

**CASE STUDY ON STUDENTS' DIFFICULTIES IN COMPREHENDING  
NARRATIVE TEXT AT SMPN 1 SIMAN PONOROGO**

**THESIS**



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**STATE INSTITUTE OF ISLAMIC STUDIES OF PONOROGO**

**JULY 2018**

**CASE STUDY ON STUDENTS' DIFFICULTIES IN COMPREHENDING  
NARRATIVE TEXT AT SMPN 1 SIMAN PONOROGO**

**THESIS  
Presented to  
State Institute of Islamic Studies Ponorogo  
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for the Degree of Sarjana In English Education**



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## ABSTRACT

**Susanti, Rika.** 2018. *Case Study on Students' Difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo in Academic Year 2017/2018. A Thesis*, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies (IAIN) Ponorogo, Advisor. Dra. Aries Fitriani, M.Pd.

### **Key Word: Students' Difficulties, Comprehending Narrative Text**

Reading is one of the language skills that must be mastered well by the students because reading is an important factor that influences one's activity in communication. Students who have difficulty in reading will be disturbed in understanding the lessons especially English text. Narrative text is one of the types of English texts. Narrative text is found in stories and has a structural organization that includes beginning, a middle, and an end of the story.

The statements of the problems of this research are: 1) What are the difficulties faced by eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018 in comprehending narrative text?, 2) What are the factors that cause students' difficulties in comprehending narrative text for eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018?, 3) What are the teachers' efforts in solving the students' problems?

The approach applied in this research was qualitative and the method used was descriptive case study design. The research was conducted in the eighth grade of SMPN 1 Siman Ponorogo. The data sources of this research are the eighth grade students and English teacher at SMPN 1 Siman Ponorogo. The technique of data collection, the researcher used observation, interview, and questioner. To analyze the data, the researcher used data reduction, data display, and conclusion drawing or verification.

The results of this research are: 1) The difficulties that students faced in comprehending narrative text are lack of familiarity with the subject matter, language feature on narrative text, limited vocabulary knowledge in comprehending narrative text, and less students' attention. 2) The factors that cause students' difficulties in comprehending narrative text of the eighth grade at SMPN 1 Siman Ponorogo are students never study material, lazy to open the dictionary, and the story has long sentences and find difficult to understand the text, students become bored and sleepy. 3) The teachers' effort in solving the students' difficulties in comprehending narrative text by applying some strategies, such as individual assignment, snowball throwing, and small group discussion.

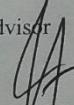
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Ponorogo, July 28<sup>th</sup> 2018

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Reading is a routine that is almost inseparable from the style of modern human life, especially in education. An indication of the importance of reading for education can be seen of them through the many statements presented by experts with different disciplines<sup>1</sup> for example, reading is the basic skill in a study. Reading is the basis of all education. Reading is an important skill for formal education and for an individual's success in society. So this reading skill will continue to hold its role even in the information age though, where information can be obtained through a variety of audio-visual electronic media such as television, video, cassette, and radio but oral information remains limited and temporary. While the written information is relatively more durable and easily accessible or readable whenever needed.

Reading is one of the language skills that must be mastered well by the students because reading is an important factor that influences one's activity in communication. Reading is a part of daily life for those who live in literate communities. People consider reading as an important activity so that people usually say that reading is the

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<sup>1</sup> Siti Aisah Aminah, an Analysis of Students' Difficulties in Reading Comprehending on Narrative Text (A Case Study at the Second Grade of MA Sholatihyah Petir-Serang District). (online). (<http://repository.uin.ac.id/479/>), 3. Accessed on January 31<sup>st</sup> 2018

way to open the world. Reading is an interesting activity because by reading people can get some information widely without going anywhere.

The important thing be given attention to in the act of reading is a personal capacity to understand the meaning of form comprehensive reading, or as referred to by he can read and understanding. According to Samsu Somadayo, reading comprehension is a complex intellectual process that includes two major abilities namely the mastery of the meaning of words and the ability to think about concepts verbal.<sup>2</sup> A person is said to understand here is better to minimize capable of two apprehended the meaning of a word used writer, capable of being grasp the reality of believers, and can make inferences. According to lamb and Arnold is any factors that could be affecting he can read and understanding someone, physiological factors, intellectual, the environment and psychological (motivation, interest, social ripeness, emotion and the adjustment of themselves).<sup>3</sup>

Reading is the most complex and difficult subject for most students in Indonesia, especially for junior high school. All those students who study reading would agree that reading comprehension is not a simple process because English is a second or foreign language, so they still find difficulties in comprehending the English text. Relate to the facts of difficulties in English reading comprehension, the Indonesian

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<sup>2</sup> Samsu Somadayo. *Strategi dan Teknik Pembelajaran Membaca.* (Yogyakarta: Graha Ilmu, 2011) 7

<sup>3</sup> Farida Rahim. *Pengajaran Membaca di Sekolah Dasar.* (Jakarta: Bumi pAksara, 2011). 16

government still make some alternative ways of conducting teaching-learning through the appropriate strategies, method, and the others.

In relation to the importance of reading comprehension for students, the government of Indonesia has set the curriculum of education focusing on the text as English subject matter. Some reading texts such as recount, descriptive, exposition, and narrative, are the types of texts that are taught and required to be mastered by the students of junior and senior high school.<sup>4</sup> Among those four types of texts, narrative can be the most interesting for the student to study, because the social function of the narrative text itself is to entertain the readers. Particularly to amuse and share the actual experience in different ways. Narrative text is found in stories and has a structural organization that includes beginning, a middle, and an end of the story. Around this organizational structure may be built several story episodes comprising characters, setting, problem, and goal, actions, and resolution or solution.<sup>5</sup> Moreover, narrative is the text that tells the events that happened in the past time that consists of problem-solving such as folktale, legend, and fable. Especially, narrative text is using at lower secondary school.<sup>6</sup>

Based on these facts the use of narrative text can help students in improving their comprehending reading text, but there are many things to consider in understanding the

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<sup>4</sup> Asti, A.S (2010) *An Analysis of students' ability in writing narrative text*. A Study Of second grade of SMAN 7 Mataram, academic year 2010/2011. Faculty Of Teacher Training and Education, Mataram University

<sup>5</sup> Angela Carrasquillo, et.al, *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*. (Clevedon: Multilingual Matters Ltd. 2004) 74

<sup>6</sup> Erena, Nadine, *Metode the King Bahasa Inggris*. (Jakarta: Wahyumedya,, 2012) 79

narrative text, such as should be able to find the story ideas, character development, etc. The narrative text also has a generic structure and language feature that is more complex in comparison with other types of text. As mentioned before reading and writing narrative text is not an easy task. Some students may have difficulty reading the narrative text. The other causes that influence their reading achievements are previous knowledge related to English such as vocabulary, grammar, student's skill, and etc.

Research about analyzing students' difficulties is very important to do because by knowing the students' difficulties can help teachers find problems faced by students in process of learning reading comprehension. According to Oberholzer difficulty with reading can have an increasingly negative effect on the child's schoolwork and tertiary education, as reading requirements become greater and more extensively.<sup>7</sup> Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in comprehending English reading text. By knowing the student's difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading.

Relate to the statement of difficulties in English especially on reading the text, it is obviously clear that English achievement within the school in Indonesia still low. Based on the result of National Examination at the Junior High School, the students'

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<sup>7</sup> Oberholzer, B. 2005. *The Relationship between Reading Difficulties and Academic Performance*, 5 (Submitted in part fulfilment of the requirements for the degree of M Ed (Ed. Psych). (Online). Vol. xii, 119 leaves. University of Zululand's Library Catalogue. (<http://uzspace.uzulu.ac.za/handle/10530/398>). Accessed on 28 March 2018.

lower score amongst some subject that is examined, math is on the lowest rank, then followed by English. Some students 58, 18% scoring  $\leq 55$  on the math tests. The next subjects English (47, 33%), science (47, 29%), and Indonesian language (4, 82 %) the scoring  $\leq 55$ .<sup>8</sup> Besides, the current study which is conducted by Education First (EF skills of English, the rank of Indonesia on 2017 decrease from the previous year, as follow the middle class) from 32 (the level of proficiency, being rank 39 (the level of easy skillfulness). Based on the data from the study, the value of the average English skills Asian countries is 53, 60. While the average value of skills English in Indonesia is 52, 15 that is under the average rate of English skills in the Asia region. With the ratings, Indonesia are still left behind far below Singapore in the value of 66,03 (the level of skillfulness very high proficiency which also occupy rank 5th around the world, and then follow up by Malaysia on number 13 with a value of 61,07, and the Philippines with a value of 60,59 in rank 15. This test is followed by more than a million people around the world than 80 countries participate in this EF EPI in 2017.<sup>9</sup>

Based interview Mrs. Purwaningsih,, the English teacher in SMP N 1 Siman Ponorogo, it was clear that most of the students did not interest in English reading comprehension. This was caused by less attention to the lesson and they felt difficulty in pronunciation, spelling, and vocabulary that usually faced in class. Besides, some

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<sup>8</sup>[http://penilaian.kemdikbud.go.id/perpustakaan\\_penilaian/uploaded/pdf/8fb229e1b0437d34ab23c25e6b991b.pdf](http://penilaian.kemdikbud.go.id/perpustakaan_penilaian/uploaded/pdf/8fb229e1b0437d34ab23c25e6b991b.pdf), Access on 24<sup>th</sup> May 2017

<sup>9</sup> <http://m.kumparan.com.sec.android.app.sbrowser/readinglist/0328125638.mhtml>, article the world's largest ranking of countries and regions by English skills, access on 24<sup>th</sup> May 2017

students were difficulties in word meaning and also the structure of reading comprehension. The other factor that causes it such as the students' difficult on understanding the text although the teacher taught them clearly. They cannot implement their knowledge and confused while they read the text.<sup>10</sup>

This research was conducted at the eighth grades students of SMPN 1 Siman Ponorogo with this consideration that the school began to decline, students has value low in English especially reading comprehension to eighth grade, parents are less interested to send their children to school because it is located in the village and the competitiveness of junior high schools in Ponorogo increasingly tight. Besides, in this study, the researcher choose eighth grade to be a research participant because based on preliminary study results they seem to have difficulties in understanding reading texts and students' reading skills are still low. In junior high school students are expected to be able to read text based on five English text genres, namely: procedure, descriptive, recount, narration, and report. However, not all texts are studied by eighth grade in junior high school. They only focus on descriptive texts, recount text, and narrative text. In this study, the researchers decided to use narrative text. The choice of this text is not only based on the eighth grade junior syllabus but also the fact that students seem to have difficulty in understanding narrative texts more than other genres.

From some description above, the writer is interested to carry out a research dealing with the topic related to the problem. The writer is curious to know the students'

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<sup>10</sup> Look at Pre- research Interview Transcript 01/I/05-III/2018 at Appendix 7

difficulties in reading comprehension, especially in narrative text. This idea encourages the researcher to do this research. Based on the description, the writer decided to the research with the title: "Case Study on Students' Difficulties in Comprehending the Narrative Text".

## **B. Limitation of the Problem**

This study is only limited to students' difficulties in reading comprehension. This study is conducted at the eighth grade students of the senior high school in SMP N 1 Siman. This study focuses on analyzing of a case study on students' difficulties in comprehending narrative text at SMP N 1 Siman Ponorogo in Academic Year 2017/2018.

## **C. Statement of the Problems**

Based on the background above, the researcher formulates the research problem as follow:

- a. What are the difficulties faced by eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018 in comprehending narrative text?
- b. What are the factors that cause students' difficulties in comprehending narrative text for eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018?
- c. What are the teachers' efforts in solving the students' problems?

## **D. The Objective of the Study**

- a. To describe the difficulties faced by eighth grade students of SMP N 1 Siman in Academic Year 2017/2018 in reading comprehending narrative text.
- b. To find out the factor that causes the students' difficulties in comprehending narrative text for eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018.
- c. To know teachers' method of solving students' problem to comprehend the English narrative text.

## **E. The Significances of Study**

- a. Theoretical significance

This research will give some information about students' difficulties in reading comprehension. This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process. The results of this study is helping the teacher to solve problems on students' difficulties in reading comprehension. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

- b. Practical significance

The result of this study is expected to be beneficial for:

1. The teacher:

This study is expected to improve reading, teaching and learning process and choose the most appropriate teaching method based on his student's problem.

## 2. The students

This study is expected to the students' reading comprehension improve their ability in comprehending the English reading text and to be more active in learning English.

## 3. The researcher

The proposed study could benefit and help several researchers as their guide. The result of this research can be used as the references to the other researchers who will conduct a research on the topic. Also additional information and knowledge of experience in education, especially in teaching reading for a better future English teacher.

## F. Organization of the Thesis

This research includes many parts that explain the research planning. The organization of the thesis is formulated into:

### CHAPTER I : Introduction

Consist of Background of study, limitation of the problem, statement of the problem, the objective of the study, the significances of study, and organization of the thesis.

