

**THE STUDENTS' DIFFICULTIES AND THE FACTORS
AFFECTING THEM IN READING NARRATIVE TEXT**

THESIS



UNIVERSITAS ISLAM NEGERI
**KH ACHMAD SIDDIQ
JEMBER**

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UNIVERSITAS ISLAM NEGERI
**KH ACHMAD SIDDIQ
JEMBER**
**FACULTY OF TARBIAH AND TEACHER TRAINING
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OF KH ACHMAD SIDDIQ JEMBER
NOVEMBER 2021**

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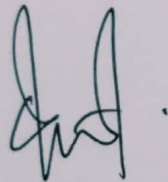
THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
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of *Sarjana Pendidikan* (S.Pd)
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English Language Teacher Training Department

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THESIS

Has been examined and approved as requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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English Education Department

Day: Tuesday

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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ نَكُنْ مِنْ دُونِكَ أَلْحَقًا ﴿٣﴾

(1) *Read: in the name of thy Lord who created, (2) created man from a clot,*

(3) *Read: and thy Lord is the most bounteous. (Q.S Al Alaq {96}: 1-3)¹*



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JEMBER

¹ Departemen Agama Republik Indonesia, *Al-Qur'an dan terjemahannya* (Bandung: Diponegoro, 2010), 23.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my father H. Moh. Tamin and my mother HJ. Suyyani who have given their support during my study and process in writing this research. I am so thankful for their kindness and patience.
2. My great elder brother Moh. Hosni and Moh. Yanto, my sister-in-law Unsiyah, and my little twin niece Siti Jamilah and Siti Shofiyah, who became my motivation and inspiration to finish this study as soon as possible.
3. My best inspirations and motivators who are always there as I am in bad condition: Uswatun Hasanah, Siti Umaiyyah Al Masuroh, Hoirul Ummah, Endang Komaria, all of them have an important role in my entire life as I am able to be as like today.
4. Last but not least, for all big family of My Class (Diamond Class), My Organizations (ESA-English Student Association, HIMASPA-Himpunan Alumni Sumber Bungur, Jong Madura, PMII-Pergerakan Mahasiswa Indonesia, ICIS-Institute of Culture and Islamic Study).

By all those, I have been built as who I am today. Thanks without any limit for all of them. May Allah give all of you more than what I have got to be.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I as researcher would like to express my special gratitude to the following people:

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9. The students of tenth grade of MA Sumber Bungur who gave their time to participate in this research.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

Jember, 08th November 2021

Risqiyani

ABSTRACT

Risqiyani, 2021: *The students' difficulties and the factors affecting them in reading narrative text.*

Keywords: *Students' Difficulties, Reading Comprehension, Narrative Text.*

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. In the reading learning process, the student must understand the content of the text to get the information from it. However, there were some difficulties faced by the students in reading English text. Hence, it is important to know the students' difficulties and the factors affecting them in reading as reading is one of important skills that should be mastered by the students.

There were two research questions in this research, those were: 1) what are the students' reading aspects that usually considered as the students' difficulties in reading narrative text for tenth grade students of MA Sumber Bungur Pakong Pamekasan? and 2) What are the factors that affect students' difficulties in reading narrative text for tenth grade students of MA Sumber Bungur Pakong Pamekasan?. The objectives of this research were to identify the students' reading aspects that usually considered as the difficulties in reading narrative text and the factors affecting them.

This research applied a qualitative descriptive as research method. It was conducted in MA Sumber Bungur. The selection of participant technique was purposive to choose 8 participants out of 20 students based on the teacher's recommendation. The data were gathered by interview, observation, and document review. While technique and data source triangulation were used to validate data.

The result of the research showed that the students' reading aspects that usually considered as the students' difficulties in reading narrative text faced by the students were related to word comprehension that included difficult vocabularies such as synonym, antonym, and reference, sentence comprehension included difficulty finding specific and general information, paragraph comprehension as difficult to determine the main idea, and text comprehension as difficult to make conclusion. While the affecting factors in reading narrative text included the learner's background knowledge, teaching technique, and learner's environment.

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
AGREEMENT PAGE.....	iii
MOTTO.....	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I: INTRODUCTION	1
A. Research Background	1
B. Research Questions.....	5
C. Research Objectives.....	6
D. Research significance	6
E. Definition of Key Term	7
F. Research Stages	8
CHAPTER II: REVIEW OF RELATED LITERATURE	11
A. Previous Research.....	11
B. Theoretical Framework.....	15
1. Reading	15
a. Definition of Reading	15
b. Purpose of Reading	17
c. Type of Reading Activity	19
2. Reading Comprehension.....	21
a. Definition of Reading Comprehension	21
b. Components of Reading Comprehension	23
c. Causes of Difficulty in Understanding Reading Text.....	29
3. Narrative Text	35
a. Definition of Narrative Text	36

b. Generic Structures of Narrative Text.....	36
c. Types of Narrative Text.....	37
d. The Language Features of Narrative Text	40
CHAPTER III: RESEARCH METHODOLOGY	42
A. Research Design	42
B. Research Location	42
C. Research Participants.....	43
D. Technique of Collecting Data.....	43
E. Technique of Data Analysis.....	46
F. Validity of Data	48
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	49
A. The Description of The Object	49
B. Research Findings and Data Analysis	51
C. Discussion.....	71
CHAPTER V: CONCLUSION AND SUGGESTIONS	82
A. Conclusion	82
B. Suggestion	83
REFERENCES.....	84
APPENDICES	

LIST OF TABLES

No.	Description	Page
2.1	Similarities and differences between previous research and this research.....	14
4.1	The frequency of students' reading difficulty in finding the meaning of vocabulary	54
4.2	The frequency of students' reading difficulty in finding factual information of the text	56
4.3	The frequency of students' reading difficulty in finding the main idea of the text	60
4.4	The frequency of students' reading difficulty in making conclusion of the text	62
4.5	The result of research findings	71

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this chapter are research background, research questions, research objectives, research significances, definition of key term, and procedures of research.

A. Research Background

Language is an important communication tool, not only for communicating thoughts and ideas but also for building friendship and cultural bonds. According to Wardhaugh, language is arbitrary vocal symbols used for human communication.² Based on the understanding of the language above, it can be concluded that language is communication tool to help us interact with other people.

One of the important languages is English because English is an international language. Some countries used English as their second language. If we speak English to people in another country, they would understand even though their first language was not English. Therefore, learning English is very important for our education. Badan Standar Nasional Pendidikan (BNSP) stated that English is one of the compulsory subjects to be studied.³ The students learn four language skills in English. They are listening, speaking, reading, and writing. English learners would use those four language skills in teaching-learning activities. One of the crucial skills is

² Wardaugh, an *Introduction to Linguistics "Teaching and learning"* (Banjarmasin: PBS FKIP UNLAM, 2007), 3.

³ BNSP. *Permendiknas RI NO.22 Tahun 2006 Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah*. Jakarta

reading. According to Harmer, reading is a complex process that involves instruction between the readers, language, and ideas of the text.⁴ That is, reading includes all knowledge of social functions, language features, and the generic structures of the text. They are not required to understand every part of a sentence or paragraph, but they must understand the message to be conveyed by the author.

On another side in the holy Qur'an, reading is an important skill that should be learned. There is a verse that states the existence of reading stated in Al-Qur'an that is surah Al Alaq: 1-3

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

The meaning: (1) read: in the name of thy Lord who created, (2) created man from a clot, (3) read: and thy Lord is the most bounteous.⁵

Based on those verses, Allah SWT instructs us to read widely, because it would have an impact when we look for the information, especially in the modern era some information could be known from reading. As a proverb said that reading is the window of the world. It means reading would open up our insight into many things, therefore we must improve our habit to read because by reading a learner could develop his or her language competence.

In this research, the researcher focused on reading skills, especially in reading comprehension. Reading comprehension is important to help the students develop knowledge, skills, and experience. When students could

⁴ Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007), 99.

⁵ Departemen Agama Republik Indonesia, *Al-Qur'an dan terjemahannya* (Bandung: Diponegoro, 2010), 23.

comprehend written text and combine their understanding with previous knowledge, they would be able to identify simple facts that were presented in the written text, make judgments about the content of the written text, and be able to relate the text to other written section and situations. Therefore, if the teacher knows about the comprehension level of students, the teacher automatically knows the students' difficulties in comprehending the text.

According Mc Whorter in an article journal which was written by Mosleh stated that to be able to comprehend better, the reader must know the basic comprehension units in reading, they are words, sentences, paragraphs, and whole text.⁶ While King and Stanly said that there were five components that may help to read carefully, those were finding factual information, finding main idea, finding the meaning of vocabulary, identifying reference, and making reference.⁷ These aspects are regarded as difficulties that the students encountered in comprehending the text.

These problems may happen because the first language of Indonesian students had a different form, sound, vocabulary, and structure from English. They were good at translating texts but struggle to understand what the underlying meaning and purpose were outside the text. According to Peter many different factors contribute as the cause of students' difficulties in understanding text. Some of those factors are located within the learner's

⁶ Mosleh Habibullah, "Techniques In Teaching Reading Comprehension" Journal (OKARA, 2, no. 3 (2012), 224-225.

⁷ Hana Junika. "An Analysis Of Students' Reading Comprehension In Recount Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu". (Thesis, University of Sultan Syarif Kasim Riau, 2018)

background, some within the teaching technique, and some within the learner's environment.⁸

MA Sumber Bungur is one of Senior High Schools that is favorite in Pakong. This school used a new curriculum introduced by the Indonesian Government in 2013. In this curriculum, English is one of the main subjects that must be taught to students. Based on the statement above, students must learn English twice a week. The basic competence of reading contained in this school syllabus is that students must be able to understand the contextual meaning of social functions, text structures, and characteristics of the language of the text. Therefore, 10th Grade students were designed to master reading skills. The purpose of teaching reading is that students can read English texts effectively and efficiently. Besides, this school provided guidance learning English specifically twice a week. This activity is guided by professional teachers invited from outside. Based on this guidance, the majority of students at this school could explore English well than other schools which are located in Pamekasan.

That condition was supported by an interview with one of the English teachers in MA Sumber Bungur, the teacher said that there were still many students who had problems in understanding English text, and they were always confused to comprehend the reading text. In the reading learning process, the student must understand the content of the text to get the information from it. Students often encountered difficulty in reading

⁸ Peter Westwood, *Reading and learning difficulties a process of teaching and assessment* (Australia: Acer press, 2001), 16.

especially when they faced difficult or ambiguous words. Sometimes it made them lose interest in reading, so they did not get the content of the text due to the high level of vocabulary associated with the test.

From explanation above, it can be concluded that it is necessary to identify the students' difficulties and the factors affecting them in reading as reading is one of important skills that should be mastered by the students. Therefore, the researcher conducted research under the title **“The students' difficulties and the factors affecting them in reading narrative text”**.

