at the end, they have to answer the question related to the story correctly. In addition, Herlina (2012, p.148) says that a narrative text is a difficult text for students to learn as it is long and having the sequence.

Based on the interview toward some students of SMP N3 Tanjung Raja, the researcher found that the students agreed that reading comprehension is difficult to understand. That is proved by the students' achievement in

comprehending reading narrative text. The students told that it happened because of some factors such as the teachers' strategy in teaching reading was not interesting and make them bored, the students were not familiar with the topic, then the students were still the lack of vocabulary and grammatical punctuation.

This study is intended to answer the research questions about what are the students' difficulties in comprehending narrative text viewed from not clearly stated information reference, moral value, deducing meaning, specific information, detailed information, and main idea indicators. It is purposed to find out the students difficulties in comprehending narrative texts at SMPN 3 Tanjung Raja and identify the problems which may cause the

students' difficulties in comprehending narrative texts at SMPN 3Tanjung Raja. The subject of this study is the students of SMPN 3 Tanjung Raja on Eighth Grade in academic year 2019/2020 and focuses in the difficulties faced by the students of SMPN 3 Tanjung Raja on Eighth Grade in comprehending narrative text.

METHODOLOGY

The design of this research was a descriptive qualitative research to see the students' ability and difficulty in answering reading test. The population of this research was all the second year students of SMPN 3 Tanjung raja. The number of sample were 55 students. The sample of this research was taken by purposive sampling method. The researcher used purposive sampling

method because The characteristics of the sample were having the same total number in terms of male and female students. Multiple choice about reading narrative text was used to collect the data. Percentage was used to analyze the data.

RESULTAND DISCUSSION

Based on the result clearly stated information indicators, the percentage of students with difficulty was 55.90%. Based on the analysis of the reference indicators, the percentage of students with difficulty was 56.01%. Based on analyzing the moral value indicators, the percentage of students with difficulty was 56.60%. Based on the result of the specific information indicators, the percentage of students with difficulty was 56.35%. Based on identifying the detailed information

indicators, the percentage of students with difficulty was 67.05%.

In summary,it showed that the higher percentage of difficulty was 67.05% in find the detailed information indicator, percentage of difficulty was 62.01% in reference indicator, percentage of difficulty was 56.60% in moral value, percentage of difficulty was 56.35% in specific information, percentage of difficulty was 55.90% in not clearly stated information, percentage of difficulty was 55.62% in deducing meaning, and percentage of difficulty was 54.81% in main idea indicators. It was happened because the students had difficulty in understanding the long sentence and were lack of vocabulary that made the students in SMPN3 Tanjung Raja did not understand the meaning of the text or sentences. As a result,the students

could not answer the questionrelated to the text correctly.

This result was in lined with statement of According to Alderson (2010, p. 108) who stated that many EFL students are still struggling to overcome the reading problem due to long passage and limitation of the vocabulary. In addition, Davoudi and Yousefi (2015, p. 60) have listed several EFL learners reading difficulties and problems such as deficits in vocabulary knowledge, problems with grammatical knowledge, and also poor reading strategies which is very important to reduce the difficulties. Moreover, Dwiarti (2005, p. 89) mention that there are four problems that the students facing in finding main idea of the text, the are : 1) lack of interest toward reading, 2) lack of backgroud knowledge, 3) lack of vocabulary,

and 4) unware on the parts of the paragraph.

CONCLUSION

Based on the result of the test, it showed that the percentage of students with difficulty. The percentage of students with difficulty was 55.90% in indicator not clearly stated information, the percentage of students with difficulty was 59.54% in reference indicator question, the percentage of students with difficulty was 64.23% in moral value indicator, the percentage of students with difficulty was 55.27% in deducing meaning indicator, the percentage of students with difficulty was 56.35% in the specific information indicator of the question, the percentage of students with difficulty was 67.05% in the detailed information question indicator, the percentage of students

with difficulty was 54.81% in main idea indicator. Most of the students had difficulty in reading because they had limited of vocabulary and rarely read that made them confused when reads answer the text and answer the questions.

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