### CHAPTER II : Review of Related Literature

Consist of 1) Previous study, 2) Student's difficulties of reading comprehension; definition of student's difficulties of reading comprehension, some factors cause the student's difficulties in the narrative text, 3) reading comprehension; definition of reading comprehension, types of reading, elements of reading, micro skill and macro skill for reading comprehension, level of reading comprehension, the factors effect of reading comprehension, the importance of reading, 4) teaching reading; definition of teaching, principles to teaching reading, the process of teaching reading, approaches to teaching reading, 5) Narrative Text; definitions of narrative text, the generic structure of narrative text, language features

### CHAPTER III : Research Methodology

This chapter presents the data that includes general data that is connected with research design, research location, data and source of data, the technique of data collection, data analysis, verification of data validities, and research procedure.

### CHAPTER IV : Data Description

In this chapter describes general data and specific data of the research.

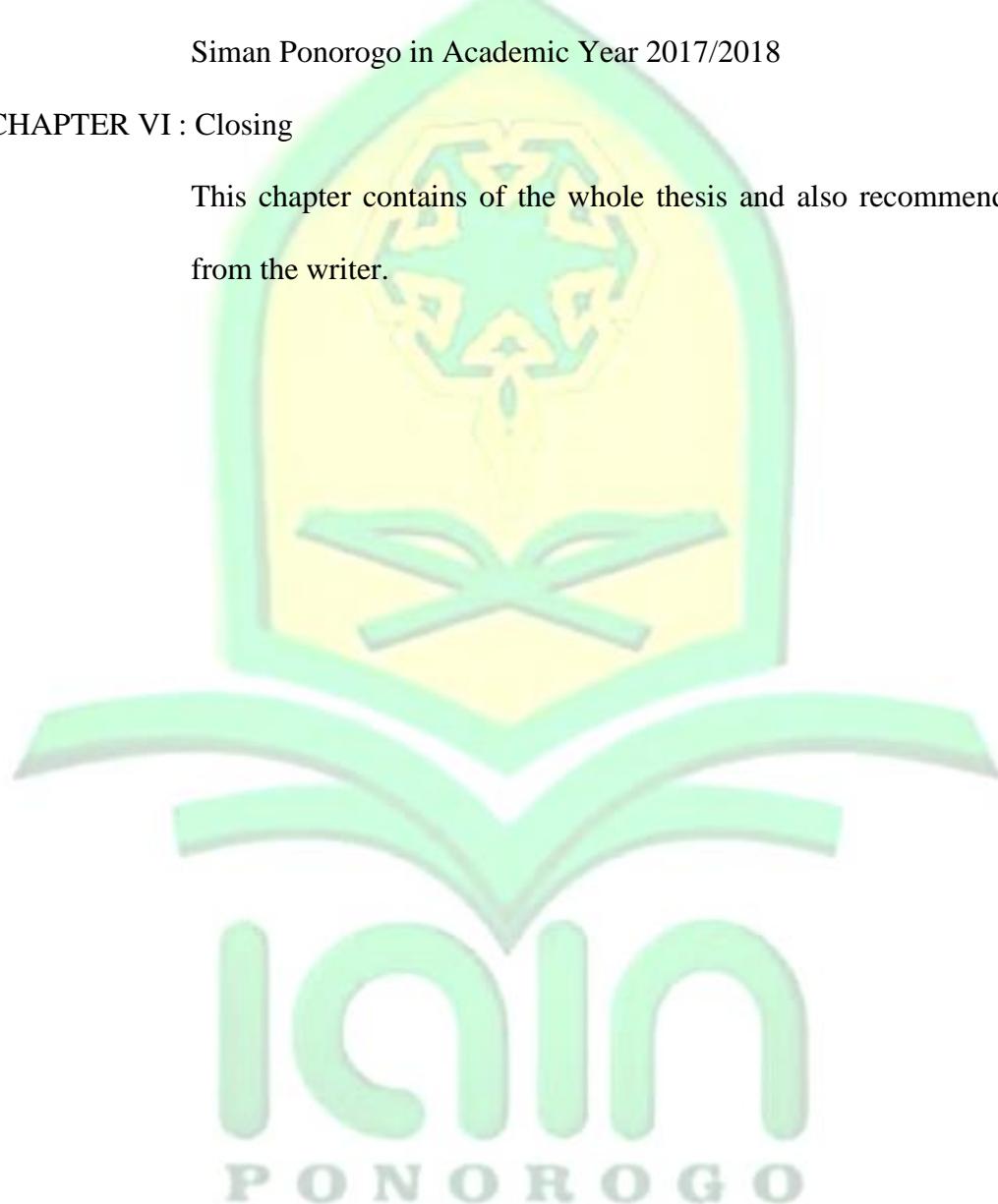
### CHAPTER V : Analysis Data

This chapter consist of the analysis of the data about some students' difficulties faced by eighth grade students of SMPN 1 Siman Ponorogo in academic year 2017/2018 in comprehending narrative text, the

factors that cause students' difficulties in comprehending narrative text  
and the teachers' effort in solving the problems students' difficulties  
in comprehending narrative text for eighth grade students of SMP N 1  
Siman Ponorogo in Academic Year 2017/2018

#### CHAPTER VI : Closing

This chapter contains of the whole thesis and also recommendation  
from the writer.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Study**

There are many researchers that discuss students' reading comprehension and narrative text. The writer will take the various aspect to be investigated. The previous studies here are used to find out gaps between this research and the previous study that had been done by previous researchers.

The first, research that conducted by Ikah Atikah from UIN Syarif Hidayatullah Jakarta. The title of his research was "Analysis on the students' linguistic problem in reading comprehension (A Case Study at Second Grade Students of MTs Baiturahmah Sukabumi in Academic Year 2009/2010)". Ikah atikah did the qualitative research. Based on the data analysis and the discussion, the writer concluded that there are less of comprehension at the eighth grade students of MTs Baiturahmah in reading especially in linguistic problems, students have low vocabulary and structure. It can be known from the explanation about 38, 13% students find difficulties in the use of vocabulary under the student's comprehension in reading. 48, 33% students' find difficulties in the use of structure under the students' comprehension in reading. 31,

25% students' find difficulties in the use of vocabulary under the students' comprehension in reading.<sup>11</sup>

The second, research that conducted by Sarwo from Tanjungpura University Pontianak. The title of his research was "Analysis on the Students' Problems in Comprehending Narrative Texts" a research journal.<sup>12</sup> The objective of the study is to know how well the students' ability in comprehending narrative text. Based on the research analysis of the result of the research, the writer describes that: (1) based on the research finding, the students are weak at comprehending narrative text by which the mean score for all item was 35.42. It means that the students have not been able to comprehend narrative texts so far (2) the problems faced by the students are: *First*, the student' vocabularies were weak at vocabulary. *Second*, most students were difficulties at all part of generic structures at narrative texts.

Another research was done by Sasmita with her title "Identifying Students' Abilities in Understanding English Reading Texts: A Case Study at the Second Year Students of SMKN 1 Gangga in Academic Year 2012/2013".<sup>13</sup> This study was aimed to find out the students' level of abilities in understanding English reading texts and the factors may make the students had difficulties in understanding English reading

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<sup>11</sup> Ikah Atikah research Analysis on the students' linguistic problem in reading comprehension (A Case Study at Second Grade Students of MTs Baiturahmah Sukabumi), accessed on 29<sup>th</sup> February 2018

<sup>12</sup> Sarwo, Analysis on the Students' Problems in Comprehending Narrative Texts" a research journal, Accessed on 29<sup>th</sup> February 2018

<sup>13</sup> Eka. Sasmita, Identifying Students' Abilities in Understanding English Reading Texts: A Case Study at The Second Year Students of SMKN 1 Gangga in Academic Year 2012/2013. (online). (<http://fkip-unram.ac.id/ejurnal/index.php/inggris/article/view/235>) accessed on January 31<sup>st</sup> 2018

texts. Based on the research findings the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.

This research will be different from the previous studies above because in this research the researcher will analyze the difficulties in understanding reading text faced by junior high school students. Furthermore, this research will focus on the students' difficulties in understanding narrative texts. The object of this research is eight grade at SMP N 1 Siman Ponorogo. This research use case study of qualitative research.

Concerning the previous research, the writer will try to analyze the students' difficulties in comprehending of narrative text. Here, the writer will analyze problems in reading comprehension because the writer will find out what are factors that cause difficulties in reading comprehension. Since every student probably has different difficulties in understanding the reading text, the researcher got an inspiration to do a research based on this topic. The writer also will find the teacher's effort to overcome students' difficulties in reading comprehension that is appropriate and effective to solve it.

## **B. Students' Difficulties in Reading Comprehension**

### **1. Definition of Students' Difficulties in Reading Comprehension**

A learning disability is a conditions that cause students not learn properly. Meanwhile, according to Sabri, a learning disability identical with difficulty

students in accept or absorbed this lesson in school.<sup>14</sup> According to Hammil et al., a learning disability is a variety of the form of difficulty real in listening, speak, read, writing, reasoning, and activities arithmetic.<sup>15</sup>

Reading disability may be characterized by, 1) difficulties in single word reading, 2) initial difficulties decoding or sounding out words, 3) difficulties reading sight words, 3) insufficient phonological processing; that is, the understanding that sentences are comprised of words, 5) words are made up of syllables, and syllables are made up of individual sounds or phonemes, 6) expressive or receptive language difficulties, 7) difficulties with comprehension.<sup>16</sup>

According to Oakhill, he shows that one general problem that less-skilled comprehends seems to have is making inferences from the text. These difficulties include; a). Inferring information that is only implicit in a text. b). making inferences to connect up the ideas in a text. And c). Inferring the meanings of particular words from context.<sup>17</sup> Three studies discuss the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include the main idea.

According to Makar, students have difficulty correctly reading information. We offer some reasons for why it is important for students to be able to correctly read

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<sup>14</sup> Nini Subini, *Mengatasi Kesulitan Belajar Pada Anak*, (Jogjkarta: Javalitera, 2011), 16

<sup>15</sup> Ibid, 14

<sup>16</sup> Saskatchewan Learning, *Teaching Students with Reading Difficulties and Disabilities: A Guide for Educators*, (student diversity, 2004), 12

<sup>17</sup> Jane Oakhill, (1993), *Children's Difficulties in Reading Comprehension*, Educational psychology review, Vol. 5, No.3, 227

and offer suggestions on how to help develop this type of reasoning.<sup>18</sup> It means that students should increase their information in order students do not get difficult in their education.

According to Carvalho many students have difficulties in performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting relevant content, organizing and synthesizing information retrieved from different textual sources, and making use of conventional forms adopted by the academic community. Many students are unfamiliar with tasks like this and some of them explicitly admitted, it had been difficult for them to understand what they are expected to do. These difficulties may be related to students' past schooling experience and the literacy practices they had been used to. As we said above, in Portuguese schools, writing is rarely seen as a learning tool and students are more often asked to use it in knowledge reproduction tasks than in knowledge construction ones.<sup>19</sup> It means that students get more difficulty in reading because students feel lazy to read. Reading comprehension is so useful for them to obtain new insight which is called receptive skill, and Writing can help them in productive skill. Therefore, if the students have difficulties in performing the task, the students have a lot to read.

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<sup>18</sup> K. Makar (Ed.), *Using Assessment items to study students difficulty reading and interpreting graphical representations of distributions*, (New Zealand: University of Auckland , 2005)

<sup>19</sup> José Brandão Carvalho, *Students' difficulties when facing new literacy practices at post graduate levels* (European Conference on Reading – Proceedings), 183

## 2. Some factors cause student' difficulties in the narrative text

Learning difficulties and learning problems become terms that describe a child beginning to have difficulty learning in school. In some countries, it is also used as a synonym for learning disabilities. Everyone may experience mild and severe learning difficulties, caused by internal or external factors.<sup>20</sup>

Many different factors contribute to the cause of students' difficulties in the understanding text. According to Westwood, there are eight problems students' difficulties in reading the narrative text, they are:<sup>21</sup>

### a) Limited vocabulary knowledge

Word knowledge is the most important element for reading comprehension because readers cannot comprehend the sentence without attaching the meaning to the word.<sup>22</sup> Krashen and Terrell agreed that a passage with many unfamiliar words causes difficulties in comprehension.<sup>23</sup>

Reading comprehension relates to the vocabulary mastery. Here, if the students have limited vocabulary knowledge, the students will get difficulty in

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<sup>20</sup> Journal Ali Murtadlo, *Kesulitan Belajar (learning difficult) dalam pembelajaran matematika*. edu-Math; Vol 4, Tahun 2013

<sup>21</sup> Westwood, Peter. *What teachers need to know about Reading and writing difficulties?* (Australia: ACER Press, 2008), 33

<sup>22</sup> Carrel, P.L., Devine, J., & Eskey, D.E, *Interactive Approach to Second Language Reading*, (Cambridge: Cambridge University Press, 1998)

<sup>23</sup> Krashen, S.D., & Terrel, *The Natural Approach: Language Acquisition in the Classroom*. (London: Prentice Hall Europe, 1998)

comprehending the text and can cause misunderstanding or comprehension error. So, vocabulary is needed in comprehending the text.

b) Lack of fluency

Fluency in reading comprehension makes the readers can grasp the accurate information well.<sup>24</sup> Fluency has a close correlation with reading comprehension. If the readers have lack of fluency, its mean the readers can't comprehend the text well, and they can't take the accurate information.

c) Lack of familiarity with the subject matter

Here, familiarity with the subject matter relates to readers' prior knowledge. Here, the readers who do not have prior knowledge will have the problem in comprehending the texts.

d) The difficulty level of the text (readability)

The concept of the difficulty level of text is about vocabulary, sentence length and structure of the sentence that must be read by the students.<sup>25</sup> So, the teachers must ensure if the texts that are used for the students match with students' ability in reading comprehension.

e) Inadequate use of effective reading strategies

Most students do not know the crucial role of the strategy use in comprehending text. They do not know if the strategy helps them to comprehend the text

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<sup>24</sup> Westwood, Peter. *What teachers need to know about Reading and writing difficulties?* (Australia: ACER Press, 2008), 33

<sup>25</sup> *Ibid*, 35

effectively. So, the students often make error interpretation about the content of the text. But, this case does not cause from the students only, but the teachers also have role in the strategy use. In fact, the teachers do not spend much time or even, no time to give instruction about the strategic use in comprehending the text.

f) Weak verbal reasoning

When the students comprehend the text deeply, the students will be able to give the reason about the information that has been captured. This case is difficult enough for poor readers.<sup>26</sup> So, the teachers must guide them to make the connection between information that exists in the text and the students' prior knowledge.

g) Problems with processing information

Good readers are able to take and save the information that is taken from the text. Whether the literal or inferential information, the good readers can take that information. While the poor readers are difficult enough to keep the information. Concerning this case, the teachers must do something to solve this case. The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully.<sup>27</sup>

h) Problems in recalling information after reading

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<sup>26</sup> *Ibid*, 36

<sup>27</sup> *Ibid*, 37

Reading comprehension is the activity where the readers grasp information from the text. And after comprehend the text, the readers can convey the information that has been taken during the comprehending text. The Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the text.