B. Research Questions

Based on the research background above, the researcher formulated the following research questions that would be answered in the result of this research:

1. What are the students' reading aspects that usually considered as the difficulties in reading narrative text for tenth grade students of MA Sumber Bungur Pakong Pamekasan?
2. What are the factors that affect students' difficulties in reading narrative text for tenth grade students of MA Sumber Bungur Pakong Pamekasan?

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C. Research Objectives

Based on the research questions above, the objectives of this research were:

1. To identify the students' reading aspects that usually considered as the difficulties in reading narrative text for the tenth grade of MA Sumber Bungur Pakong Pamekasan in reading narrative text.
2. To identify the factors that affect the students' difficulties in reading narrative text by tenth grade of MA Sumber Bungur Pakong Pamekasan.

D. Significances of Research

The results of this research were expected to provide theoretical and practical knowledge, which were explained as follows:

1. Theoretically

The result of this research was expected to increase knowledge about the progress and development of English learning, especially about the students' difficulties and the factors affecting them in reading narrative text, and can be a reference for further research.

2. Practically

a. For English Teachers of MA Sumber Bungur Pakong Pamekasan

The teachers can identify various students' reading aspects that usually considered as the students' difficulties and the affecting factors them in reading narrative text. Then, the teachers can know what they need to be increased in the level of students' reading comprehension. Finally, teaching can be improved as well as students' reading abilities.

b. For Further Researchers

This research can be used as a reference in conducting further research, to assist future researchers in conducting better research.

E. Definition of Key Terms

The following definitions were given to make the same understanding between the researcher and the readers in order to avoid the misunderstanding in comprehending the research. These were:

1. Students Difficulties

Difficulties in reading refer to problems associated with reading. It is a condition where the students do not understand with the aspects of reading such as word, sentence, paragraph and text comprehension.

2. Reading Comprehension

Reading is a process of observations carried out by the reader to obtain a message to be conveyed by the author. It means when the readers read, they need to understand what they have read because every text has the concepts so get the idea within the text is a way to know what the text means. While reading comprehension has a deeper meaning to elaborate, it means reading comprehension is the ability to process text, understand its meaning, and integrate with what the reader already knows. Reading comprehension is often conceptualized with different functions at each level consisting of word comprehension, sentence comprehension, paragraph comprehension, and whole-text comprehension.

3. Narrative Text

Narrative text is a text that contains a sequence of events based on a time sequence. Mostly, narratives are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fiction, romance, horror, etc. The generic structures are orientation (it is about the opening paragraph where the characters of the story are introduced), complication (where the problems in the story developed), resolution (here the problems in the story are solved, “happy ending” or “bad ending”), and the last is coda / reorientation (lesson from the story)

F. Procedures of Research

In this section, the research implementation plan would be carried out by researchers, starting from preliminary research, design development, actual research, and report writing.⁹

The research stages consisted of pre-field stages, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that researcher must do. In this stage, one consideration was added the needs to be understood, namely research ethics in the field in the activities and considerations described below:

⁹ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2020), 48.

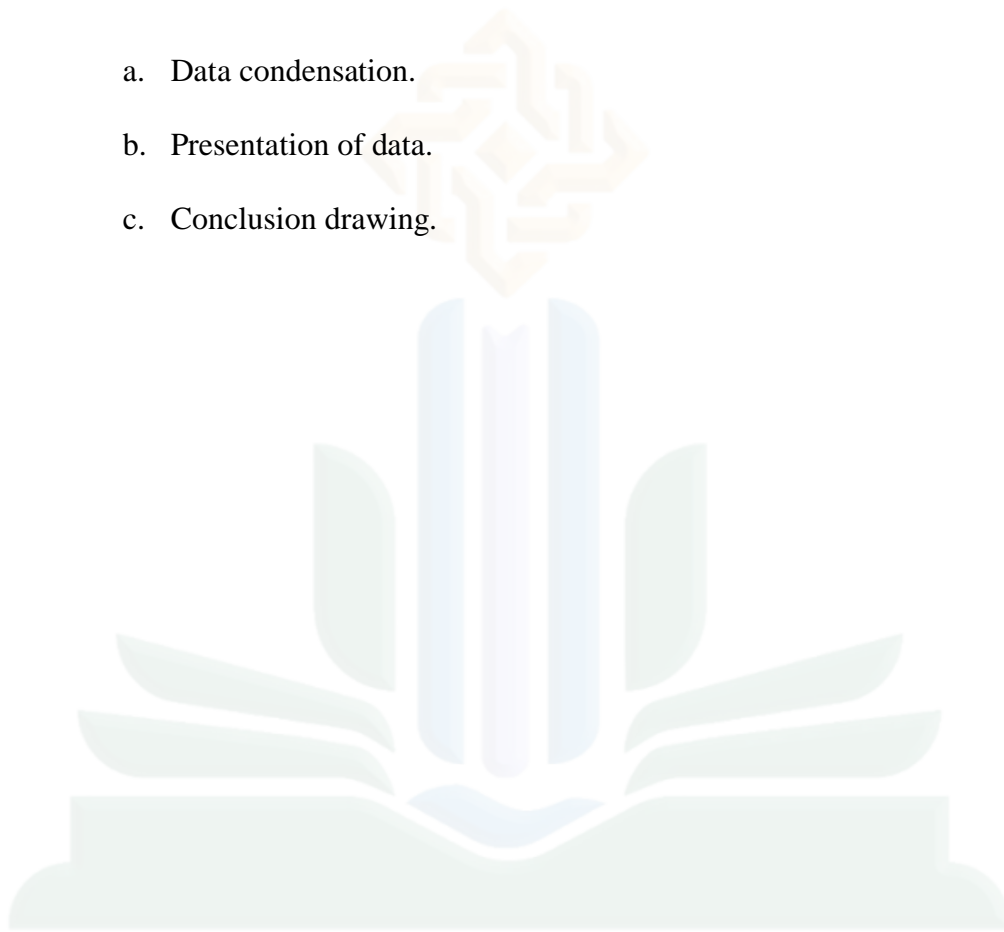
- a. Prepare research designs
 - b. Select the research field
 - c. Take care of licensing
 - d. Explore and assess the field
 - e. Select and use informants
 - f. Prepare equipment
 - g. The issue of research ethics
2. Stage of fieldwork

After getting the research licence, the researcher entered the research object and collected the data with interview, observation, and document review to get the information about the students' reading aspects that usually considered as the students' difficulties and the factors affecting them in comprehending narrative text at the 10th Grade of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan.

- a. Understand the background of research and preparation
 - b. Enter the field
 - c. Participate while collecting data
3. Data analysis phase

The data analysis phase was the last stage of the research process that was discussed in the previous chapter. At this stage, the activities included:

- a. Data condensation.
- b. Presentation of data.
- c. Conclusion drawing.



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CHAPTER II

REVIEW OF LITERATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous research and theoretical framework.

A. Previous Research

The research about analyzing the students' difficulties in reading narrative text is not the first time. Before this research, there had been many researchers analyzed about students' difficulties in reading narrative text at school. The researcher had chosen four relevant previous research.

The first research was conducted by Dwi Larasati (2019) entitled "An Analysis of Difficulties in Comprehending English Reading Text at the Elevent Grade Students of MA LAB UIN-Sumatera Medan" showed that the factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.¹⁰

Secondly, a thesis which was written by Yuni Kartika Sari (2017) entitled "An Analysis of Students' Difficulties in Comprehending English Reading Text on the MTS Negeri Mlinjon Klaten in Academic Year 2016/2017".¹¹ The population during this research was the Seventh Grade of

¹⁰ Dwi Larasati, "An Analysis of Difficulties in Comprehending English Reading Text at the Elevent Grade Students of MA LAB UIN-Sumatera Medan", (Thesis, State Islamic University Of North Sumatera Medan, 2019)

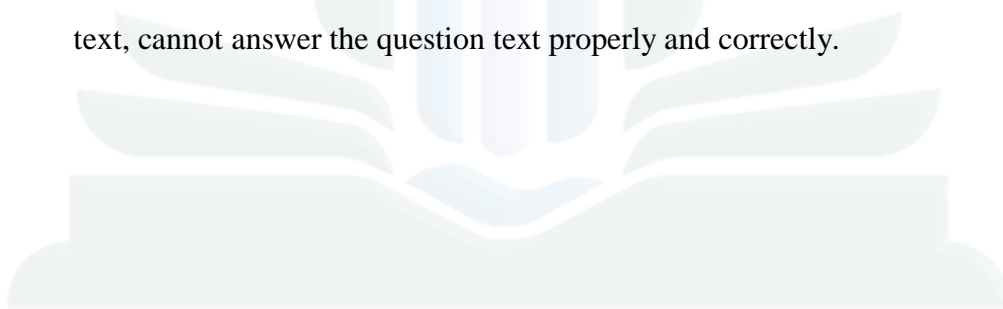
¹¹ Yuni Kartika Sari, "An Analysis of Students' Difficulties in Comprehending English Reading Text on the Mts Negeri Mlinjon Klaten in Academic Year 2016/2017", (Thesis, State Islamic Institute Of Surakarta, 2017)

MTS Negeri Mlinjon Klaten. The findings of this research showed that there were 54.66% of students who had less level of understanding to look for the main idea of the text. Then, there were 66.22% of students who had a mean level of understanding to look for detailed information of the text. Next, there were 59.09% of students who had less level in understanding the vocabulary of the text.

Thirdly a thesis written by Dasrul hidayati (2018) entitled “Students’ difficulties in reading comprehension at the first grade of SMAN 1 Darussalam Aceh Besar”.¹² The population during this research was the first grade of Senior High School 1 Lambaro Angan. The findings of this research showed that the majority of the students difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students’ responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.

¹² Dasrul hidayati, “Students’ difficulties in reading comprehension at the first grade of SMAN 1 Darussalam Aceh Besar”, (Thesis, Ar-raniry state Islamic university Darussalam of Banda Aceh, 2018)

The last was an article journal which was written by Adinda Adriyani Pais (2020) entitled “Students’ Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar”.¹³ This research focus to analyze students' difficulties in learning reading and to analyze strategies used by students to improve their ability to learn reading. The finding of this research showed that most students have difficulty in learning to read in terms of Lack of vocabulary, Cannot understanding main ideas in text, grammatical confusion, cannot capture the topic text, lack of structure text, cannot answer the question text properly and correctly.



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JEMBER

¹³ Adinda Adriyani Pais, “Students’ Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar”. (Thesis, University of Muhammadiyah Makassar, 2020)

Table 2.1

Similarities and Differences between Previous Research and This Research

No.	Name	Title of Research	Similarities	Differences
1	2	3	4	5
1.	Dwi Larasati	“An Analysis of Difficulties in Comprehending English Reading Text at the Elevent Grade Students of MA LAB UIN-Sumatera Medan”	a. Both researchers researched about reading difficulties. b. Both researchers used qualitative as the research design.	The previous research used test and interview to collect the data, while this research used interview, observation and document review.
2.	Yuni Kartika Sari	“An Analysis of Students’ Difficulties in Comprehending English Reading Text on the MTS Negeri Mlinjon Klaten in Academic Year 2016/2017”	Both researches used qualitative as the research design.	The previous research used document and interview to collect the data, while this research used interview, observation and document review.
3.	Dasrul hidayati	“Students’ difficulties in reading comprehension at the first grade of SMAN 1 Darussalam Aceh Besar”	Both researches researched about the factor that influence the students’ difficulties in reading comprehension	The previous research used quantitative research, while this research used qualitative research as research design.
4.	Adinda Adriyani Pais	“Students’ Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar”	a. Both researches researched about students’ difficulties. b. Both researches used qualitative as the research design	The previous research focus on students’ difficulties and the strategies to improve their ability while this research focus on students’ difficulties and the factor affecting their difficulties.

Based on the table above, it could be seen that all of the researchers had their own ways to analyze their subject of the research. This research had a similarity with all of previous researches that its focus on students' difficulties in reading or the factor are influence the students' difficulties in reading comprehension. Most of previous researches focused on students' difficulties in reading comprehension only or the factor are affect the students' difficulties in reading comprehension only. Meanwhile, this research was different with the other previous researches because this research focused on both of them using a qualitative research design.

B. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is the beginning in acquisition of knowledge. Reading is an important issue which is not only about enjoyment but also a necessity; the fundamental tool of education. Reading is not a simple subject because, in its research the reader should discover the ideas from a text-based on the writer's point of view. Penny Ur stated that reading means "reading and understanding".¹⁴ She also stated some assumptions about the character of reading that we need to perceive and decode letters to read words; we need to know all the words to understand the meaning of a text; the more symbols (letters and words) there are in a text, the longer it will take to read it; we gather:

¹⁴ Lia Maretnowati, "The Effectiveness of Pre-Reading Activities in Student's Comprehension In Reading Recount Text", (Thesis, University Of Syarif Hidayatullah, 2014).

meaning from what we had read; our understanding of a text comes from understanding the words of which it is composed.

Nunan stated that reading is a set of skills that are required to from sense and derive meaning from printed words. The activity of reading also involves the ability to decode the printed words within in the key in reading. The decoding activity impacts the reader in making sense. Reading also requires deriving meaning, which is additionally stated by Anderson. He also adds that reading is not only pronouncing the words correctly, but also comprehending what they mean.¹⁵

According to Harmer, reading is a complex process that involves instruction between the reader, language, and ideas of the text.¹⁶ That is, reading includes all knowledge of social functions, language features, and the generic structure of the text. They are not required to understand every part of a sentence or paragraph, but they must understand the message the writer wants to convey.

Based on the explanation above, it can be concluded that reading could be a process of decoding words from the text by interacting with the contexts and involving the readers' previous knowledge to comprehend them. Reading is not only saying words and sentences, but also understand the meaning contained by the words and sentences. After they read a text, they need actively relate

¹⁵ David Nunan, *Discourse Analysis* (London: Penguin English, 1993), 249.

¹⁶ Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007), 99.

their prior knowledge about the contexts. For instance, when they read a story with pictures, they have to look at the pictures also. They describe the context of the text. Therefore, the meaning of a text is derived from the prior knowledge of the readers that interact with words in the context of the text to make sense.

b. Purpose of Reading

Every person has a purpose when he doing something. It is the same with a reader when they read a text or book. A reader has a reason and purpose by doing this activity, whether he reads to get some information or for fun only. According to Rivers in Nunan stated that usually, the second language learners will want to read for the following purposes:¹⁷

- 1) To obtain new information for some purposes or because they are curious about something. If you read something, it will help you to get new things by enabling you to teach yourself in any area of life you are curious about. For instance, the children usually read a story or a book after they think that the story is interesting and new for them. So, their curiosity appears in them to read the story or a book. It will help to develop their mind and imagination, thus, the creative side of the child.

¹⁷ Nunan, *Discourse Analysis*, 250.

- 2) To obtain instructions on the way to perform some tasks for his or her work. Mostly, the second language learners read a text because they get instruction from their teacher to fill assignments.
- 3) Reading also serves to tell us about the position in the game, as well as how things should be thing the game (game rules). So that we know how to play the game without being taught by others.
- 4) To know what is happening or has happened (as reported in newspapers, magazines, reports), and also to know when or where something will happen or what is available. For example, in Kalimantan there has been a flood, so we can know the actual information about the phenomenon by reading in magazines and others without having to go there to find out about its realness.¹⁸

While Wallace classifies the purposes of reading asked for personal reasons as follow:

- 1) Reading for survival

Reading for survival is reading a text that is very crucial for life, for example a warning sign, an admonition sign, an instruction sign, etc. Survival reading serves the immediate need.

- 2) Reading for learning

It is expected to be exclusive in school. Reading is the support for learning in the class. The reader needs to translate the

¹⁸ Jo McDonough and Christopher Shaw, *Material and Method in ELT* (Malden: Backwell publishing, 2003), 90.

text, literally or metaphorically, to learn vocabulary, to identify the useful structure, to use a text as a model for writing, and to practice pronunciation.

3) Reading for pleasure

It is reading to get happiness. A reader want to enjoy rhythm or rhyme of the text. Meanwhile, reading is very important to do for all people as what has been sated, there are main reasons for reading that is reading for pleasure.¹⁹

Based on the explanation above, we can conclude that there are some purposes of reading. Every person has a purpose when he reads something. By reading, learners can get new information that can add or enrich their knowledge.

c. Type of Reading Activity

Williams stated that there is the type of reading activity namely pre reading, while reading, and post reading.²⁰

1) Pre-Reading Activities

Pre-reading activities are some activities simply consisted of the question to which the reader is required to find the answer from the text. Before reading the text, the teacher spent some time introducing the topic or material use of some technique.

That technique is skimming, scanning, predicting, and an active

¹⁹ Catherine Wallace, *language teaching: A Scheme for Teacher Education* (New York: Oxford University Press, 1992), 6-7.

²⁰ Robert William, *language: a reader for writers* (Boston: Houghton Mifflin, 1984), 37.

schema. It can be concluded that the pre-reading activities phase tried to do are:

- a) To introduce the students or learners interest in the topic and material.
- b) To motivate the students or learners by giving a reason for reading.
- c) To provide some languages preparation for the text and material.

2) While-Reading Activities

While-reading activities are phase draw the text, rather than the students or learners previous ideas to reading. The aim of the while-reading activities phase are:

- a) To help to understand of writer's purpose.
- b) To help to understand the text structure.
- c) To clarify the text and the material.

3) Post Reading

The aim post-reading work is:

- a) To consolidate or reflect upon what has been read.
- b) To relate the text and the material to students or learners own knowledge interest.

From the explanation above, teaching reading is an important part of teaching- learning activity. It is a process where the teacher helps students to comprehend the text and

also choose the appropriate technique and text in teaching reading based on the students' condition.

2. Reading Comprehension

a. Definition of Reading Comprehension

According Klingner, Vaughn, and Broadman stated that reading comprehension is a process of interaction between readers and what they bring to the text, such as previous knowledge or background and strategy use. This process also includes variables related to the text, such as the readers' interest in the text and their understanding of the text genre.²¹ That is the process of how readers are able to combine what they get from reading with their previous knowledge. Thus, in reading comprehension, readers need to understand about components included in the texts. To achieve reading comprehension, the reader should do some strategies. According to May there are seven strategies to achieve comprehension.²² A reader should:

- 1) Predict the next words
- 2) Confirm his/her prediction
- 3) Change his/her prediction if necessary
- 4) Correct his/her own miscues
- 5) Use substitution that get us closer to the author's meaning

²¹ Klinger, Jannete et al. *Teaching Reading Comprehension to Students with Learning Difficulties* (The Guilford Press: New York, 2007), 87.

²² Anderson, Mayer, *A Taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objective* (New York: Longman), 116.

Jannete et al state that reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types. Finally, it can be concluded that reading comprehension is the process of making meaning from a written text. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.²³

Comprehending means understanding the meaning or the point of a topic where it does to get the meaning of something because it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge. Therefore, it can be concluded that "Reading Comprehension is a readers' ability in understanding, evaluating, and utilizing the text to find information in accordance with the readers' purpose. In order to find the information, readers should be able to find the writers' idea whether it is explicitly or implicitly stated in the text. To comprehend and get the maximal benefit from reading, the readers should understand the approaches in reading.

²³ Jannete, *Teaching Reading Comprehension to Students with Learning Difficulties*, 8.

b. Components of Reading Comprehension

There are many components of reading comprehension which have their own characteristics. King and Stanly stated in a thesis which was written by Hana Junika, there were five components that may help to read carefully, they are:²⁴

1) Finding factual information

In finding factual information, it requires readers to scan specific details. Supporting details help the reader know more information about the main idea or subject of a passage. They are pieces of information that help the reader guess the text about. In one among all kinds is through making inquiries to find factual information like reason, purpose, result, comparison, means, identify, time and amount during which most of the solutions are often found within the text. The question usually appears with 5W+H questions.

2) Finding main idea

Finding the main idea of a paragraph consists of many sentences and selects the thought not only within the beginning of a paragraph but also in the middle and at the top of a paragraph. Determining the main idea is one of the most important skills in reading comprehension to find the main point of the passage by summarizing the passage. The main idea is important because it

²⁴ Hana Junika. "An Analysis Of Students' Reading Comprehension In Recount Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu".

tells what the story is mainly about. If the readers are difficult to determine the main idea, so they will not know the purpose of the text.

3) Finding the meaning of vocabulary

In finding the meaning of vocabulary, it is often done by guessing it within the context or opening dictionary to be sure that vocabulary meaning is correct, and appropriate with the original word or basic meaning, then it can understand position of structure and word performance in context. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

4) Identifying reference

In order to avoid repeated words or phrases, the author used words reference and being able to identify the word of phrases to help readers understanding the reading. Reader needs to identify the reference of pronoun when the reference appears recently in the text and has been mentioned earlier. It is the signal to reader find the meaning elsewhere in the text.

5) Making inferences

Making inferences is skill where the reader has to be able to read between line to draw logical and make an accurate prediction. An inference is when the students take clues from story plus what the teacher means. The teacher will not always

tell them everything, so they need to use inference to understand and visualize the story. The students will make inferences to help them understand what they are reading.

While, Mc Whorter stated that there are 4 basic comprehensions in reading, they are words, sentences, paragraphs, and whole text.²⁵

a) Words

Edward R. Sipay and Albert J. Harris in their book techniques of Teaching Reading say: The first and the most important in comprehension is the difficulty in vocabulary. Words are very crucial for reading comprehension. Since reading is getting the meaning, lack of vocabulary will lead to great difficulty understanding the content of the reading material.