## C. Reading

### 1. Definition of reading comprehension

Reading is an activity to get ideas between the writer and the reader to understand what they read. In English Foreign Language (EFL) reading is one of the most important factors in assessing learner's linguistic competence. However, it is a skill for the reader should be master in good reading skills to get information or ideas from the act of communication. According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse.<sup>28</sup>

In addition based on Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.<sup>29</sup> Similarly, Jeremy Harmer said that reading encourages the reader to focus on vocabulary, grammar or punctuation and also use the reading material to demonstrate the way to construct sentences, paragraphs and

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<sup>28</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press,1994), 12

<sup>29</sup> Jeremy harmer, *The Practice of English Language Teaching*, (New York: Longman,1991), 190

whole texts.<sup>30</sup> It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simpler process than comprehension.

Reading is a number of special focuses to reader or students. Many students often have read as one of their important goals to be able to read for information and pleasure for their career and for their study purposes.<sup>31</sup> According to Grellet, reading is continuous process guessing.<sup>32</sup> Moreover, there are interacting dynamically from the reader to gets the information depend on what the purpose of the reader and the process to understand the text by guessing. Thus reading, an active or receptive skill rather than passive skills because the reader automatically gets the information or ideas by doing knowledge in his/her brain to get the ideas from the text.

Reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.<sup>33</sup>

Reading comprehension is determined by decoding and language comprehension skill. Each of this component is assumed to be necessary but not sufficient, for success in reading. The ability to recognize the printed words the text

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<sup>30</sup> -----, *How to Teach English*, (New York: Pearson Education Limited, 2007), 99

<sup>31</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York : Cambridge University Press,2002), p. 273

<sup>32</sup> Francoise Grellet, *Developing Reading Skills*, (New York: Cambridge University Press, 1999), 7

<sup>33</sup> Cathy Collins Block, et al *Comprehension Process Instruction Creating Reading Success in Grades K–3*, (New York: The Guilford Press, 2004), 3.

is essential to understand what is written, but good decoding is not sufficient for reading; comprehension is also required, the ultimate goal of reading is the extraction of meaning.

Comprehension also is a multifaceted process which can be affected by a variety of skills. There are five comprehension skills:

- a) Recalling words meanings (vocabulary knowledge)
- b) Drawing inferences from content
- c) Following the structure of the passage
- d) Recognizing a writer's purpose, attitude, tone, and mood
- e) Finding answer to question answered explicitly or in paraphrase.<sup>34</sup>

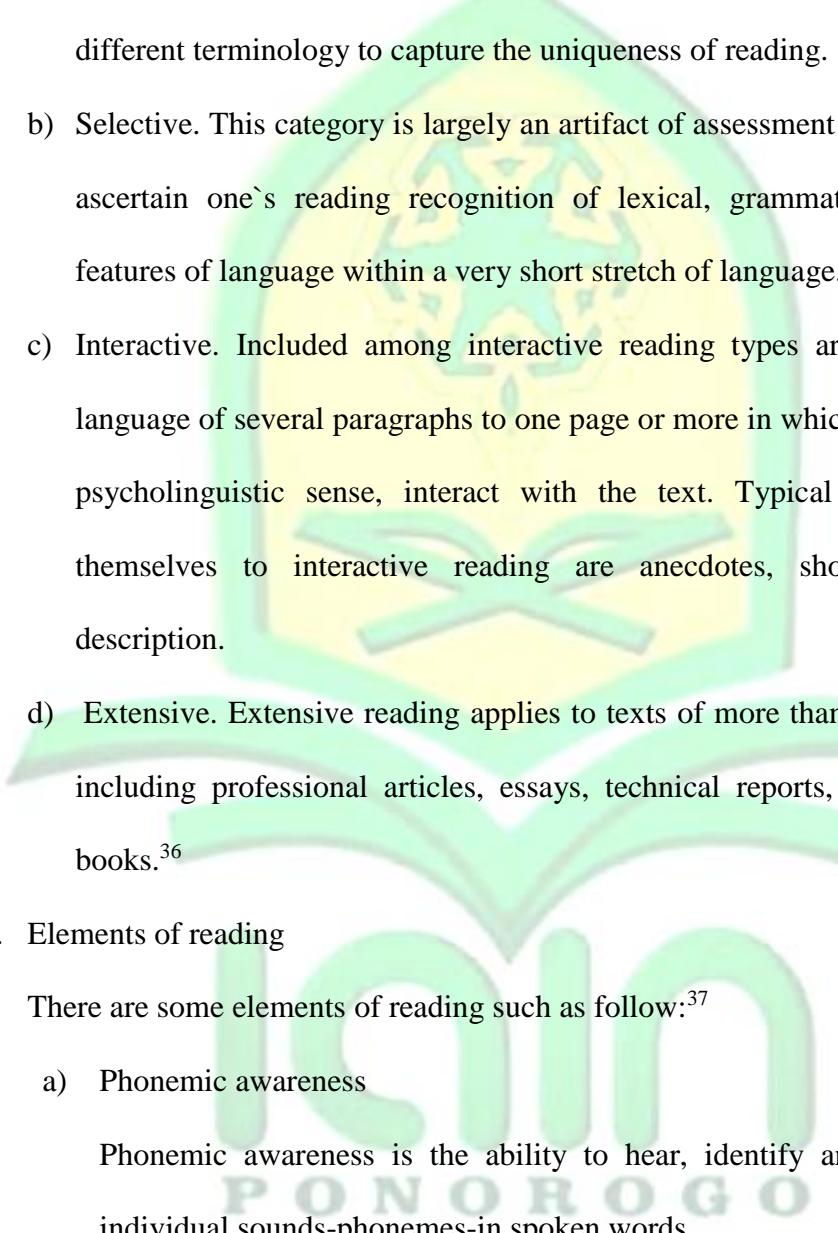
Reading comprehension is critically dependent on the reader's fluency in identifying printed words, as reflected in the reader's accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression. Fluent reading depends heavily on a great deal of practice in reading, spelling, and writing. It also depends on reading and reading the material at an appropriate level of difficulty.<sup>35</sup>

## 2. Types of Reading

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<sup>34</sup> Miekke, *Analysis Study of Students' Difficulties to comprehend the English Reading, a research journal*, Accessed on 29<sup>th</sup> February 2018

<sup>35</sup> William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 310.

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- a) Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some different terminology to capture the uniqueness of reading.
  - b) Selective. This category is largely an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
  - c) Interactive. Included among interactive reading types are stretches of the language of several paragraphs to one page or more in which reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, and description.
  - d) Extensive. Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.<sup>36</sup>

### 3. Elements of reading

There are some elements of reading such as follow:<sup>37</sup>

- a) Phonemic awareness

Phonemic awareness is the ability to hear, identify and manipulate the individual sounds-phonemes-in spoken words.

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<sup>36</sup> H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: California, 2003), 189

<sup>37</sup> Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes: A Successful Way to Learn Scientific English* (Yogyakarta: ANDI, 2013), 1.

b) Phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

c) Vocabulary

Vocabulary refers to the words we must know to communicate effectively.

Reading vocabulary refers to words we recognize or use in print.

d) Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically.

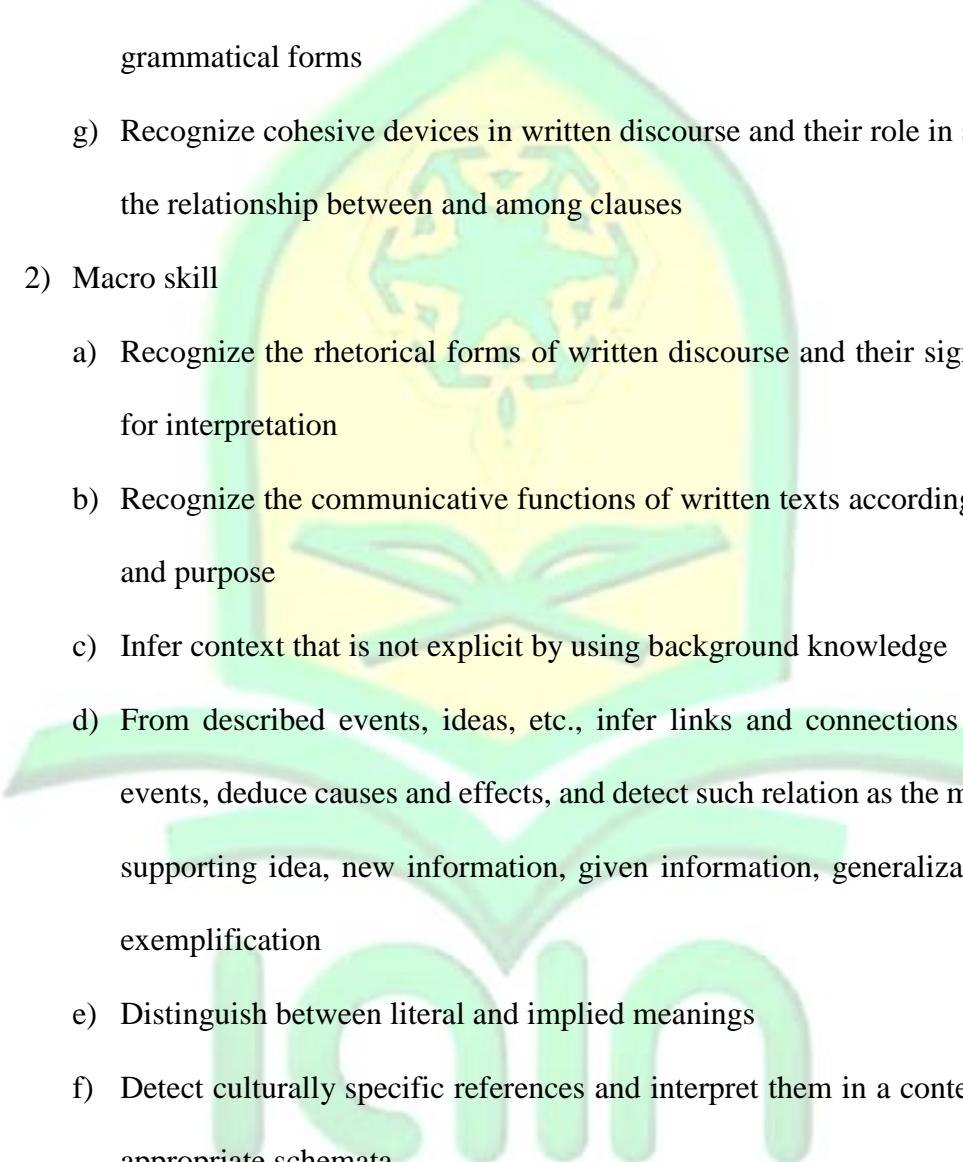
e) Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

4. Micro skill and Macro skill for Reading Comprehension

1) Micro skill

- a) Discriminate among the distinctive graphemes and orthographic patterns of English
- b) Retain chunks of the language of different lengths in short-term memory
- c) Process writing at an efficient rate of speed to suit the purpose
- d) Recognize a core of word, and interpret word order patterns and their significance

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- e) Recognize grammatical word classes (noun, verb, etc.), the system (e.g., tense agreement, pluralization), patterns, rules, and elliptical forms
  - f) Recognize that particular meaning may be expressed in different grammatical forms
  - g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- 2) Macro skill
- a) Recognize the rhetorical forms of written discourse and their significance for interpretation
  - b) Recognize the communicative functions of written texts according to form and purpose
  - c) Infer context that is not explicit by using background knowledge
  - d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relation as the main idea, supporting idea, new information, given information, generalization, and exemplification
  - e) Distinguish between literal and implied meanings
  - f) Detect culturally specific references and interpret them in a context of the appropriate schemata

- g) Develop and use the battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts<sup>38</sup>

## 5. Level of Reading Comprehension

Reading has levels of reading. This level reading as seen from the reading skill of students. The success of the reading students depending on the level of the text. Therefore there must be a balance between the material and the ability of students

### a) Literal comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it is hope the students can recognize the details such as fact and main idea.