According to Wood, to get sense of the text, the first step is the reader has to identify the smallest unit of meaning.

His statement supports that word is very important thing in a text. It could be a factor that affects the students' reading comprehension. In this case, the students are demanded to have more vocabularies to make them easier in comprehending the words meaning.

²⁵ JH. Mc Whorter, *Guide to College Reading* (New York: Little and Brown Company, 1989), 90.

b) Sentences

In addition to know the meaning of words, the reader must know other skills in order to understand sentences perfectly. Roe Burn in their book better ways to teach reading stated that sentence includes phrases, punctuation and the structure of the sentence itself. According to Grellet the central parts of a sentence are subject + verb. A verb tells what the subject is doing. The subject can be a person, animal, or thing.²⁶

Hughes states that there are three kinds of sentence in English such as:²⁷

(1) Simple Sentences

A simple sentence has one subject and one verb. The subject tells what or who does something, and the verb tells the action or condition.

(2) Compound Sentences

A compound sentence is composed of two simple sentences joined together by a comma, and coordinating conjunctions such as for, and, nor, but, or, yet, and so. In other words, there are two independent clauses at a compound sentence.

²⁶ Grellet, *Developing Reading Skills: A Practice Guide in Reading Comprehension* (Cambridge: Cambridge University Press, 2002), 15.

²⁷ Hughes, *Testing for Language teacher* (Cambridge: Cambridge University Press), 10.

(3) Complex sentences

A complex sentence has an independent clause and a dependent clause which is connected by subordinating conjunctions such as when, after, before, while etc.

c) Paragraph

Comprehension of paragraphs is essential in all reading. According to R. Mecullough Strang comprehension consists of identification of the topic sentence, the sentence that contains key ideas, and the interpretation of its details. According to Mc Whorter, paragraph is a group of related sentences that develops one main idea thought about a single topic. To understand a paragraph, there are three basic parts namely: topic sentence, supporting sentence, and concluding sentence.²⁸ Those types of sentences play an important and different role.

(1) Identifying Topic Sentence

McWhorter notes that most often the topic sentence is placed in the first sentence of a paragraph.

Bram states a good paragraph normally focuses on only one central idea that is expressed in the topic sentence.

Generally, the topic sentence is presented in the first sentence of paragraph, but sometimes it can be found in

²⁸ JH. Mc Whorter, *Guide to College Reading*.

the middle or in the last of the paragraph. Wong argues that a topic sentence in a paragraph states the main idea. It means finding out the main idea or the main point stated in a paragraph.

(2) Identifying Supporting Details

In a paragraph, the topic sentence must be followed by the supporting details to develop and explain it considering that carries main information. In accordance with this idea, Wong maintains that supporting details are facts, examples, explanations, definitions and any other kinds of details that develop or support the main information or topic sentence.

(3) Identifying Concluding Sentence

Beside the topic sentence and the supporting details, there is also a concluding sentence that is put in the last of the paragraph. According to Wong, the concluding sentence is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph.²⁹

d) Whole text

Roe and Burn in their book state that Understanding whole selections cannot be achieved easily without

²⁹ Wong, *Essential Writing Skills* (New York: Congress Catalogue), 386

understanding the prerequisite. The understanding of whole selections depends on the understanding of the smaller unit of word, phrases, sentences, and paragraphs. Wood claims that one way to recognize and understand the whole text is by understanding the parts first, the smallest units meaning, and then to combine them to understand the whole. It means that the students need to comprehend the whole texts meaning in order to know the complete information and comprehension about the texts.

Those aspects of comprehension above are regarded as difficulties that the students encounter in reading the text.

c. Causes of Difficulty in Comprehending Reading Text

Many different factors contribute to the cause of students' difficulties in understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment.

1) Learner's Background Knowledge

The learner's background knowledge means something which comes from the learners themselves. It was related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge (schemata) that the learner have known before.

a) Interest

Interest is being one of the most important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension. On the other hand, if the readers have no any interest to read, it can influence their comprehension. Therefore interest can motivate the students to be active in their job or their activity.

b) Motivation

Motivation plays an important role in comprehending the text. Motivation is an important factor that may contribute to success at school and to lifelong learning. Motivated learners are more enthusiastic, goal-oriented, committed, and confident in their learning. They are willing to work hard to achieve their goal and they do not easily give up until they achieve that goal. In second language learning (L2) contexts, teachers are well aware that motivation is key to L2 development. They know that students with higher motivation are likely to be more successful than those with lower motivation.

Dornyei said that the more motivated students are more likely to develop a higher level of proficiency in the language compared to the less motivated ones. When

students choose to participate enthusiastically in a language lesson and are willing to extend sufficient efforts even when the activity is challenging, they are said to be motivated to learn and are likely to take in more and remember more from the lesson. Those who are not as motivated normally do not participate much in the lesson, do not put in sufficient effort, give up easily when the task gets harder to do and after a while lose their interest in learning.³⁰

While, Renandya said that the most important characteristics of a good language teacher is their ability to motivate their students to learn English.³¹ It is possible, for example, that in a reading lesson students are motivated because the teacher is perceived to be warm and humorous and the reading materials used in the lesson are interesting and enjoyable. The students will be motivated to read when they feel that they need something from the text.

Furthermore, in line with the explanation of interest and motivation above, motivation and interest are interconnected. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It will be easier for the students to achieve something if they have interest and motivation to learn it. As

³⁰ Z Dornyei, *Motivation in Language Learning* (Shanghai: Shanghai Foreign Language Education Press, 2012), 180.

³¹ W Renandya, *Motivation in the language classroom* (TESOL: USA, 2014), 198.

well as it will be easier for them understand text, if they have interest and motivation to read the text.

c) Learners' prior knowledge (Schemata)

Prior knowledge refers to all of the experiences readers have had throughout their lives, including information they have learned elsewhere. This knowledge is used to bring the written word to life and to make it more relevant in reader's mind. Mellon stated that "students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning."

According to Anderson (cited in Nunan) the aim of reading is comprehension. The reader should master the comprehension skill, it requires prior knowledge to have the comprehension skill.³² The more we have good prior knowledge, the easier we comprehend the reading texts. It means that students with a lot of knowledge about reading will quickly understand about something they read. On the other hand, students who have little knowledge (grammar or vocabulary) may have some difficulties in understanding something they read.

³² D Nunan, *Practical English Language Teaching* (New York: McGraw Hill Company, 2003), 206.

Prior knowledge of the learners also known as the mental schemata is one aspect of language processing which enhances the comprehension in learning a language. Brown stated that prior knowledge is organized in schemata, generalized mental representations of our experience that are available to help the students understand new experience.³³

2) Teaching Technique

Teaching is more than just making decisions about which specific teaching technique to adopt. It is a complex process that involves making decisions about what we want to teach, how we want to teach it, and how we know that we have been successful in teaching it. Effective teachers are very skilful in formulating the objective of the lesson. They think through the objective carefully, making sure that the objective relates to the overall plan of the language program and is formulated in ways that are achievable and measurable.

The teacher is one of school environmental factors who has important role to increase students learning achievement. The teacher is a subject in education who has duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be

³³ Brown, *An interactive approach to Language Pedagogy*, (San Francisco: Longman, 2006), 132.

good readers or not. The teacher also will become source of learning difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students' reading comprehension

3) Learner's Environment

The environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning English, without practice and applied it outside school, he will not understand English perfectly. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.³⁴

a) Home condition

It cannot be neglected that parents play important role in the home. Every student needs attention from her/his parents to reach her/his learning achievement. Since learning English is not the same as learning Indonesian, children need parents' guidance to learn about English especially reading English text because they will read. Home and school are the

³⁴ Peter Westwood, *Reading and learning difficulties a process of teaching and assessment* (Australia: Acer press, 2001), 16.

two kinds of learners' environment that can influence their learning reading achievement.

b) School condition

The school condition also can be the cause of students' learning difficulties. School which lack of learning media, such as English books will influence the students' ability in learning reading. It makes the learning reading process become ineffective and will be hamper students' understanding about the material. The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given, not at the right level of the difficulty of the readers or the students.

3. Narrative Text

Based on syllabus of School-Based Curriculum 2006 (KTSP) there are three types or reading text which are learned by 10th Grade students of Senior High School on second year. They are Narrative, Descriptive and News Item³⁵ the students are expected to be able to understand and master the kinds of the texts after they learnt English. In this research the researcher focused on narrative text which was relevant to the syllabus used in 10th Grade of Senior High School.

³⁵ BNSP. Kurikulum Tingkat Satuan Pendidikan (KTSP) (Jakarta: Departemen Pendidikan Nasional, 2006).

a. Definition of Narrative Text

Alderson and Anderson say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.³⁶ Meanwhile, Percy in Permana and Zuhri states that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story.³⁷ From these statements, it can be inferred that narrative texts is concerning with a story. The story includes some events which are presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structures of Narrative Text

Narrative text consists of three generic structures which are orientation, complication, and resolution as explained on the following:

³⁶ Alderson, Mark and Anderson, Kathy, *Text Types in English 2* (South Yarra: Macmillan Education Australia PIY LTD, 1997), 8.

³⁷ Zuhri, Tahan Dwi Permana, "The Implementation of Picture Series.2 as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School", *Retain*, 01 No 01 (2013).

1) Orientation

In this part, the author introduced who is involved, where the events took place, and when it happened.

2) Complication

Complication tell that some short of problems in the story developed. This complication will involve the main characters and oven serves to temporally toward them from reaching their goal.

3) Resolution

Resolution tell that the problem in the story is solved it may “happy ending” or “sad ending”. In conclusion, a narrative text tells the reader about story to entertain the reader. It begins with an orientation which tells the reader who has involved, what happened, where this story took place and when it happened. Then the sequences of events are described in some sort of order e.g. time. Last, it may be a resolution at the end which summarizes the event.

c. Types of Narrative Text

There are many different types of narrative text, those are:

1) Humor

A humorous narrative is one of that aims to make listener or reader laugh as part of telling story.

2) Mystery/Horror

This type contain about identify, investigate, secret, and surveillance.

3) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

Fantasy is a genre of fiction that typically taking inspiration from myth and legend, is set in a fictional universe and features supernatural characters and mythical creatures. Fantasy stories will often feature about adventure with the main characters going on a quest or being chosen to complete special task.

5) Science Fiction

Science fiction is a genre of fiction literature whose content is imaginative, but based in science. It relies heavily on scientific facts, theories, and principles as support for its settings, characters, themes, and plot-lines, which is what makes it different from fantasy, such as Spiderman.

6) Folktales

Folktales is a story or legend handed down from generation to generation usually by oral retelling. Folktales often explain something that happens in nature or convey a certain truth about life.

7) Diary novels

This type has the text presented like a diary entries.

8) Adventure

This type includes struggle, dangerous, survived, heroic, and treacherous events and the characters has to solve.

9) Fables

Fable is a short allegorical narrative making a moral point, traditionally by means of animal character who speak and act like human beings. Such as crocodile and mousedeer.

10) Myths

Myths focuses on stories that try to explain something about certain of the origin of people, place, and things or phenomena either in nature.

11) Legend

It is a narrative of human actions that are perceived both by teller ad listeners to take place within human history. Typically, a legend is a short traditional and historical narrative performed in a conventional mode. Such as Lake Toba, Malin Kundang, Rawa Pening, Strong Wind etc.

12) Fairytale

Fairytale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually

magic or enchantment. Such as Snowwhite, Cinderella, and Pinocchio.

13) Personal Experiences

It is account of significant events in the life of the narrator or the community.

Based on the statements above, in this research the worksheet used was legend types, entitled “*Malin Kundang*” and “*Strong Wind*”. As we know that legend types is history from something that happens in the past, and this story is popular with many people from children to adults. Besides, many matters contained in those story.

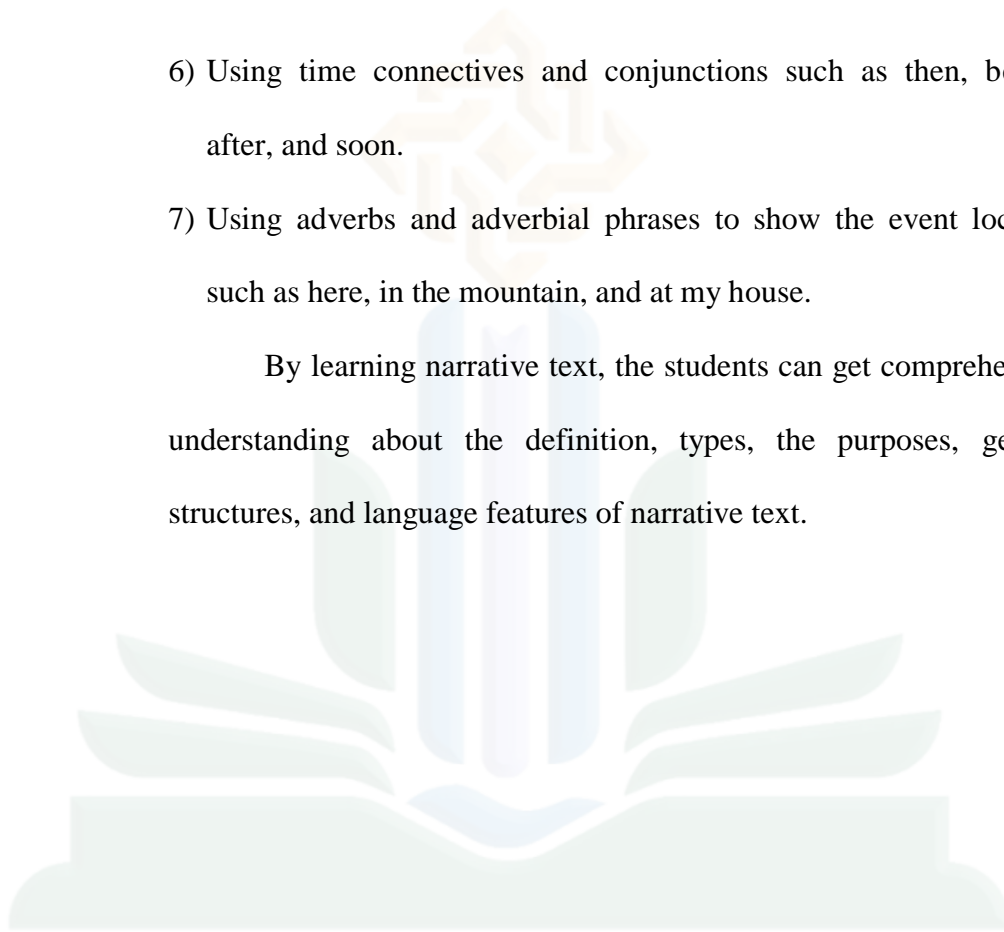
d. The Language Features of Narrative Text

There are language features which can be found in narrative text as on the following characteristics:

- 1) Using action verb that provided interest to writing. Example: she laughed try she cackled.
- 2) Written in first person (I and we) and in third person (he, she, and they).
- 3) Using past tense to write a narrative text.
- 4) Using nouns to name of people, animal and other such as the King and the Queen.
- 5) Using adjectives in forming of noun phrases form such as long black hair and two red apples.

- 6) Using time connectives and conjunctions such as then, before, after, and soon.
- 7) Using adverbs and adverbial phrases to show the event location such as here, in the mountain, and at my house.

By learning narrative text, the students can get comprehensive understanding about the definition, types, the purposes, generic structures, and language features of narrative text.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research methodology. It consists of research design, research location, research subject, technique of collecting data, technique of data analysis, and validity of data.

A. Research Design

This research used qualitative research. Qualitative research is research that intends to understand the phenomenon of what is experienced by the object of research. For example, behavior, perceptions, motivations, actions, etc. Meanwhile, the type of this research used descriptive research.

This research used qualitative descriptive research to describe systematically and carefully about the students' difficulties and the factors affecting them in comprehending narrative text at the 10th Grade of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan.

B. Research Location

This research was conducted at MA Sumber Bungur which is located in PP. Sumber Bungur, Pakong Village, Pakong Sub-district, Pamekasan Regency. The researcher chose this school for several reasons. Specifically, this school provided guidance in learning English specifically twice in a week. This activity was guided by professional teachers who were invited from outside. Based on this guidance, the majority of students at this school could explore the English well than other schools, especially in Pakong Sub-

district. Besides, this school was due to one of school which implements reading comprehension in narrative text.

C. Research Participants

In choosing the participants of the research, the researcher used purposive sampling. Purposive sampling means that the researcher purposefully choose data that fit the parameters of the project's research questions, goals, and purposes.³⁸ It is used to select individuals that could purposefully inform and understand the research problem and central phenomenon in the study.

The participants in this research were English teacher and students of the 10th Grade of X MIPA 4 class. The English teacher was interviewed by the researcher. While the students who have good and low comprehension in reading were chosen to be interviewed by the researcher. The researcher interviewed 8 students consisted of 2 boys and 6 girls.

D. Technique of Collecting Data

This section explained how the researcher collected the data and explained the tools used in data collection methods or tools and materials used in the research. Since the data collected must be representative, the researcher went to directly to the field to explore data by the focus and purpose of the research to get data that was relevant to the problems discussed in the research, the data collected must be representative. The accuracy in choosing method could obtain objective data to support this research. While

³⁸ Sarah J. Tracy, *Qualitative Research Methods*, (Chi Chester: Wiley-Blackwell, 2013), 134.

data collection is observing the variables to be examined by interview, observation, and so on.³⁹

The techniques of collecting data used by the researcher to get the data were:

1. Interview

Interview is a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.⁴⁰ Through interview techniques, the researcher could stimulate respondents to have a broader insight into their experience. By interviewing, the researcher could explore important questions that had not been thought of in her research plan.

This research used semi-structured interviews (in-depth interviews). Semi-structured interview (in-depth interview) is more freely than structured interview. The purpose of this interview is to find the problems openly in which the interviewee asked for their opinions and ideas. The researcher chose this type of interview because it was very flexible. Despite the researcher had prepared the question, the researcher could add the other necessary questions in the process of interview. The researcher interviewed by face to face with the informant to find the problems openly, which is the interviewee asked for their opinions and ideas.⁴¹

³⁹ Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Bumi Aksara, 2006), 232.

⁴⁰ Esterberg, Kristin G, *Qualitative Methods in Social Research* (New York: Mc Graw Hill, 2002), 212.

⁴¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 320.

The interview was done to get information from interviewing the teacher and 8 students at the 10th Grade of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan. It was given at the end of the reading comprehension learning process.

The data obtained from this interview were about the students' difficulties and the factors affecting them in comprehending narrative text at the 10th Grade of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan.

2. Observation

In this research, the researcher used nonparticipant observations, which is the researcher did not participate the activities of the research object and the researcher only became an observer. The observation was conducted to get the data about what happened during the teaching-learning process of reading activity related to the students' difficulties in reading narrative text and the factors affecting them. To get the data, the researcher took a note about the teaching and learning process

3. Document Review

The researcher used document review to collect the data. The data were collected by using document review methods from the teachers' documents such as students' worksheets in reading comprehension of the narrative texts. The data were taken from worksheets in reading comprehension of the narrative texts by the Tenth Grade of MA Sumber Bungur in academic year 2020/2021. From the students' worksheet as the

supporting data, the researcher identified the students' difficulties in reading narrative text.

E. Technique of Data Analysis

Analysis of data in qualitative research was a time-consuming and difficult process because typically the researcher faced massive amounts of field notes, interview transcripts, audio recordings, video data, real actions, or information from documents. Those must be examined and interpreted. This research used data analysis developed by Miles and Huberman, they were data condensation, data display, drawing and verification conclusion.

1. Data Condensation

The first step in analysis qualitative data involved data condensation. Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.⁴²

Data condensation cannot something separated from the analysis. It was a part of the analysis. Data condensation was a form of analysis that sharpened, sorted, focused, discarded, and organized data in such a way that "final" conclusions could be drawn and verified.

Based on the explanation above, the researcher eliminated and selected the data. Meanwhile, the researcher only focused on the data about the students' difficulties and the factors affecting them in

⁴² Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis* (United States of America: Arizona State University, 2014), 10.

comprehending narrative text at the 10th Grade of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan in academic year of 2020/2021. Then, the researcher categorized the data related to the students' difficulties and the factors affecting them in comprehending narrative text at the 10th Grade of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan in academic year of 2020/2021.

2. Data Display

The next step was to present the data. In qualitative research, the presentation of data could be done in the form of brief descriptions, charts, tables, graphs, and it's like. Thus, it would be easier to understand what was happening and could plan further work based on what had been understood.

3. Drawing and Verification Conclusion

The last step was the stage of drawing conclusions based on findings and verifying data. As explained above, the initial conclusions put forward were still temporary and would change if strong evidence was found to support the next stage of data collection. This process of obtaining evidence was called as data verification. If the conclusions expressed at the initial stage were supported by strong evidence in a sense consistent with the conditions found when the researcher returns to the field, the conclusions obtained are credible. The researcher gave the result of the analysis based on the students' difficulties and the factors affecting them in comprehending narrative text at the 10th Grade of X

MIPA 4 class of MA Sumber Bungur Pakong Pamekasan in academic year of 2020/2021, then the researcher concluded it after presented the data and analyzed the data.

F. Validity of Data

The data validation was based on certainty whether the research results were accurate from the point of view of researcher, participants, or readers in general. This research used triangulation to measure the credibility of data.