### b) Inferential Comprehension

Inferential comprehension refers to the understanding of ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading materials he read between the lines. Inferences are some ideas that the reader receives when he goes beneath the surface to sense relationship, put facts and ideas together to draw the conclusion and make the generalization. In

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<sup>38</sup> H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: California, 2003), 187-188

this level, the student can infer supporting details, the main idea which is not explicitly stated, and the relationship of cause and effect.

c) Critical Comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, making a personal judgment on the accuracy, the value of what is being read.

It means questioning, comparing, and evaluating.<sup>39</sup>

## 6. The Factors Effect of Reading Comprehension

According to Paul Witty there are seven main factors connected with reading success or failure, that is:

a) Physical Conditions

Have your eyes and ears checked. Make certain that your vision and hearing are reasonably good. If either is poor, you may be having difficulty in recognizing or pronouncing words. This, of course, interferes with your reading progress.

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<sup>39</sup> Miekke, *Analysis Study of Students' Difficulties to comprehend the English Reading, a research journal*, Accessed on 29<sup>th</sup> February 2018

If print looks blurred to you, your vision is probably not as good as it should be. If you have frequent headaches, you may have eyestrain. This eyestrain may be due to the fact that you need properly fitted glasses.

You may have to listen intently to hear what is being said. You may confuse words spoken to you. You may frequently have to ask a person to repeat what he has just said.

b) Speed of Reading

Your reading speed depends both up on your reading habits and your reading skills. If you move your lips while reading, this slow down your rate. But if you read a group of words instead of a single word at a glance, this steps up your reading speed.

c) Oral Reading

If you are a good reader, you are able to read aloud with clarity and expression. You don't stumble over words or read in a monotone. Rather, you read so that your listeners understand and enjoy what you are reading.

d) Vocabulary

The better you vocabulary the better your reading. Whether your vocabulary is now good or poor, you should keep on trying to learn the meaning of new words.

When you come across a word you don't stop reading. Keep on reading until you finish a chapter or magazine article. The reread the sentence in which the new words appears. Try to get the word's meaning from the words around

it. If you still are not sure what the word means, look it up in a dictionary.

Always compare the different meanings and select the one that fit your reading.

e) Reading Comprehension

Reading comprehension is not just one ability, it is many different abilities include a long and varied list of reading skills and habits.

If you have good comprehension you give close attention to what you are reading. You read to meet your own well defined purpose. You relate what you read to your own experience. You have critical attitude toward what you read. And you are able to organize the information you get for reading.

f) Ability to Use References

If you are good reader, you are family with materials such as dictionaries, encyclopedias, yearbooks, and the library's card catalog. You know where to find these references and how to use them.

g) Pattern Reading

If you are an effective reader, you have a pattern of reading that covers a wide variety of interests. You read magazine articles and books on different subjects. You read both fiction and nonfiction. You skim a newspaper and read carefully the most important parts, and you probably make good use of the public library.<sup>40</sup>

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<sup>40</sup> Paul Witty, How to Become a Better Reader (United State of America: Science Research Associate, Inc, 1953), 23-24.

## 7. The Importance of Reading

In other word, reading skill is very crucial to be mastered by language learners, especially for the junior high school students because it will be useful for them when they decide to continue their study.

## D. Teaching Reading

### 1. Definition of Teaching

Teaching is an educative activity, According to Douglas Brown, teaching is guiding and facility learning, enabling the learner to learn, setting condition of learning.<sup>41</sup> In teaching, teacher must make a good interaction with the students in order to make the students able to accept the materials presented easily. According to Brown States, teaching is showing or helping someone how to do something giving instruction guiding in the study of something providing with knowledge causing to know or understand.<sup>42</sup>

Thus teaching is an activity of helping students how to learn the subject matter and guiding them to understand new knowledge. For this case, the teacher has to give students an opportunity to construct new knowledge. Students' must be involved in teaching process. On the other words, teaching is process of helping

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<sup>41</sup> Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco: Longman, 2000), 8

<sup>42</sup> *Ibid*, 8

students to understand new knowledge that they have never experienced and to achieve the better understanding.

According to Jeremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that it is best teaching can also be extremely enjoyable.<sup>43</sup> Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

## 2. Principles to Teaching Reading

There are some principles of teaching reading such as.

### a) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, and knowledge of how text can be organized rhetorically, knowledge of how one's first language works,

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<sup>43</sup> Jeremy Harmer, *The Practice of English Language Teaching. Third Edition.* (London: Longman, 2001), 200

knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be active by setting goals, asking questions, making predictions, teaching text structure, and so on.

b) Build a strong vocabulary base

Basic vocabulary should be explicitly taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

c) Teach for comprehension

Monitoring comprehension is essential to successful reading. Teach for comprehension that readers must monitor their comprehension processes and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend.

d) Work on increasing reading rate

Teachers over emphasize accuracy which impedes fluency in increasing students reading rate. The teacher must work towards finding a balance between assisting students to improve students reading rate and developing reading comprehension skill. It is very important to understand that the focus is not to develop speed readers, but fluent readers.

e) Teach reading strategies

In Oxford explain that strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies

are not a single event, but rather a creative sequence of events that learners actively use". This definition underscores the active role that readers take in strategic reading. Students need to learn how to use a range of reading strategies that match their purposes for reading.

f) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.

As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

g) Build assessment and evaluation into your teaching

Quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

h) Strive for continuous improvement as a reading teacher

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. The good reading teacher actively teaches students what to do. To succeed, reading

teacher need more than classroom tips and techniques: reading teacher need to understand the nature of the reading process.<sup>44</sup>

### 3. The Process of Teaching Reading

Generally, activities during a reading instructional processes are consisting of three phase:

#### a) Pre-reading

The activities in the pre-reading phase are intended to make students ready for the task of reading. Teacher is mentioning the topic to be read and asking students prior knowledge of the topic are just two examples activities implemented in the pre-reading stage.

#### b) Whilst-reading

The activities in the whilst-reading phase are aimed at training the students to grasp meaning from the text. Therefore, during this stage the teacher's role is to facilitate the students' comprehension such as identifying words which are difficult for the students.

#### c) Post-reading

The activities in the post-reading are done to provide inputs on the students' comprehension.<sup>45</sup>

### 4. Approaches to Teaching Reading

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<sup>44</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), page.75-79.

<sup>45</sup> Caroline Woods, *Teaching and Assessing Skills Language* (Cambridge: Cambridge University Press, 2005), 65

According Richards and Rodgers that approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. There are two approaches to teaching reading, that are:

a) An extensive approach

An extensive approach to teaching reading is based on the belief that when students read for general comprehension large quantities of texts of their own choosing, their ability to read will consequently improve. In an extensive reading course, the text is always to be read for comprehension of main ideas, not of every detail and word. Extensive readings are not generally used to teach or practice specific reading strategies or skills. Since students read authentic materials, the texts do not have accompanying reading exercises.

b) An intensive approach

In an intensive approach to reading, reading the text is treated as an end in itself. Each text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in depth with various selected aspects of the text.<sup>46</sup>

## E. Narrative Text

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<sup>46</sup> Cited in Aebersold and Field, *From Reader to Reading Teacher*, 42-45

## 1. Definitions of Narrative Text

Narrative text is one type of text taught for second grade in Junior high school. In narrative text students are expected to understand about the context and to find the moral value of the story. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story etc.

According to Anderson, narrative is a text that tells a story and in doing so entertains audience.<sup>47</sup> Narrative is telling a story and to be interesting, for readers to respond to some event in your life as if it were their own.<sup>48</sup>

On the other hand, in narrative text can be present as written or spoken texts who told the story is called narrator. If narrator is one of the characters in the story is said to be told in the first person and the person outside from the story is called third person characters.

According to Keraf the narrative is a form of discourse which attempted to narrate an event or events that it seems as if the reader see or experience the events. Therefore, the most important element in a narrative is the element of the act or acts.

Based on the above explanation narrative can be defined as a form of plant in the main target of the doings of the braided and woven into an event that occurred

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<sup>47</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 2003), 3.

<sup>48</sup> Alan Meyers, *Gateway to Academic Writing*, (New York: Pearson Education, Inc., 2005), 52.

in a unit time. Or it can also be formulated in another way: the narrative is a form of discourse that attempted to describe very clearly to the reader of an event that occurred.

But, as it was already stated above, the story has always a difference, at least concerning the purpose or goal. There is a narrative that aims to provide information to the readers, to his knowledge expanded the narrative. The students especially students in Senior High School level must deal with many kinds of text that must be learned by the students is narrative text. Meanwhile the text should be learned through a meaningful activity.

## 2. The Generic Structure of Narrative text

Narrative text is found in stories and has a structural organization that includes beginning, a middle, and an end of the story. Around this organizational structure may be built several story episodes comprising characters, setting, problem, goal, actions, and resolution/solution.<sup>49</sup> Moreover, narrative is the text that tells the events that happened in the past time that consists of problem-solving such as folktale, legend, and fable. The generic structure of narrative text are as follows:<sup>50</sup>

- a. The orientation which is giving information about the setting of the scan that shows the place and the time of the story just happened, introduce the people in the story and what is involved in it.

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<sup>49</sup> Angela Carrasquillo, et.al, *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*. (Clevedon: Multilingual Matters Ltd. 2004) 74

<sup>50</sup> Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 2 An English Course*, (Jakarta: Erlangga, 2007), 154

- b. Complication which telling the beginning of the complication or problematic which leads to the climax or crisis of the main participant.
  - c. Resolution, resolving the crisis or the problem either in a happy or in a sad ending.
  - d. Re-orientation is closing remark to the story which consist a moral lesson and advice or the readers.
3. Language features
- a. Nouns: traveler, bundles, tree, road, etc.
  - b. Pronouns: they, their, its, it, etc.
  - c. Noun Phrase: The dusty and rough road, a big old tree, etc.
  - d. Simple past tense : He walked away from the village
  - e. Time connectives and conjunction: one day, a week, later, then, a long, long time ago, when, etc.
  - f. Adverb and Adverbial Phrases: angrily, in horror, etc.
  - g. Material Processes (action verbs): arrived, ate, went, etc.
  - h. Verbal processes (saying verbs): asked

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the researcher applied a qualitative research approach. Qualitative research shares these characteristics. Additionally, it seeks to understand a given research or topic from the perspective of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of particular populations.<sup>51</sup>

Boghan and Taylor define a qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words of people and observable behavior. According to them, this approach is directed to the background and the individual is holistic (whole). So, in this should not be associate individuals or organizations into variable or hypothesis, but need to view them as part of a wholeness.

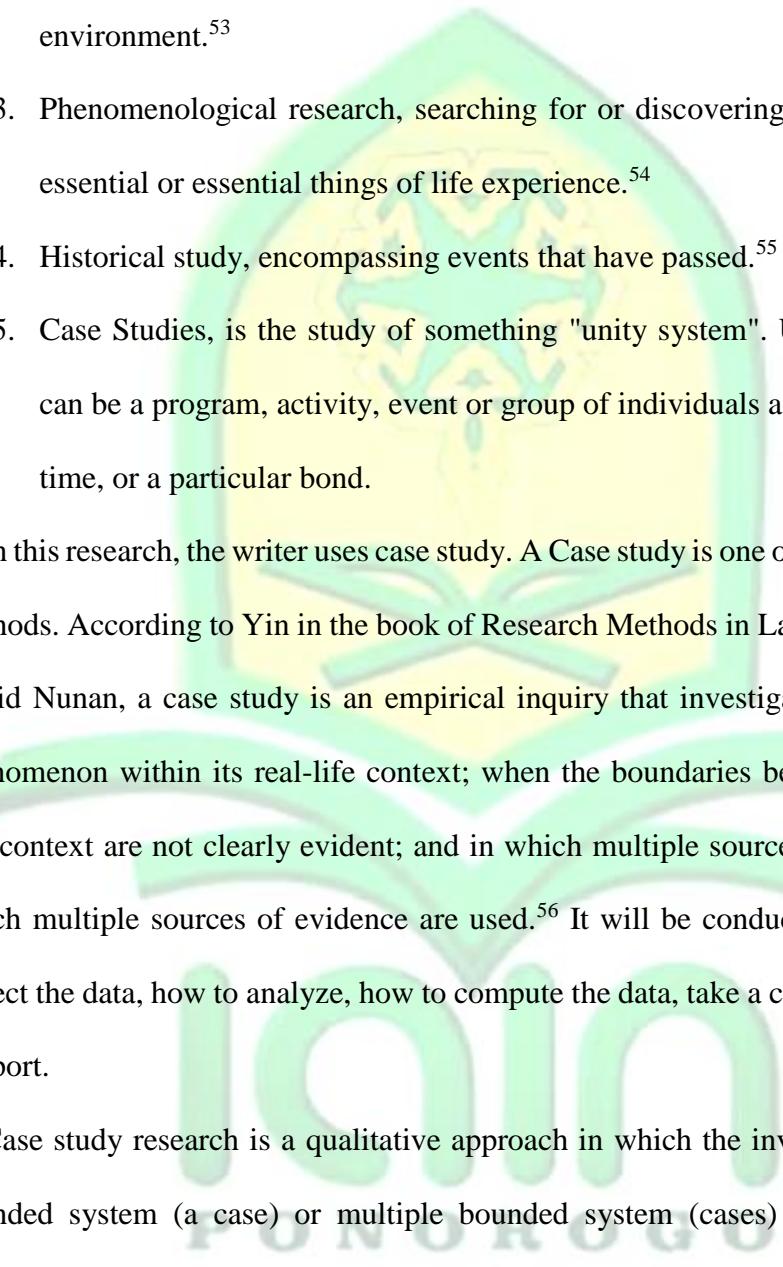
There are several types of qualitative research, among others:

1. Biographical research, to examine an individual person if the material is available and the individual studied will share information.<sup>52</sup>

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<sup>51</sup> Natasha Mack, et al., *Qualitative Research Methods: A Data Collector's Field Guide* (USA: Family Health International, 2005), 1

<sup>52</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), 52

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2. Ethnographic research used to examine human behavior in a specific natural environment.<sup>53</sup>
  3. Phenomenological research, searching for or discovering the meaning of the essential or essential things of life experience.<sup>54</sup>
  4. Historical study, encompassing events that have passed.<sup>55</sup>
  5. Case Studies, is the study of something "unity system". Unity of this system can be a program, activity, event or group of individuals associated by a place, time, or a particular bond.