In this research, the researcher used source triangulation and technique triangulation. Source triangulation used different sources to get the same data. It was used to check the information which was taken from different times. While the technique triangulation meant to collect the same data by using different techniques or methods collecting data. So after obtaining observational data during the teaching and learning process of reading, especially regarding students' reading comprehension, the researcher compared it with the results of interviews from various sources (between teachers and students) and compared the results of the interview with the related documents.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents two things, research findings and data analysis, and also a discussion. In research findings, after collecting the data from the 10th Grade students of X MIPA 4 class of MA Sumber Bungur Pakong Pamekasan, the researcher analyzed their reading comprehension, then identified students' reading aspects that usually considered as the students' difficulties, and identified the factors influence the students in comprehending narrative text. In the discussion section, the researcher discussed the findings of the research with the supporting concepts which had been presented previously.

A. The Description of The Object

1. The History of MA Sumber Bungur Pakong Pamekasan

Sumber Bungur Islamic Boarding School is a place for salaf Islamic education, which means that the school are still taught using Arabic and classical literature such as Jurmiyah, Kailani, Fathul Qorib, Fathul Mu'in, Minhajul Abidin, Kifayatul Layman, Al-Kawakib, Ta'limul Muta'allim, fiqhussunnah. KH. Ahmad Madani is a public figure who is concerned about the education system in Madura, particularly in Sumber Bungur Pakong Pamekasan. KH. Ahmad Madani can integrate the two education systems by ebtaslishing schools where religious knowledge and general knowledge are equally taught. In the educational world, KH. Ahmad Madani is a key figure in the establishment of Sumber Bungur Pakong Pamekasan's education system. KH. Ahmad Madani was able to

transform Sumber Bungur Pakong's education system from salaf to modernity, even combining salaf and general education and vice versa.

KH. Ahmad Madani established Madrasah Mu'allimin in 1968 which was transformed into Madrasah Tsanawiyah Islamic State two years later in 1970. Then from 1972 until the present this educational institution was transformed into Madrasah Tsanawiyah Negeri, which is automatically managed under the government's auspices (Ministry of Religious affairs). Then in 1988, the Sumber Bungur Pakong Pamekasan Islamic education foundation was established.

Due to the obvious circumstances and economic conditions of the society, which is still categorized as middle to lower, it is estimated that 70% of Junior High school graduates do not continue their education to a higher level from year to year. On the deliberation and agreement of community leaders and education leaders in Pakong, the only secondary education institution in Pakong District was established, namely Madrasah Aliyah which is based at the Sumber Bungur Pakong Islamic Education Foundation which was established in 1988/1989.

2. School Profile

- a. School Name : Madrasah Aliyah Sumber Bungur Pakong
- b. NSM : 131235280054
- c. NPSN : 20584415
- d. Address : Jl. Ponpes Sumber Bungur Pakong
- e. Sub-district : Pakong

- f. Regency : Pamekasan
- g. Province : East Java
- h. Code Post : 69352
- i. E-mail : sumpapakong@gmail.com
- j. Accreditation : A

3. Vision and Mission of MA Sumber Bungur Pakong Pamekasan

The vision: To have good character, competition in achievement as well as being skilled and independent.

The mission:

- a. Growing and developing the values of morality in the school environment.
- b. Improving student achievement through learning and guidance, as well as an active role in local, national, and international competitions.
- c. Provide provision of skills so that students become creative, skilled, and able to live independently.
- d. Fostering the independence of students through planned and sustainable self-development activities.

B. Research Findings and Data Analysis

In this part, the researcher presented the data based on the document review, interview, and observation. The researcher identified the students' difficulties in reading comprehension in narrative text faced by the 10th Grade students of X MIPA 4 of MA Sumber Bungur Pakong Pamekasan and the

factors affecting them. The researcher elaborated research findings based on the result of document review, interview, and observation as follows:

1. The students' reading aspects that usually considered as the students' difficulties in reading narrative text for the 10th Grade students of MA Sumber Bungur Pakong Pamekasan

In the field, the researcher found that there were some difficulties faced by the students in reading narrative text dealing with word comprehension (vocabulary difficulties), sentence comprehension (difficulty finding specific and general information), paragraph comprehension (difficult to determine the main idea), and text comprehension (difficult to make conclusion).

a. Word Comprehension (Difficult Vocabulary)

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. Words are very crucial for reading comprehension. Since reading is getting the meaning, lack of vocabulary will lead to great difficulty understanding the content of the reading material.

In reading, the students need to be familiar with the vocabularies. It would make the students feel difficult to comprehend the text and to answer the questions if they got so many unfamiliar vocabularies that they found in the text.

It was explained by the student 1 as follow:

“I did not know the meaning of the words. Therefore, I did not understand the content of the text”.⁴³

It was also supported by students 4 as follows:

“I often felt confused to translate the text and I had difficulties to determine the synonym of the word because there were some vocabularies in the text, it was not familiar to me”.⁴⁴

It was explained by student 6 as follows:

“I had difficulties to determine the synonym and also antonym of the word because some vocabularies in the text were not familiar to me”.⁴⁵

The teacher also added:

“The students often asked some difficult words in the text as the words were not familiar with them. Sometime, they tried to guess the meaning of those words, but most of them were incorrect”.⁴⁶

The statements above were strengthened by the observation that the researcher did. The researcher found that there were some students often asked the meaning of words to the teacher. Instead of answering the students' question directly, the teacher asked them to write down the difficult word in their book. Besides, most of the students used dictionaries when learning English. Of course, it made difficult for the students to translate several words in the text if the

⁴³ Student 1, *Interview*, Pamekasan March 19th 2021.

⁴⁴ Student 4, *Interview*, Pamekasan March 19th 2021.

⁴⁵ Student 4, *Interview*, Pamekasan March 19th 2021.

⁴⁶ Teacher, *Interview*, Pamekasan March 10th 2021

students had lack of vocabularies. Therefore, they used a dictionary to help them when they read.⁴⁷

It was supported by the students' worksheet.

Table 4.1
The Frequency of Students' Reading Difficulty
in finding the meaning of Vocabulary

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	3	7	1
2	7	2	6
3	11	5	3
4	13	2	6
5	16	4	4

In finding the meaning of vocabulary, the students failed to answer correctly. It could be seen in their worksheet that most of the answers were wrong. As example in answering question about antonym: what is the antonym of "agreed". The answer should be "Reject", but most of the students answer it with "accept". It could be seen in question number 7. There were 6 students who failed to answer the question and only two students who could answer correctly. Beside, as example in answering question about synonym: The word "invisible" has a similar meaning to? The answer should be "Unseen", but most of the students answer it with "visible". It could be seen in question number 13. Another example was stated in the question: "He lived with his sister in a tent by the sea. The word "he" refers to..." The correct answer should be "strong wind", but half of

⁴⁷ Observation on March 03rd 2021

the students had “the wind’s sister” as the answer. “It could be seen in question number 11.”⁴⁸

From the interview, observation and document review above, the researcher knew that the students had difficulties in recognizing the words. They were unable to guess the meaning of the word when they faced a difficult word in the text. Therefore, they felt confused to know the synonym of the word in the text. Word is very crucial for reading comprehension. Thus, it was known that understanding the meaning of words could influence their reading comprehension. Since reading is getting the meaning, lack of vocabulary would lead to great difficulty understanding the content of the reading material. Without recognizing the meaning of the words, it would be impossible to understand the content of the text correctly.

b. Sentence Comprehension (Related to specific and general information)

The second difficulties faced by the students were dealing with sentence comprehension (moreover if they were compound and complex sentence) including finding specific and general information from the text.

It was based on the student 2’s explanation:

“I had difficulty to get the main point of the text, because I just translate it word by word using a dictionary, sometime I asked the teacher and my friend if I didn’t know the meaning of those

⁴⁸ Students worksheets

words. One more, I even forgot about simple past, the second form of the verb”.⁴⁹

The student 7 added:

“Sometimes it difficult to get the point of a sentence since I didn’t know the meaning of some words. Then, I just guessed what the sentence about. Moreover if the sentences were very long and more than one clause or compound or complex sentence. Unfortunately, I often had misinterpretation”.⁵⁰

It was also strengthened by explanation from the teacher as follow:

“Students had difficulty to comprehend the sentence. When students did the assignment, some students had problems with vocabulary and grammar. Therefore, when I asked them to translate the text, they would translate it word by word, so that the translation was not coherent”.⁵¹

It was supported with students’ worksheet:

Table 4.2
The Frequency of Students’ Reading Difficulty
in finding factual information of the Text

NO	Question Items’ Number	Correct Answer	Incorrect Answer
1	5	5	3
2	6	3	5
3	14	4	4
4	17	5	3
5	20	6	2

In finding factual information from the text, the students had less comprehension. They still had difficulties to decode word and sentences as in question 5 and 6 so that they could not predict the effect of the events in the story. It could be seen in question number 6,

⁴⁹ Student 2, *Interview*, Pamekasan March 19th 2021

⁵⁰ Student 4, *Interview*, Pamekasan March 19th 2021

⁵¹ Teacher, *Interview*, Pamekasan March 10th 2021

they could not answer what would happen in the story correctly. There were 5 students who failed to answer the question and only three students who could answer correctly. As in the question follow: *Why did Malin and His mother have to live hard?* The answer should be “His father had passed away when he was a baby”, however, some of the students still had wrong answer as “Malin likes to sail all the time”. While in other question: “What happened many years after Malin Kundang join the sail? The students answered “He became humble”, however the correct answer was “He became wealthy”.⁵²

The data above was strengthened by the observation. The researcher observed that the students couldn't answer correctly when the teacher asked about the specific information such as: “Where did Malin meet his wife before they got married?” They were confused with that question. Even, some of them asked the meaning of the question.

Based on the explanation above, the researcher knew that students had difficulty in comprehending the sentence. They could not translate words in long sentences because the students felt unfamiliar with the word and had less understanding in grammar. Vocabulary is very important in reading comprehension even with grammar, and both of them were closely related. Even they had already known the

⁵² Students worksheets

meaning of a sentence, sometimes it did not have meaning if they could not understand it in context.

c. Paragraph Comprehension (Finding Main Idea)

The third aspect that considered as one of difficulties by the students was paragraph comprehension including main idea. Finding main idea was one of activity in reading that difficult to do by students since they had to understand the meaning of some words and content of the paragraph itself, what the paragraph tells about.