In this research, the writer uses case study. A Case study is one of the type qualitative methods. According to Yin in the book of Research Methods in Language Learning by David Nunan, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence; and in which multiple sources of evidence are used.<sup>56</sup> It will be conducted through how to collect the data, how to analyze, how to compute the data, take a conclusion, and make a report.

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded system (cases) over time, through

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<sup>53</sup> *Ibid*, 54.

<sup>54</sup> *Ibid*, 57.

<sup>55</sup> *Ibid.*, 61

<sup>56</sup> David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992), p. 76.

detailed, in depth data collection involving multiple source of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case based theme. The type case study in this research is descriptive case study.<sup>57</sup> According to Bruce L. Berg descriptive case explorations require that the investigator present a descriptive theory, which establishes the overall framework for the investigator to follow throughout the study. What is implied by this approach is the formation and identification of a viable theoretical orientation before enunciating research questions.<sup>58</sup> It can be said from the theoretical explanation above, the researcher clear the research problems based on the qualitative approach especially case study procedures.

## B. Research Location

This research location is in SMPN 1 Siman. It located at Raya Siman Street, Siman, Ponorogo. This research was held at one public junior high school in Ponorogo. There are some reasons for choosing this school as the research location. The first one is that the school is locally for its good reputation in the town. Since this research is willing to find out students' difficulties in the reading comprehension especially narrative text.

The second reason is the school began to decline, students has value low in English especially reading comprehension to eighth grade, parents are less interested to send

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<sup>57</sup> John W. Creswell, Qualitative Inquiry and Research Design, Second Edition (London: SAGE Publications, 2007) 73

<sup>58</sup> Bruce L. Berg, Qualitative Research Methods for the Social Sciences (USA: Pearson Education Company, 2001), 230

their children to school because it is located in the village and the competitiveness of junior high schools in Ponorogo increasingly tight.

### C. Data and Source of Data

The data source is the subject of the data obtained. Researcher used interview technique in collecting data, then the data source is called informant (the person responding/ answer questions from the researcher). Researcher also uses the documentation technique, then the record (data) obtained becomes the data source.

The main data sources of this research are words and actions, the rest is the source of written data and photographs. The meaning of words and actions are the words and actions of the people who are observed or interviewed. This data source is recorded through written records. While the source of written data is a complement of the use of observation and interview.

Source of the data is the important thing in a research. The data sources of this research are:

- a. The eighth grade Students at SMPN 1 Siman. The students are the primary source of data from which the researcher observed their difficulties and cause of difficulties in understanding the reading text by giving them. Also, the researcher has interviewed them to get some information.
- b. The English teacher of the VIII F, G, and H grade students. The researcher interviewed the English teacher to get some information related to students' difficulties in learning reading narrative text.

## **D. Technique of Data Collection**

Data collection techniques is a way that can be used by researchers to collect data and obtain objective data. In this research, researchers used several methods in data collection as follows:

### **1. Observation**

Observation is a basic data collecting activity for many branches of research, particularly the natural and technical sciences, for example observing the results of experiments, the behavior of models, the appearance of materials. Observation can be used for recording data about events and activities, and the nature or conditions of objects. Observation can record how people react to questions, and whether they act differently to what they say or intend.<sup>59</sup>

From the explanation above, the researcher concludes that observation is basic of activity in research which has a purpose to collect data to produce the basis of research with going to the subject research directly. Observation can help the researcher to focus on the problem what the researcher wants deeply.

In this study, the researcher uses direct observation because it is conducted to the object directly. This technique is considered to observe the school facilities, the strategy of a teacher, and the students' reading in the learning process.

### **2. Interview**

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<sup>59</sup> Nicholas Walliman, *Research Method the Basic*, (Taylor & Francis e-Library: 2011), 100-101

According to Sugiyono, an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>60</sup>

So that the data collected through the technique of the objective of the interview can be comprehensive and well in accordance with the objective of the research, it is necessary to formulate the first outline of the main issues that will be asked as guidelines for the implementation of the interview. The steps that should be taken is as follows:

- a). Draw up a list of an interview guide grid. To make it easier for the preparation of questions so as in accordance with the kind of data that will all be brought together, first need to be prepared grid guide interview, in a working meeting with the purpose of and principal research , the details of the data collected , as well as details of the question items.
- b). Select relevant questions, selected relevant so that there is no overlap.
- c). Make an interview guide ready for use.<sup>61</sup>

According to Arikunto classification, there are their kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of the question, (b) structured interview. The interview carries out the interview by using a set questions arranged in advance, (c) semi

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<sup>60</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 175

<sup>61</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 175-176

structured interview. The interviewer uses a set question which is developed to gain the specific information.<sup>62</sup>

In this case, the researcher used the structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview will conduct to gain a spoken response from the participants. The functions of the interview in this research to acquire information about the factors were to cross-check the data and to make sure that the data from the observation and questioner were really valid.

In this study, the interview will be held to some eighth grade students and the English teacher of eighth grade students of SMP N 1 Siman Ponorogo. Students at the respondent who has difficulties in understanding English reading text and the English teacher as the person who teaches reading to them, so he has to know his students' reading competence well. This is will help the researcher to get more enough data.

### 3. Questionnaire

A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent

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<sup>62</sup> Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 1990)

topic.<sup>63</sup> The research information was attained from respondents normally from a related interest area.

The dictionary definition gave a clearer definition: A questionnaire was a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. From the questionnaire, the writer would get more data about the students' difficulties. The reason, the information would identify the students' problem and any additional information. The research chose student's answer from questionnaire as the main instrument to collect the data because the questionnaire could be the representative for the research to collect the data fast. Additionally, the questionnaire could be written by the data that can help the research to remain students' answer or response.

According to Sugiyono there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire will help the respondent to answer quickly because the researcher gives an alternatives answer to them.<sup>64</sup>

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<sup>63</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2009), 137

<sup>64</sup> *Ibid*, 63.

In this research, the researcher used close form questionnaire, the students were given some question with alternative answers, which had to be chosen by the students. The questionnaire was distributed after the students did the test.

The Questionnaire is a written form of questions that used to get information from the respondents. These questionnaires consist of twenty two items assessing students' difficulties and translated in the Indonesian language to help the students understand the content easily. The students were given a questionnaire to answer all of the statements and questions. It was clearly showed in the following table:

Table 1.1  
Instrument of Data Collection

Variable	Indicator	No. Item of Instrument	Total Items of Instrument	Technique
Students' Difficulties in Reading Comprehension On	1. Limited vocabulary knowledge	1,7,8	3	Questioner
	2. Lack of fluency	4, 21	2	

Narrative Text	3. Lack of familiarity with the subject matter	2,3, 15, 16, 17	5	
	4. The difficulty level of the text (readability)	14	1	
	5. Inadequate use of effective reading strategies	5, 9, 18,6	4	
	6. Weak verbal reasoning	19	1	
	7. Problems with processing information	10, 11, 12	3	

	8. Problems in recalling information after reading	13, 20	2	
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## E. Data Analysis

Mathew and Michael define analysis as consisting of three current flows of activity: data reduction, data display and conclusion drawing/verification. These activities is describe below:

### 1. Data Reduction

Data reduction is meant as the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project.

Qualitative data can be reduce and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a large pattern and so on.<sup>65</sup> In this research, the researcher selected the only important data to be researched, especially the data result of the observation, interview, and questioner.

### 2. Data display

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<sup>65</sup> Mathew B Miles, Qualitative Data Analysis (United States: SAGE Publications, 1994), 10.

The second major flow of analysis activity is data display. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

The display includes many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified the conclusion or move on the next step of analysis the display suggests may be useful.

### 3. Conclusion Drawing/ Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean is nothing regularities, patterns, explanation, possible configurations, causal flows, and prepositions. The competent research holds these conclusion are still there, inchoate and vague at first, then increasingly explicit and grounded.

Conclusion drawing, in our view is only half of a Gemini configuration. The conclusion is also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analysis's mind during writing, with a short excursion back to the field notes, or it may be through an elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus", or with extensive efforts to replicate a finding in another data set.<sup>66</sup>

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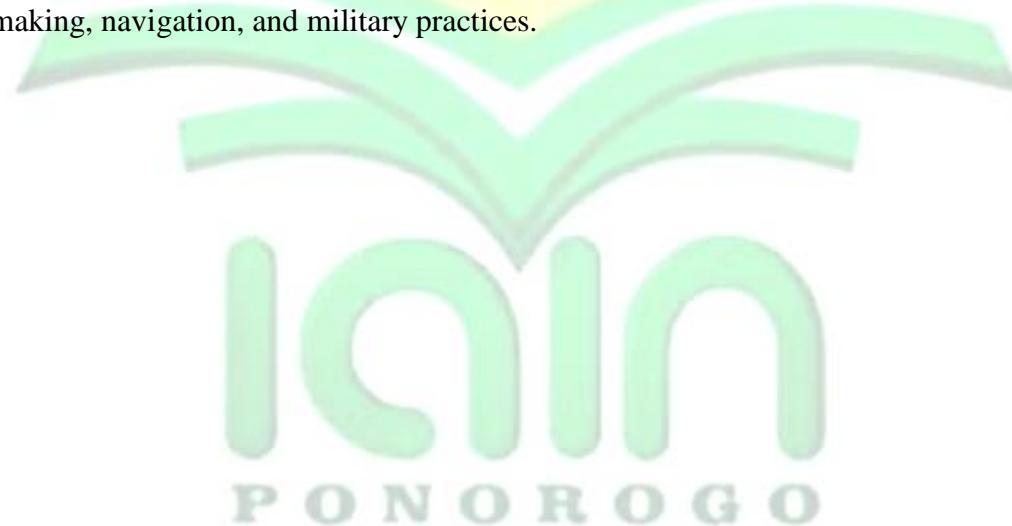
<sup>66</sup> *Ibid*, 10-11

After having reduced and displayed the data, the researcher made conclusion and verification.

#### F. Verification of Data Validities

Triangulation is the technique used in checking the validity of the data. According to Jane Ritchie and Jane Lewis triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.<sup>67</sup>

Creswell defines that triangulation of data will be collected from multiple sources to include interview, observations, and document analysis.<sup>68</sup> In addition, Bruce L. Berg states that triangulation is a term originally more common in surveying activities, map making, navigation, and military practices.



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<sup>67</sup> Jane Ritchie and Jane Lewis, Qualitative Research Practice (London: SAGE Publications, 2003), 275

<sup>68</sup> John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, (London: SAGE Publications, 1990}, 45

## **CHAPTER IV**

### **DATA DESCRIPTION**

#### **A. General Data**

##### **1. History of the Establishment of SMP N 1 Siman Ponorogo**

SMPN 1 Kecamatan Siman standing in 1983 Demangan located in the village, Siman district, Ponorogo regency on 11.100 m<sup>2</sup> in the area of education and culture from the ministerial republic of Indonesia decree number 0472 / 0 / 1983, 07 November 1983. The stand SMPN 1 Siman open in 3 class and the number of students as many as 120 students, the number of teachers 12 teachers, 2 the administrative and 2 of lackey. The beginning of the junior SMP N 1 Siman headed by Bpk. Drs. Trisoeko.

Standing at the beginning, SMPN 1 Siman borrow Kepuhrubuh primary school building, Siman district Ponorogo regency of some 1 km to the south from the SMPN 1 Siman because the building is still under construction. On 19 December 1984 SMPN 1 Siman finished in the wake and inaugurated by the governor east java, Mr. Wahono.<sup>69</sup>

The existing room at that time is:

- 6 classrooms
- 1 teacher office

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<sup>69</sup> Look at Document Transcript 01/D/19-II/2018 at Appendix 1.

- 1 administrative office
- 1 principal office
- 2 student toilets
- 2 teacher toilets/employees
- 1 UKS space
- 1 OSIS room
- 1 guard room/kitchen

Along with the development of the era, SMP N 1 Siman District also developed from the original has only 120 students, now SMP N 1 District Siman has 504 students consisting of 140 students of class VII, 171 students class VIII, and 193 students class IX.