It was based on the student 5 as follows:

“I did not like reading English text because it was difficult to comprehend the implicit word in the text. Moreover, if we were asked to find the main idea, that totally difficult, as we didn't know the meaning of the words”.⁵³

It was supported by explanation from the teacher as follows:

“Most of them were unable to determine the main idea when the message was implied in the story”.⁵⁴

The student 3 explained as follow:

“I thought it's simple to find out the main idea based on the teacher explanation, usually it went to the first sentence on each paragraph. What made it difficult was if the main idea was implicit or stated differently in the choice answers”.⁵⁵

The student 8 then added as follows:

“I did know more about English, so that I had difficulty to comprehend the text. If I had translated the text I was confused about the meant of the text, then when I continued my reading I forgot about the information even though I understood before about this paragraph. Well, when the teacher asked some questions related to the text it made me easier to

⁵³ Student 5, *Interview*, Pamekasan March 19th 2021

⁵⁴ Teacher, *Interview*, Pamekasan March 10th 2021

⁵⁵ Student 3, *Interview*, Pamekasan March 19th 2021

comprehend and memorize the content of the text, what's the text tell about".⁵⁶

The statement above was also strengthened by student 6, as follows:

"I need more time to combine some information from the text because I often forget it. Perhaps because I didn't understand about what was told on previous paragraph so when I came into next paragraph, I couldn't relate it. I thought it was caused by my lack of vocabulary and also I was unable to comprehend it as a sentence or whole paragraph".⁵⁷

The statements above were strengthened by the observation that the researcher did. The researcher found that there were some students had difficulties when the teacher asked the students to identify the main idea, the researcher found that some of the students felt confused and tried to combine the information to get the main idea of the text, so that they had problem when the main idea was implied in the story. Therefore, the students could not catch the ideas of the text. Sometime they asked to their friends or tried to answer it by mention the first sentence of the paragraph.⁵⁸

Those information from the interview were supported by students' worksheet:

⁵⁶ Student 8, *Interview*, Pamekasan March 19th 2021

⁵⁷ Student 6, *Interview*, Pamekasan March 22nd 2021

⁵⁸ Observation on March 03rd 2021

Table 4.3
The Frequency of Students' Reading Difficulty
in finding the main Idea of the Text

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	2	3	5
2	4	4	4
3	8	5	3
4	12	3	5
5	15	4	4

In finding the main idea of the text, they had failed in this category. They failed to answer correctly because she had less comprehension. It could be seen in their worksheet that most of the answers were wrong (number 2, 4, and 12). It meant that they still had difficulties in comprehending the paragraph. It was showed in question number 2 and 12: *“What does the first paragraph mainly tell us about? What is the main idea of the second paragraph?”* Almost all the students had incorrect answer on it.⁵⁹

From explanations above, it could be known that most of them had difficulties in holding information and used it to gain meaning from what they read so that they failed to catch the main point or information from the author about what happened in the paragraph. They found it more difficult if the main idea was implicit.

d. Text Comprehension (Conclusion)

The fourth aspect that considered as one of difficulties by the students was text comprehension including making a conclusion or determined the moral value of story. Making a conclusion or

⁵⁹ Students worksheets

determined the moral value was not easy. Most of the students got difficulties in to combine the information that they got in each paragraph. Students who misunderstanding with the meaning of some words so that the students would fail to make connection between what they read and what they already know. If the students easily forgot the information that had just been obtained then it would affect the understanding of the text. They would not able to interpret what will happen in the story.

It was supported by student 6 as follow:

“When I translated the text, it made me confused because it was not coherent. Therefore, I had trouble concluding the text”.⁶⁰

The student 4 added as follow:

“I thought comprehending the text would be easy to be done if I knew the meaning of the words. Moreover, narrative text used verb two that made more difficult as it has two forms namely regular and irregular verb. However, sometimes, knowing the meaning of the words only were not enough, we should know and understand the meaning in context, if we shouldn't we won't understand the whole text. It was related”.⁶¹

It was explained by the teacher as follows:

“They felt difficulties when I asked them to conclude or determined moral value from the text”.⁶²

The statements above were strengthened by the observation that the researcher did. The researcher found that there were some students opened their note, and repeat their reading when the teacher asked them to conclude of the whole text, but many of them were

⁶⁰ Student 6, *Interview*, Pamekasan March 22nd 2021

⁶¹ Student 4, *Interview*, Pamekasan March 19th 2021

⁶² Teacher, *Interview*, Pamekasan March 10th 2021

unable to conclude correctly because they often forgot what they had read so that they were difficult to save several information in their mind. Therefore, they failed to make a conclusion from the text because they failed to combine the whole information. Besides, the students still confused when the teacher asked about the generic structure of narrative text. Which part of text included in orientation, complication, and reorientation.⁶³

It was supported with students' worksheet:

Table 4.4
The Frequency of Students' Reading Difficulty
in Making Conclusion of the Text

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	1	5	3
2	9	3	5
3	10	2	6
4	18	3	5
5	19	1	7

In making conclusion from the text, the students had less comprehension. They got difficulties in referring, especially to combine the information that they got in each paragraph so that they were unable to answer the questions of whole text correctly. It could be seen in questions number 9 and 10, they failed to get the conclusion of the text. It could be seen in question number 9, they could not answer what the moral value of the text. As in the question follow: *What can we conclude from the text above?* The answer should be "we must not forget our parents", however, some of the students still had

⁶³ Observation on March 03rd 2021

wrong answer as “Don’t forget with our journey”. While in other question number 10: “What can we conclude from the text above? The students answered “Malin Kundang become a stone because he did not give money to his mother”, however the correct answer was “Malin Kundang become a stone because he did not recognize his mother”.⁶⁴

Besides, they failed to save information, used it to gain meaning and build knowledge from what they read. It could be seen in questions number 18, they failed to determine which the statements were false based on the text. As in the question follow: “The following statements are false based on the text, except? The students answered “Strong wind did not find the girl to become his wife”, however the correct answer was “Strong wind has married the younger daughter, and her sister became aspen trees”.

From the interview, observation and document review above, the researcher knew that the students had difficulties in concluding the text. They were unable to answer the questions of whole text correctly. They got difficulties in referring, especially to combine the information that they got in each paragraph. They failed to save information and build knowledge from what they read.

Based on the finding of data analysis above, it was known that most of the students had difficulties comprehending the text related to

⁶⁴ Students worksheets

word comprehension such as they felt confused to know the synonym, antonym, and reference of the word in the text. Sentence comprehension included difficulty finding specific and general information. While in paragraph comprehension the students felt difficult to determine the main idea, and text comprehension was difficult to make conclusion of the text. Therefore it could be concluded that students' reading aspects that were usually considered as the students' difficulties included difficult word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2. The Factors affecting students' difficulties in reading comprehension in narrative text faced by the 10th Grade students of MA Sumber Bungur Pakong Pamekasan

Many different factors contribute to the cause of students' difficulties in the understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment.

a. Learners' Background Knowledge

The first factor affecting the students' difficulties in reading comprehension in narrative text was learners' background. It consisted of interest, motivation, and prior knowledge (schemata).

Based on the interview of the teacher, she stated that:

“Many students had low skills in reading. They did not read if I did not ask them to read, since reading was something boring for them

moreover if the topic chosen was not interesting. Therefore, I consistently asked them one by one to read. I made sure that they knew the important of reading. Since the text consisted of useful information especially the history as the text was narrative.

It was also explained by student 5 as follows:

“I did not like reading English text because it was difficult to comprehend the implicit word in the text”. And I thought reading is such a boring activity. Moreover, if I did not know anything about what is talking in the text.⁶⁵

The statement above was also strengthened by student 8, as follows:

“I did not like reading English text because the vocabulary is too difficult, so it made me boring and lazy. Moreover, I did know anything about the topic of the text, it would be difficult for me to comprehend the text. However, if I had known about the topic, at least I had something in my mind about the text that would make me easier to comprehend the text”.⁶⁶

It was strengthened by the observation did by the researcher. The researcher found that the students’ really had lack of interest and motivation in reading. They would not read the text unless the teacher asked them to read. They just did nothing instead waiting for the teacher told about the text. Interest is being one of the important factors in order to increase the students’ achievement in reading. It can motivate the students to be active in their reading activity, while motivation plays an important role in comprehending the text. The students would be motivated to read when they feel that they need something from the text. Besides, the students had low prior knowledge. The researcher observed that the students couldn’t answer correctly when the teacher asked about

⁶⁵ Student 5, *Interview*, Pamekasan March 19th 2021

⁶⁶ Student 8, *Interview*, Pamekasan March 22nd 2021

their knowledge about the text such as: “Where did Malin Kundang’s story come from?” They were confused to answer the question. They knew the name of Malin Kundang but they did not have any background knowledge or information about the story of Malin Kundang.⁶⁷

Based on the interview and observation above, the researcher knew that the students had lack interest in reading, so that they would be confused and lazy to read. If they were lazy to read automatically, they had trouble recognizing each new word in the text. The students had lack of motivation in reading so that the teacher gave a broad way for students to read well. It was meant indirectly they were motivated by the teacher's words to read because motivation was a key influenced the development of reading comprehension skills. Therefore, students would read as they knew the advantages of reading. Motivation and interest were interconnected. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It would be easier for the students to achieve something if they had interest and motivation to learn it. As well as it would be easier for them to understand text, if they had interest and motivation to read the text.

b. Teaching Technique

The chosen material and method or technique used, were things that should be considered by the teacher in reading the text. Instructional

⁶⁷ Observation on March 03rd 2021

materials play an important role in the language classroom. The level of difficulty of the text or the vocabularies used should be the consideration, the method and technique also. This type of materials allows learners to process the contents and language of the materials at much deeper level, and the appropriate reading materials made the students easily to comprehend the text as they were familiar with the text and the words also. So does the appropriate technique in teaching reading. The appropriate technique gave the different atmosphere and could motivate the students in reading the text.

Based on the interview of the teacher, she stated that:

“I had explained the material before giving the students instruction. For example on that day, I had explained about the narrative text, consisted of the definition and the generic structure, and then gave them an example of narrative text. After that, I asked them to read and comprehend the text in their heart, and also asked them to write down the difficult word to be discussed together”.⁶⁸

Based on the interview above, the researcher knew that the teacher tried to help student to know the structure of the narrative text. If the teacher did not explain before, the students would be difficulties because they had low prior knowledge. So that the teacher tried to make them easily to comprehend the text later.

Related to the teaching technique, the student 4 added:

“The teacher asked us to read and listed some difficult words. We should open the dictionary at first, then if we did find the meaning on it, the teacher translated it.”⁶⁹

The student 7 added:

“Reading is boring activity I think, so I expected something new or fresh in this activity, such as game or interesting method.”⁷⁰

⁶⁸ Teacher, *Interview*, Pamekasan March 10th 2021.