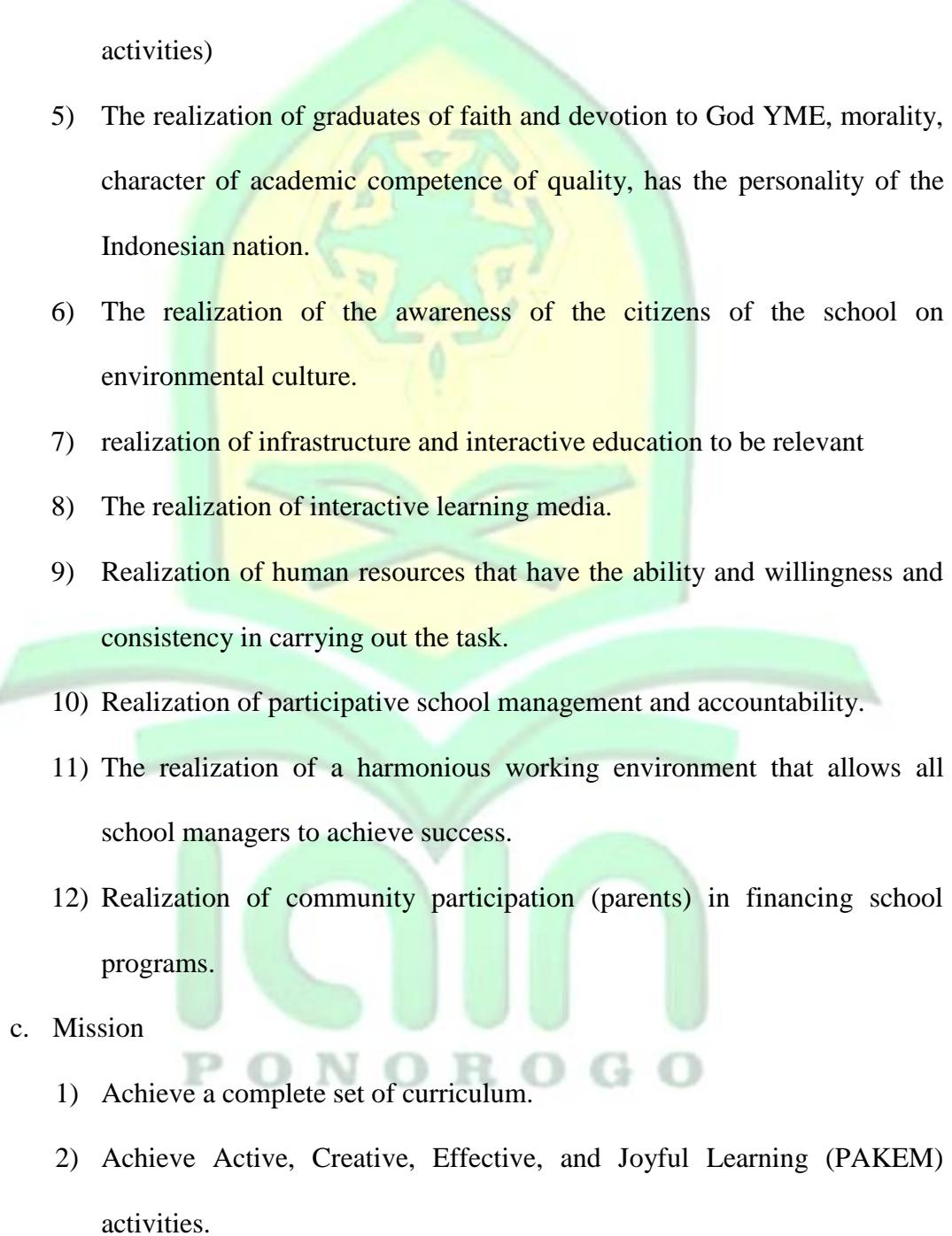
## **2. Vision, Mission, and Objectives of SMP N 1 Siman Ponorogo**

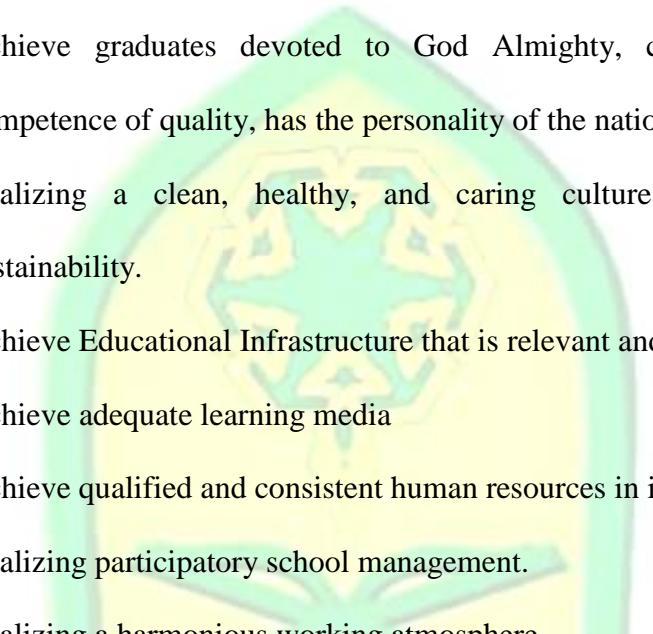
### a. Vision

Achieving, Cultured Environment Based on Faith and Taqwa

### b. The Indicator of Vision:

- 1) The realization of the development of Education Unit Level Curriculum (KTSP) is applicable.
- 2) The realization of an effective learning process so that potential learners develop optimally.

- 
- 3) The realization of competitive graduates in continuing education and intelligent in solving problems faced daily.
  - 4) Achievement of achievement in the field of non-academic (extracurricular activities)
  - 5) The realization of graduates of faith and devotion to God YME, morality, character of academic competence of quality, has the personality of the Indonesian nation.
  - 6) The realization of the awareness of the citizens of the school on environmental culture.
  - 7) realization of infrastructure and interactive education to be relevant
  - 8) The realization of interactive learning media.
  - 9) Realization of human resources that have the ability and willingness and consistency in carrying out the task.
  - 10) Realization of participative school management and accountability.
  - 11) The realization of a harmonious working environment that allows all school managers to achieve success.
  - 12) Realization of community participation (parents) in financing school programs.
- c. Mission
- 1) Achieve a complete set of curriculum.
  - 2) Achieve Active, Creative, Effective, and Joyful Learning (PAKEM) activities.

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- 3) Achieving competent and intelligent graduates
  - 4) Achieve achievement in the field of extracurricular activities.
  - 5) Achieve graduates devoted to God Almighty, character, academic competence of quality, has the personality of the nation and Indonesia.
  - 6) Realizing a clean, healthy, and caring culture of environmental sustainability.
  - 7) Achieve Educational Infrastructure that is relevant and adequate
  - 8) Achieve adequate learning media
  - 9) Achieve qualified and consistent human resources in its duties.
  - 10) Realizing participatory school management.
  - 11) Realizing a harmonious working atmosphere.
  - 12) Achieve community participation (parent) in financing school programs.<sup>70</sup>

### **3. Geographical Position**

- 1) Name of School : SMPN 1 Siman district
- 2) No. School Statistics : 201051109001
- 3) NIS : 200010
- 4) Year of Establishment: 1983
- 5) School Address : JL.Raya Siman  
Village : Demangan

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<sup>70</sup> Look at Document Transcript 02/D/19-II/2018 at Appendix 2.

District : Siman  
Regency : Ponorogo  
Provience : JawaTimur

6) Zip Code : 63471  
7) Office Phone : (0352) 483398  
8) Head Master : Drs. HadiSuminto, M.Pd  
Phone/HP : 081335870400  
9) Ownership of land : Government property  
a. Land Area/Status : 11.100 m<sup>2</sup>  
b. Building Area : 3689 m<sup>2</sup>  
10) School Account : Regional Development Bank (Bank Jatim)  
11) No. Rec : 0202575684

#### **4. The Situation of Teachers, Students, and Employees**

##### a. Teachers

The existence of teachers in education is undoubtedly very important. They are the first components of learning activities, so it is necessary to pay attention of the teachers in the institution. The number of teachers in SMP N 1 Siman Ponorogo is 36 teachers, consisting of 10 civil servant teachers, erratic teachers. The teachers' education is mostly undergraduate degree and the others are postgraduate degree. Each teacher teaches the subject which is linear with his or her educational background. It is aimed to create an institution which has

professional educator. The complete data about the teachers of SMP N 1 Siman Ponorogo can be found in the appendix.<sup>71</sup>

b. Students

The existence of students in an education in institution also has the significant role in learning activities. A school which has the high quantity of the students mean that is a trusted school. The total number of students in SMPN 1 Siman Ponorogoin academic year 2017/2018 is 416. The detail calculation of the student's division can be seen in the appendix.<sup>72</sup>

c. Employees

Employees are the teachers and students in an education because they help the progress of school activities. The school activities are not merely learning but also other activities which need the existence to hold them like the school security, cleanliness, public relation, etc. the detail of employees of SMP N 1 Siman Ponorogo is attached in the appendix.<sup>73</sup>

## 5. Organization Structure of School

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<sup>71</sup> Look at Document Transcript 03/D/19-II/2018 at Appendix 3

<sup>72</sup> Look at Document Transcript 03/D/19-II/2018 at Appendix 3.

<sup>73</sup> Look at Document Transcript 03D/19-II/2018 at Appendix 3.

In order to manage the school programmers and achieve the vision and mission of SMP N 1 Siman Ponorogo, it is necessary to create a school organization which consists of people with particular positions and duties. The members of the organization can be from the teachers or some elected people to hold the school organization. The organization structure of SMPN 1 Siman Ponorogo is also attached in the appendix.<sup>74</sup>

## **6. Facilities and Basic Facilities**

The facilities and basic facilities are needed to be media of school activities and to support an education quality making-up of the school. To create it, the school facilities are always completed and updated periodically. The detail of facilities and basic facilities of SMP N 1 Siman Ponorogo can be seen in appendix sheet.<sup>75</sup>

## **B. Specific Data**

### **1. The Data about some Students' Difficulties Faced by Eighth Grade Students of SMPN 1 Siman Ponorogo in Academic Year 2017/2018 in Comprehending Narrative Text**

This research conducted analysis of some students' difficulties faced by eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018

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<sup>74</sup> Look at Document Transcript 03D/19-II/2018 at Appendix 3.

<sup>75</sup> Look at Document Transcript 04/D/19-II/2018 at Appendix 4.

difficulties in comprehending narrative text. It takes place in VIII-E until VIII-H that every class consists of 21 students.

To answer the statement of the problems in chapter I, the researcher distributed the interview with the English teacher and students. It was aimed to find out the students' difficulties in comprehending narrative text. In this process, the researcher interviewed the students who had the low score in reading test.

According to interview with Mrs. Purwaningsih of SMP N 1 Siman Ponorogo, she said that there are some difficulties encountered students in understanding the narrative text, so that teaching material cannot be optimal. The resulting interview is:

In the class, I found the problems faced by students when learning narrative text such as 1) lack of familiarity with the subject matter, 2) language feature on narrative text. Students are difficult to differentiate between Verb II with another. 3) limited vocabulary knowledge in comprehending narrative text, 4) less attention, in learning English, students not attention when teacher explain about narrative text and lazy learn English. So when teachers give the narrative text related some students cannot do and get bad.<sup>76</sup>

The researcher also got the data from the students by conducted an interview with them. Bagas, the chief of eighth grade G said:

When I reading the narrative text, there are some word that I do not know the meaning of the text, so it force and makes me opens a dictionary. Sometimes, without dictionary, I can't understand the text well. So I confused to comprehend the purpose of the text clearly. I development with equity should be an open dictionary to know the meaning of every word.<sup>77</sup>

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<sup>76</sup> Look at Interview Transcript 05/I/9-III/2018 at Appendix 8

<sup>77</sup> Look at Interview Transcript 05/I/24-V/2018 at Appendix 11

According to the statement based on the interview with Elsia, the second informant in eighth grade F, she stated that:

I felt difficult in reading the narrative text. When I read the narrative text I did not understand the meaning of the text. So, I was difficult to understand the material well because some basic words I do not understand the meaning and purpose of the text.<sup>78</sup>

Moreover, Yunitasari, other class member said:

I think some problems makes me difficulties in comprehending narrative text. I do not understand the contents of narrative text and difficult interpreted when do not use a dictionary. I found it very hard in an understanding narrative text because I have limit vocabulary and the text was so hard to be interpret.<sup>79</sup>

According to an interview with Eka informant in eighth grade H SMPN 1 Siman Ponorogo, he said that:

I think some problems makes me difficulties in comprehending narrative text. When I read of narrative text, I do not understand the meaning of the text. So I think it is hard in understanding the text narrative because I have never studied the narrative text in English lesson.<sup>80</sup>

From the interviews means that the students lack familiarity with the subject matter.

Based on the interview with the Surya, the informant at eighth grade E class, He also said difficult to define the word on narrative text, he said that:

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<sup>78</sup> Look at Interview Transcript 06/I/24-V/2018 at Appendix 12

<sup>79</sup> Look at Interview Transcript 07/I/9-III/2018 at Appendix 13

<sup>80</sup> Look at Interview Transcript 08/I/24-V/2018 at Appendix 14

I think some problems makes me difficulties in comprehending narrative text. I do not really understand language and difficult interpreted do not use a dictionary. So I still less in the understood narrative text if I did not use the dictionary.<sup>81</sup>

Based on the results of observation, the researchers found that a student opens a dictionary for learning English reading text. Sometimes students do not find the sense of the word in the dictionary so that they ask teachers about it means. The teacher also advise students to study at home before the material is taught in school

Supported by observation data above, about learning the process of reading text English the result as follows: the teacher explained the structure of narrative text, explain how the manufacture of a good narrative text, set an example of narrative text of LKS, the students were asked to read about of narrative text, and told back experience funny or sad in the past. Students next are given homework about the story in the group.<sup>82</sup>

According to English teacher's eighth grade, the second problem is a language feature on the narrative text. The results of interviews with Usvida, a student of eighth grade E SMPN 1 Siman Ponorogo, they have a few problems in understanding the reading narrative text. She said that:

I have the factors cause of difficulty in understanding the narrative text in grammar. When I read the narrative text, I have difficulties with different verb 1 another. This should serve as a barrier to understanding up on my reading. So, I did not understand the message of narrative text with the requirements of truth.<sup>83</sup>

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<sup>81</sup> Look at Interview Transcript 09/I/24-V/2018 at Appendix 15

<sup>82</sup> Look at Observation Transcript 01/O/25-V/2018 at Appendix 25

<sup>83</sup> Look at Interview Transcript 16/I/24-V/2018 at Appendix 22

From the statement interview about it could state that the student difficulties in tenses. The research found that of student's ability to distinguish between the Verbs I and another when they were making of narrative text. So students difficult to understanding text reading.

According to the interviews with Hanisa, a student of eighth grade of SMP N 1 Siman Ponorogo, she said that:

When I read the text, I have a factor causing trouble in the understanding of a narrative text is the generic structure. So, I did not comprehend narrative text because of the generic structure important to comprehending the narrative text.<sup>84</sup>

From the interview about that can be said that students hard to generic structure in the text narrative.

According to the resulting interview with Aditya, the informant at eighth grade G students of SMP N 1 SimanPonorogo, he said that:

When I read the narrative text, I have the causes of the difficulty of the grammatical in the text narrative. So, I was confused in the form of and difficult to understand the text narrative.<sup>85</sup>

From the statement above the researcher concluded that the other cause of students' difficulties in the narrative text is grammatical.

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<sup>84</sup> Look at Interview Transcript 10/I/24-V/2018 at Appendix 16

<sup>85</sup> Look at Interview Transcript 10/I/24-V/2018 at Appendix 17

The case indicates the informant, Tereza at eighth grade F of SMP N 1 Siman Ponorogo. She has several in comprehending English text. She said that:

I thing some problems makes me difficulties in comprehending narrative text. When I read the text narrative, I do not know the difference between the verb 1 and 2. I had some difficulties knowledge about language in the verb, so I am really struggling with understanding the narrative text.<sup>86</sup>

In line with the statement above we can conclude that without understanding the sentence pattern or grammatical confusion, it would make reading difficult and the overall meaning of the text seems to be impossible to receive for the students. The result of this study, the researcher was found in eighth grade SMPN 1 Siman where there were some students still confused in grammatical. With regard to the structure of narrative text, the students were weak atdistinguishing the verb 2 and another.

The third problem facing students in the understanding of the narrative text were students having knowledge vocabulary limited in understanding of the narrative text. The statement is in accordance with students:

According to interview with Miwa, a student at eighth grade E of SMPN 1 Siman Ponorogo, she said that:

I have a problem that causes difficult to comprehending narrative text in vocabulary. There are many vocabularies that I did not know in narrative text, I could not understand the meaning of the narrative text clearly. So, I feel that comprehending narrative text is difficult.<sup>87</sup>

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<sup>86</sup> Look at Interview Transcript 10/I/24-V/2018 at Appendix 18

<sup>87</sup> Look at Interview Transcript 17/I/24-V/2018 at Appendix 23

From the interview can be interpreted that the student did not understand the word meaning of the text because of student limited in vocabulary.

The case indicates the Dita informant at eight grade G of SMP N 1 SimanPonorogo, she said that:

I have several factors that cause difficult to comprehending the narrative text in vocabulary. The vocabulary mastery is low, and I did not understand if the reading text is long. So, when I reading narrative text have not got the message in the text.<sup>88</sup>

Based on interviews with English teacher eighth grade, another problem facing students in learning text narrative that is fewer students' attention as teacher explained matter. In another chance, research interviewing to students.

Based on interviews with Juva, she said that:

When I read the text narrative, I think that read the text narrative difficult because I have interests that low to learn English. I do not like text narrative because of the text long. So, I find it difficult to understand the text narrative.<sup>89</sup>

Based on interviews with Eric, a student eighth grade G at SMPN 1 Siman, he said that:

I have a factor in the understanding of the narrative text when the teacher explained the matter in my class attention and do not understand. So, when I read the narrative text I cannot understand the text in detail and I have to repeat to the topic on reading the text to get results good.<sup>90</sup>

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<sup>88</sup> Look at Interview Transcript 12/I/24-V/2018 at Appendix 18

<sup>89</sup> Look at Interview Transcript 13/I/24-V/2018 at Appendix 19

<sup>90</sup> Look at Interview Transcript 14/I/24-V/2018 at Appendix 20

From the interviews means that students do not understand as the teacher give a description of the narrative text.

Based on the results of observation, researchers found that students less understanding of the narrative text, because they were not noticed when the teacher explained about making good narrative text. Students have made the text of narrative wrong and difficult to understand, so students get a bad. Based on interviews with Dimas, a student eighth grade E at SMPN 1 Siman, he said that:

I felt difficult in reading the narrative text. When I read the narrative text I did not understand the language feature. So, when the teacher asks to make an example of narrative text I cannot.<sup>91</sup>

These interviews uncovered student to lose their motivation read the text and not attention in the process of learning narrative text.

Based on the questioner given researchers to students' eighth grade, the majority of students said it was difficult to understand the narrative text on language feature. They find it hard to distinguish between past verb and other verbs. Besides in understanding narrative text they are often repeating read paragraph formerly on the text of narrative for forgetting the contents of has been read. Last, students difficult in implying a word not familiar in the reading narrative text for the ability vocabulary low. So can be concluded in the understanding the narrative text,

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<sup>91</sup> Look at Interview Transcript 15/I/24-V/2018 at Appendix 21

students become difficult in language features in reading the narrative text, understanding the contents of reading, and the ability vocabulary.<sup>92</sup>

The information above it can be concluded there are a lot of students' difficulties in the understanding of the narrative text of them are the sense of lack of familiarity with the subject matter, language feature on narrative text, limited vocabulary knowledge in comprehending narrative text, and less students' attention

## **2. The Factors that cause Students' Difficulties in Comprehending Narrative Text for Eighth Grade Students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018**

Reading is a process of readers combining information from a text and their background knowledge to build meaning. All those students who study reading would agree that reading comprehension is not a simple process because English is a second or foreign language, so they still find difficulties in comprehending the English text.

According to interview with Mrs. Purwaningsih of SMP N 1 Siman Ponorogo, the students having factors that cause difficulty in comprehending narrative text. The resulting interview are as follows:

- 1) Students did not learn at home. In the class students difficult to answer questions at the beginning of learning. Teachers have to teach material used to be discussed. 2) Students have little vocabulary knowledge. Students lazy open a dictionary if not find a sentence difficult they are often asking teachers. While reading the long sentence, students it is difficult to identify

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<sup>92</sup> Look at Appendix of the Questionnaire Result, 129

the main idea of the passage. 3) Students lose their motivation to read the English text. If not been reading students have read lessons. 4) Students less interested and sleepy if the teaching narrative text.<sup>93</sup>

The researcher also got the data from the students by conducting an interview with them. Bagas, the chief of eighth grade G said:

I have rarely are continuing their studies in home if there no their tasks at school. Learn English text difficult not yet been taught by teachers particularly learning narrative text.<sup>94</sup>

According to an interview with Eka informant in eighth grade H SMPN 1 Siman Ponorogo, he said that:

At home I have rarely managed to study English, just want to have a preparation of test questions and have a homework learning process was. I prefer to comprehend the text narrative of pictures, because if read the story difficult to understand.<sup>95</sup>

Based on interviews with English teacher eighth grade. The second factors that cause students' difficulties in comprehending narrative text are students having knowledge of vocabulary which are very few and they lazy open a dictionary.

The researcher also got the data from the students by conducting an interview with them. Based on the interview with the Surya, the informant at eighth grade E class, he said that:

I lazy open a dictionary of having to find a word for word, sometimes I do not find the word searched. I easier ask teachers than to open a dictionary.<sup>96</sup>

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<sup>93</sup> Look at Interview Transcript 02/I/07-III/2018 at Appendix 8

<sup>94</sup> Look at Interview Transcript 05/I/9-III/2018 at Appendix 11

<sup>95</sup> Look at Interview Transcript 08/I/9-III/2018 at Appendix 14

<sup>96</sup> Look at Interview Transcript 09/I/9-III/2018 at Appendix 15

Based on interviews with Dimas, a student eighth grade E at SMPN 1 Siman, he said that:

I do not have a dictionary. So I did not know the sense of the word in reading, I usually guess the sense of the word. So I cannot understand the content of the narrative text correctly.<sup>97</sup>

Based on interviews with English teacher eighth grade, another factor that cause students' difficulties in comprehending narrative text that is lack of student's interest, so student's sleepy and bored when lessons. In another chance, research interviewing to students.

According to interview with Miwa, a student at eighth grade E of SMP N 1 Siman Ponorogo, she said that:

I do not like to read the text narrative. I also was rarely read the English text at home. I think is even more narrative text easier to understand the Indonesian language than English language text<sup>98</sup>

According to the resulting interview with Aditya, the informant at eighth grade G students of SMP N 1 Siman Ponorogo, he said that:

I do not like to read the text English because the contents of his reading who difficult to understand. The narrative text also has a sentence long so as to be bored while reading.<sup>99</sup>

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<sup>97</sup> Look at Interview Transcript 17/I/9-III/2018 at Appendix 23

<sup>98</sup> Look at Interview Transcript 11/I/9-III/2018 at Appendix 14

<sup>99</sup> Look at Interview Transcript 14/I/9-III/2018 at Appendix 20

Based on interviews with Eric, a student eighth grade G at SMPN 1 Siman, he said that:

I sleepy when a lesson narrative text. I am often a bathroom for a permit to washing face when lessons take place, so I got a material that is in teaching.<sup>100</sup>

Based on interviews with Juva, a student eighth grade E at SMPN 1 Siman, he said that:

I have factors a cause of difficulty in the understanding of the narrative text, I do not attend and lazy learn English text. The text very much so I sleepy when explained by teachers. So, I am really struggling with doing the text narrative.<sup>101</sup>

These interviews uncovered student to lose their motivation read the text and not attention in the process of learning narrative text.

From the interview can be interpreted that the student said that the reading is the difficult task, it happened because the text containing many difficult words and it makes students feel bored when they reading it caused they do not know what they read is.

### 3. The Teacher's Effort in Solving the Students' Problems

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<sup>100</sup> Look at Interview Transcript 16/I/24-V/2018 at Appendix 24

<sup>101</sup> Look at Interview Transcript 13/I/9-III/2018 at Appendix 19

In this point, researchers will discuss the teachers' effort in solving the problems and students difficulties to comprehend in narrative text based on the interview with English teacher eighth grade SMPN 1 Siman Ponorogo. In the interview, Mrs. Purwaningsih, the English teacher of eighth grade explain procedure when he taught lessons narrative text in class. The result of the interview:

The first, explains the structure of English narrative text. The second, explains how to make good narrative text. The third, teacher gives the example of reading the narrative text from LKS. The fourth, the students are asked to make the narrative text about retelling funny or sad experience in the past time or experience story student: the example is about story Ngebel Lake. The next students are given homework about a story in the group. The story is related with of study tour and outbound in Yogyakarta. In the group discussion, they are four until five in the group.<sup>102</sup>

The statement was not different from the observation of the class. The observation was conduct toward the classes where the students learning narrative text. The English materials among the classes are same because the English handbook of the eight grade is applied to all class categories. During the observation, the researcher took notes about the activities happened in the class to get the data needed. The observation result showed that the teacher, Mrs. Purwaningsih, did the procedures of teaching English narrative text as follows: *First*, pre-activities such as the teacher greeted the students "Assalamu'alaikum, warahmatullahiwabarokatuh", the teacher asked the chief of class to pray together, and the teacher gave the motivation to the students that they had to keep their spirit

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<sup>102</sup> Look at Interview Transcript 04/I/7-III/2018 at Appendix 10

in learning. *Second*, the teacher explains definition and structure of narrative text. *Third*, the teacher gives the example of narrative text from LKS. *Fourth*, the teacher explains how making good narrative text. *Fifth*, the students are asked to make the narrative text about funny or sad experience in the past time. *Sixth*, the teacher applied the some strategy. *The last*, the students are given homework about the story in the group consisting of four to five people in the group. The story related to the report of the study tour in Yogyakarta.<sup>103</sup>

In learning English the teacher effort to give understanding the text such as: inform the meaning of vocabulary, the organization of sentences (subject, predicate, and object), and the teacher guide the students to use the dictionary. So students will not difficulties when they found the word does not know what that means. The teacher also uses strategy in teaching learning process, so students more interest in the learning process.

Based on the interview done with Mrs. Purwaningsih, for the effort in solving the problems are the used media in English teaching. The resulting interview is:

The first use whiteboard media for explains the structure of the narrative text, how to making good narrative text, and give the example of narrative text. The second use internet to browse information, especially in narrative text. With the media in learning process make students understand the explanations of the teacher about materials given. Using the internet could also help students better understand the narrative text and increase knowledge of the material. From the statement above, it can be concluded

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<sup>103</sup> Look at Observation Transcript 1/O/05-III/2018 at Appendix 24

the teacher use whiteboard media and internet to learning process and explanation of the narrative text.<sup>104</sup>

According to interview with Mrs. Purwaningsih for the effort use strategies in the learning process:

Then the students use the strategy individual assignment to make a story about their experience, for example about a sad or happy experience. With this strategy, students can explain their idea based on the experience with freely and improve their writing ability. However, it also improved their vocabulary, because the students free use the dictionary in doing exercises.

Based on this strategies will be more independent students, attempted in making text by using the dictionary and can be trained to write ideas in accordance with the abilities of students. But with strategy there are still some children who have the value of the low, so teachers use strategy another in learning narrative text.

Based on the interview, Mrs. Purwaningsih says:

A second strategy that teachers use a game in applying the lessons in the text. In this narrative text use some the game to make students creative and interesting to follow the lessons. *The first*, teacher showed a video containing stories narrative text. After that students answer questions in accordance with their videos that they read and they see. *The second*, teachers use a game snowball throwing in understanding the narrative text. This game is very effective in teaching the narrative text. Procedure in this game was teachers ordered a sentence for opener's story based on video have displayed, after that students who received paper the ball will continue sentence story so it will be a whole story. However, students will be more easily the comprehending narrative text.<sup>105</sup>

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<sup>104</sup> Look at Interview Transcript 04/I/7-III/2018 at Appendix 10

<sup>105</sup> Look at Interview Transcript 04/I/7-III/2018 at Appendix 10

Of the statement above researchers can conclude that using game will make students more easily within the text or comprehending narrative and students also an enthusiastic question in anyone who gives teachers. In on the video also in present, a picture funny that let interested and enjoy in saw the video and the text of the that is served. Game snowball technique also creates students easier in understanding narrative texts, indirectly vocab they also shall increase theirs.

Another strategy used is the small group discussion. Mrs. Purwaningsih says:

The third strategies small group discussion, the strategies is a technique of teaching reading the narrative texts, where students will be in for a small group. In small group discussion besides being able to exchange the ideas, students also can enhance cooperation and together in solving the problems they encountered during process task. Each small group is designed to read material of the narrative text after that student are expected to be able to answer the questions and discuss the main idea, general and specific information of the paragraph, and finding of the meaning of the difficult word.<sup>106</sup>

Small group discussion is a technique for teaching narrative text used teachers to eighth grade. The group consists of five to six students. By using small group discussion can help to active participant and be an increase in the of students ability in understanding the narrative text.

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<sup>106</sup> Look at Interview Transcript 03/I/24-V/2018 at Appendix11

## **CHAPTER V**

### **DATA ANALYSIS**

#### **A. The Data about Some Students' Difficulties Faced by Eighth Grade Students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018 in Comprehending Narrative Text**

This research explains factors that cause students' difficulties in comprehending narrative text for the eighth grade students of SMPN 1 Siman Ponorogo in academic year 2017/2018. Related to this term, according to Westood (listed on chapter II), there are eight problems on students' difficulties in reading such as 1) limited vocabulary knowledge, 2) lack of fluency, 3) lack of familiarity with the subject matter, 4) the difficulty level of the (readability), 5) inadequate use of effective reading strategies, 6) weak verbal reasoning, 7) problems with processing information, and 8) problems in recalling information after reading. Reflect on the observation results related to this case, the researcher concluded that not all of these things proved to be the problems in students' comprehending on narrative text. This statement has been strengthening and analyzed by the interviewed results with the English teacher at eight grade of SMPN 1 Siman Ponorogo. Based on the research results, there are four problems that influence students' difficulties in comprehending text in the learning process such as lack of familiarity with the subject matter, language feature, limited vocabulary knowledge, and less students' motivation. All of these problems have been analyzed as follows:

The first problem that influence the students' comprehend is lack of familiarity with the subject matter. Students' difficulties in comprehending narrative text because they have the problem of lack of familiarity with the subject matter. They also were having trouble with narrative text because they never study the material. When they reading the narrative text, there are some of the words they did not know what that is, so that students become more frequent open a dictionary when understanding the text. When students were asked to explain the readings they feel confused because they were busy look for meaning the difficult word in a dictionary.

The second problem related to this case is language feature on narrative text. Students have the problem in language feature when comprehending narrative text. The problems also on tenses of the words and difficulty comprehending generic structure. In the narrative text, the text having language features more complex in appeals by text the other. So, students difficulty to do exercise given by teachers because they find it hard to distinguish between past verb and other verbs. It was related to its grammar. According to Richard, grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language.<sup>107</sup> It means the grammar as the rules of language for change the form words and combines into sentences. From this term, it is obviously clear that the grammar must be learned to understand deeply about the language feature in narrative text. Knowing the fact

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<sup>107</sup> Jack Richard, Methodology in Language Teaching: An Anthology of Current Practice (New York: Cambridge University Press, 2002).

while the learning process within the class which does not care about the grammar, it influences the students' achievements. So, that some children have a low value. From the statement about it could be stated that the student difficulties in generic structure and sentences. This reason was supported by students' reading products that the result was too far to be stated as systematic comprehend narrative text.

Thirdly, students' limitation on vocabulary knowledge is also being the problem in comprehending narrative text. Most of the students have a problem with vocabulary. The students found many words that unfamiliar and has not known what that means of understanding the narrative text. However, they feel that comprehend narrative text is difficult and make them did not get the message of the text. Based on the explanation above, it can be concluded vocabulary is the basic component language especially for foreign language. So, students are prosecuted to mastery the vocabulary to understand the text relating to narrative text.

Fourthly, beside of some problems that are mentioned above, the crucial thing that is being the problem is students' attention which is less. Some students did not pay attention when the teacher explained the learning process. Students did not focus on the learning process because students did not like the English lesson. However, they are less interested in learning English text.

To resolve the problem of students' lesson attention while learning process within the class, the teacher should always give motivation for students, that studying English it pleasant not scary. With the motivation that encourage students like learning English, they will have a positive effect for become diligent students with fun and

serious. Besides, the students can increase their anxiety and curiosity to learn English more.

## **B. The Factors that Cause Students' Difficulties in Comprehending Narrative Text for Eighth Grade Students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018**

Students have the factors that make them difficult to understand the narrative text. Based on the result of an in-depth interview with Mrs. Purwaningsih as the English teacher about the factors that cause in comprehending narrative text to the eighth grade students of SMPN 1 Siman Ponorogo, she said that English subject matter mostly felt difficult to taught in many schools area because of some factors. Students did not like or attract in learning English because some of these factors which mentioned as follows:

The First factor, learning English is regarded as a difficult subject to learn, learners' learning depends on the English teachers as authorities. Students also do not learn at home. In the class students difficult to answer questions at the beginning of learning. So, they just learn English while they are at the class or depend on the teachers' instruction.

Secondly, students have little vocabulary knowledge. Students lazy open a dictionary if not find a sentence difficult they are often asking teachers so their vocabulary is not increased. Reading comprehension and vocabulary are closely related. The ability to decode or identify and pronounce words is self-evidently

important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary. Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing. Vocabulary plays a fundamental role in the reading process and contributes greatly to a reader's comprehension.

In line with the statement above, we can conclude that vocabulary is one of major component reading skill which it is too difficult for the students' second or foreign language. Without understanding the meaning the words or have a limited vocabulary knowledge, it will make the students difficult to understand about the content of the text. Thus, activating prior knowledge and applying word recognition are very useful used in reading.

The Third factor, students were less interested to read the narrative in English because of the story that is long and difficult to understand, so that they become bored and sleepy. They also often permit out of the class, so as to miss the material explained by the teacher. However, students did not attend when the teacher was explaining the material.

From some students said that they had factor difficulties in identifying the main idea of the passage with very long sentences. This is because they had to consider anything that appeared on the print, so the longer the sentence, the more difficult it would be, and the relationship of the various parts of the text would be difficult to short out. This is also the reason for the students to get the long sentence more difficult compared to the short sentence.

Based on the data above, the researcher can analyze that the factors cause students' difficulties in comprehending narrative text for eighth grade students of SMPN 1 Siman Ponorogo will have a negative impact on the learning process and students' reading ability so that students will have a low score for English lesson.

### **C. The Teachers' Effort in Solving the Students' Problems**

To solve the students' problems in comprehending narrative text for eight grade students of SMPN 1 Siman Ponorogo, the teachers need to try some particular methods and technique in their teaching in order to achieve the learning objectives. The English teacher tried to solve the problems in learning the reading process with aim of increasing the ability of students, students pay more attention to the material, and enjoy during the learning process. All of these strategies has been analyzed as follows:

The strategy that teachers apply in the classroom is teacher center, with the white board media the teacher explains the material about the narrative text. After that the teacher gives the exercise to the students. Based on the result of interview with Mrs.

Purwaningsih, the English teacher of SMPN 1 Siman, she stated that she has been applying the teacher center technique it is been long time.

There are many strategies applied by the teacher, small group discussion is one of trusted technique in teaching narrative text which focuses on reading skill. The strategies are defined as a technique of teaching reading comprehension in which the students are divided into small groups. Small group discussion is one of the strategies used in learning narrative text in eighth grade SMPN 1 Siman Ponorogo.

There are many advantages of small group discussion that applied in class. Based on the result of interview with Mrs. Purwaningsih, the English teacher of SMPN 1 Siman Ponorogo who applies small group discussion, she stated that through small group discussion strategy students are not overly rely on the teacher, but they are able to develop their thinking skills, find information from various resources, and learn from other students, small group discussion can develop the ability to express ideas with words verbally and compare it with the other ideas, small group discussion can help students to respect the others, aware of their limitations, and accept all the differences, small group discussion to help every student to be more responsible in their learning the read narrative text, small group discussion strategy improve social skills as well as academic achievement, including developing self-esteem, positive interpersonal relationships with the others, developing the management time skills, and positive attitude toward school.

Besides that, the teacher also used game strategy. Snowball throwing strategy is one of the strategies used in learning narrative text in eighth grade SMPN 1 Siman

Ponorogo. Snowball throwing strategy is the method which makes students enjoy and reduce anxiety in learning vocab. Encourages creative thinking. They can improve the ability for speaking they were using a new language and to motivate students to study. Having seen and read the story presented, teacher use strategy to add to the vocabulary and that students better understand the narrative text that has been studied.

There are many advantages of snowball throwing strategy in eighth grade. Based on the result of interview with English teacher eighth grade, she stated that the advantages of strategy are this technique can make the players or in this case, the students more adroit and their ability about memorizing the English vocabulary is more increased because they learn in an enjoyable way, students have fun in learning with snowball throwing technique brings real world context into the classroom and enhances students to use English in the flexible communicative way, it can make students relax and fun to study, the teaching learning process more attractive, the teacher easier to teach the vocabulary.

Based on the above statement the use of strategy in learning is to help facilitate students in understanding the narrative text. The strategy also can be interpreted as everything becomes intermediary or conveys information from the sender of the message to recipient of the message. But the implementation of the strategy is not maximal, another strategy needed to help student's difficulty in understanding the narrative text. Students are still a lot of mistakes while doing the exercise.

## **CHAPTER VI**

### **CLOSING**

#### **A. Conclusion**

Based on the data analysis and the discussion in the previous chapter, the researcher it can be concluded as follow:

1. There are some difficulties the students face in comprehending narrative text at eighth grade students of SMP N 1 Siman Ponorogo in Academic Year 2017/2018. They are lack of familiarity with the subject matter, language feature on narrative text, limited vocabulary knowledge in comprehending narrative text, and less students' attention.
2. There are some factors that cause students' difficulties in comprehending narrative text for eighth grade students of SMPN 1 Siman Ponorogo in Academic Year 2017/2018. The factors are the students never study the material and they do not learn at home. They just learn English while they are at the class or depend on the teachers' instruction. Besides that students lazy to open the dictionary, they often ask their teachers. The other factors less interested to read the narrative in English because of the story that is long and difficult to understand, so that they become bored and sleepy.
3. The teachers' effort in solving the students' difficulties in comprehending narrative text by applying some strategies, such as individual assignment, snowball throwing, and small group discussion.

## **B. Recommendation**

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. For the English teacher
  - a. The teacher can give more attention in teaching reading the narrative text for students.
  - b. The teachers to give more exercise the vocabulary, grammar, and reading comprehension for students' eighth grade.
  - c. The teachers have to motivate the students to be relaxed in learning English is easy and not afraid to make a mistake.
  - d. It is hoped the teachers can be used for many sources of reading the narrative text which is related to the teaching of vocabulary, grammar, and reading comprehension.
2. For the students
  - a. The students try to discuss the problem with other, so they encouraged and motivated to another to learn.
  - b. The students should be active to learn vocabulary.
  - c. The students become more active and confidence in reading loudly.

### 3. For readers

This thesis is expected to be a good reference which can help the readers to add more knowledge or conduct the next research.



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