⁶⁹ Student 4, *Interview*, Pamekasan March 19th 2021

⁷⁰ Student 7, *Interview*, Pamekasan March 22nd 2021

It was strengthened by the observation did by the researcher. The researcher found that the teacher gave several times to the students to read by themselves then listed some difficult words. She asked the students to open the dictionary first to find out the meaning of difficult vocabularies, if they could not find them then the teacher would translate them. The teacher had increased efforts in teaching reading, but it was less than optimal and less interesting to students. As it happened, the students felt unmotivated then it caused problem in reading text.⁷¹

Based on the interview and observation above, the researcher knew that the teacher tried to make the students easier in comprehending the text with her own way. However, it did not meet the students' need. Perhaps new technique and method needed here to increase the students' motivation then they could face the difficulties in reading. There were some method in reading that could be applied by the teacher.

c. Learner's environment

One of the factors that affect reading comprehension is environment. Reading comprehension could be improved by the literacy environment around the students.

Based on the interview of the teacher, she stated that:

“There were no other activities to increase students' literacy except reading in class. The media did not support to increase the reading comprehension so that the students just read packet book and LKS without any additional books.”⁷²

⁷¹ Observation on March 03rd 2021

⁷² Teacher, *Interview*, Pamekasan March 10th 2021

It was also explained by student 4 as follows:

“I just read a book when the teacher gave me exercise, beside I read novel. My circle friends did not like reading, only around two friends of mine that like reading, however, I did not even close to them.”⁷³

It was supported by student 7 as follows:

“I often read with the teacher because I don’t understand a few word in the text. I did not like reading at home, I preferred watching. There were no novel, magazine, newspaper or story book at home as it seemed that my family did not like reading too”.⁷⁴

Based on the interview above the researcher knew that the school condition lack of learning media. The school condition also can be the cause of students’ learning difficulties. School which lack of learning media, such as English books will influence the students’ ability in learning reading. The lack of learning media such as English books, magazines or newspapers makes the learning reading process become ineffective and will be hamper students’ understanding about the material. While home environment provides the foundation for early literacy and play important role in reading comprehension.

It was supported by student 1 as follow:

“I like read in my home but read comic and novel”.⁷⁵

It was strengthened by student 3 as follow:

“I had already read this story with my mother but I did the exercise by myself”.⁷⁶

Based on the interview above the researcher knew that parents play important role in the home. Every student needs attention from his

⁷³ Student 4, *Interview*, Pamekasan March 19th 2021

⁷⁴ Student 7, *Interview*, Pamekasan March 22nd 2021

⁷⁵ Student 1, *Interview*, Pamekasan March 19th 2021

⁷⁶ Student 3, *Interview*, Pamekasan March 19th 2021

parents to reach his learning achievement. Since learning English is not the same as learning Indonesian, children need parents' guidance to learn about English especially reading English text because they would read. Home and school were the two kinds of learners' environment that can influence their learning reading achievement.

Based on the finding of data analysis above, it was known that most of the students had trouble to comprehend the text. There were many factors that affecting them in reading narrative text related to learners' background, teaching technique, and learners' environment. It was known that most of the students had lack of interest, motivation, and low prior knowledge about English text. They would not read the text unless the teacher asked them to read. Therefore they had trouble recognizing each new word in the text. However, the teacher had increased efforts in teaching reading, but it was less than optimal and less interesting to students. Besides, the learners' environment also affect their comprehending of the text. It was known that in the school condition lack of learning media, such as English books. In other side the students need attention from their parents to reach their learning achievement.

The matrix of data finding about students' difficulties and the factors affecting them in comprehending narrative text by the 10th Grade students of MA Sumber Bungur Pakong Pamekasan was presented as follow:

Table 4.5
The Result of Research Findings

NO.	Research Focus	Research Finding
1	2	3
1.	What are the students' reading aspects that usually considered as the difficulties in reading narrative text for the tenth grade of MA Sumber Bungur Pakong Pamekasan in comprehending narrative text?	The students' reading aspects that usually considered as the difficulties in reading narrative text for the tenth grade of MA Sumber Bungur Pakong Pamekasan in comprehending narrative text consisted of: a. Word comprehension (related to difficult vocabularies) b. Sentence comprehension (finding specific and general information) c. Paragraph comprehension (finding main idea) d. Text comprehension (conclusion)
2.	What are the factors that affect students' difficulties in comprehending narrative text for tenth grade students of MA Sumber Bungur Pakong Pamekasan?	The Factors affecting students' difficulties in reading comprehension in narrative text faced by the 10th Grade students of MA Sumber Bungur Pakong Pamekasan were: a. Learner's background knowledge b. Teaching technique c. Learner's environment

C. Discussion

In this research, the researcher discussed the research finding covering the students' difficulties and the factors affecting them in comprehending narrative text.

After categorizing the students' scores, the researcher concluded that in MA Sumber Bungur Pakong Pamekasan, the students faced difficulty in comprehending narrative text. In this research, the researcher tried to identify the students' reading aspects that usually considered as the students' difficulties in reading narrative text and the factors affecting them in

comprehending narrative text through the mistake that they had done on their worksheet, from the result of the interview from the students and teacher, and the observation. The details of discussion explained as follows:

1. Students' reading aspect that usually considered as the students' difficulties in reading narrative text for the 10th grade of MA Sumber Bungur Pakong Pamekasan

In the research, the researcher tried to identify the students' reading aspects that usually considered as the students' difficulties in reading narrative text, the researcher used Mc Worther's theory. He said that there were 4 basic comprehensions in reading that regarded as the students' difficulties in reading, they are words, sentences, paragraphs, and whole comprehension. In MA Sumber Bungur Pakong Pamekasan, the researcher found 4 kinds of students' difficulties faced by students in comprehending narrative text. There were word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. As follow:

a. Word comprehension (Difficult Vocabulary)

Based on the students' worksheet, the researcher described that from 5 item question tasks given for the students to know their comprehension of the word in the text with finding the meaning of vocabulary, most of them were less to comprehend the word because they had lack of vocabularies and they were failed to determine the synonym or antonym word in the text. The result showed that the students in word comprehension of narrative text were low.

The finding above were suitable with the theory from McWhorter on word comprehension. According to Wood, to get a sense of the text, the reader had to identify the smallest unit of meaning, because the word is a very important thing in a text.⁷⁷ It meant words could be a factor that affected the students' reading comprehension. Therefore, they were able to understand well about the reading materials if they had more vocabulary in their mind, for example most of the students could answer the questions of word comprehension correctly, which meant that the students had a good vocabulary.

The statement above was strengthened by the King and Stanly theory that in finding the meaning of vocabulary, it was often done by guessing it within the context or open dictionary to be sure that vocabulary meaning was correct.⁷⁸ From the finding of the interview, it was known that the teacher asked the students to check the word in the dictionary when they did not know the meaning of the word. It helped them to enrich their vocabulary in their mind.

b. Sentence comprehension (Related to specific and general information)

Based on the students' worksheet, the researcher described that from 5 item question tasks given for the students to know their comprehension of the sentence in the text with finding factual information of the text, most of them were failed because they were

⁷⁷ Wood, N.V, *Strategies For College Reading And Thinking* (New York: McGraw Hill Companies), 125.

⁷⁸ Hana Junika. "An Analysis Of Students' Reading Comprehension In Recount Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu".

still confused in decoding words and sentences. Most of them only could answer three questions correctly. The result showed that the students in sentence comprehension of narrative text were less. It meant that the students still had difficulties in comprehending the sentence, especially in a long sentence. They had problems to decode words and sentences. If they were unable to decode the words, they would understand the text word by word, and also they did not know what they were reading. Comprehending the sentence was not just about word by word, but about the sentence in one context. Therefore, if the students understood the sentence pattern well, so that they would know how words are combined, and arranged or changed to show certain kinds of meaning.

The finding above were suitable with the theory from Mc Whorter on sentence comprehension. According to Mc Whorter, to know the meaning of words, the reader must know other skills in order to understand sentences perfectly. It was supported by Grellet that the central parts of a sentence are subject + verb. A verb tells what the subject is doing.⁷⁹ That statement was also supported by Hughes that there were three kinds of sentences in English such as simple sentences, compound sentences, and complex sentences. It meant the students must know the pattern of the text so that the students could get meaning from the sentence. If the students could not know the

⁷⁹ Grellet, *Developing Reading Skills: A Practice Guide in Reading Comprehension*, 15.

pattern, they would be confused when faced with various forms of the sentence (simple sentence to the complex sentence). Therefore, they would not get the main point conveyed by the author in the sentence.

c. Paragraph comprehension (Finding Main Idea)

Based on the students' worksheet, the researcher described that from 5 item questions tasks given for the students to know their comprehension of the paragraph in the text with looking at the main idea of the text, some of them were failed to comprehend the text so that they were failed to determine the main idea of the text. They had difficulties to get the implied message from the text. The result showed that the students in understanding looking the main idea of narrative text were failed. The students got difficulties in finding the main idea in each paragraph and when the students faced a question related to the paragraph comprehension, they got difficulties in understanding the questions, so that they were unable to answer the questions of paragraph comprehension correctly.

The finding above were suitable with the theory from Mc Whorter, on paragraph comprehension. According to Mc Whorter paragraph is a group of related sentences that develops one main idea thought about a single topic. To understand a paragraph, there are three basics parts namely: topic sentence, supporting sentence, and concluding sentence.⁸⁰ It meant the students must know the basic of

⁸⁰JH. Mc Whorter, *Guide to College Reading*.

the paragraph because it was interrelated and continuous. It was supported by King and Stanly that finding the main idea of a paragraph consists of many sentences and selects the thought not only within the beginning of the paragraph but also in the middle and at the top of the paragraph.⁸¹

From the finding, it was known that the students had problem difficulty to determining the main idea. It could be caused by the students who did not know which one the topic sentence, supporting sentence, and concluding sentence. If the students know more about the basics of paragraphs, they would be easy to identify the information that they could get from the basics. It was supported by Wong, that a topic sentence in a paragraph stated the main idea.⁸² It meant if the students did not know the topic of the text, it made the students more difficult to get the main idea and they were failed to get the main point if the message implied in the text.

d. Text comprehension (Conclusion)

Based on the students' worksheets, the researcher described that from 5 item question tasks given for the students to know their comprehension of the whole information with referring to the text, most of them failed to make conclusion from the text. The result showed that the students in referring to the text were fair. It might happen because they were unable to relate the information given in

⁸¹ Hana Junika. "An Analysis Of Students' Reading Comprehension In Recount Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu".

⁸² Wong, *Essential Writing Skills*, 386.

each paragraph and make conclusions from that. If those students could not combine that information, so that they were unable to answer the question correctly.

The finding above were suitable with the theory from McWhorter on whole text comprehension. According to Wood one way to recognize and understand the whole text is by understanding the parts first, the smallest units meaning and then combining them to understand the whole. It meant that the students needed to comprehend the whole text meaning to know the complete information and comprehension about the texts. If the students could not combine that information so that they were not able to answer the question correctly.

It was supported by King and Stanly that making inferences is the skill where the reader had to be able to read between lines to draw logic and make an accurate prediction. It meant the students could comprehend the text if the students could conclude from the text. It could happen because when the students conclude the text indirectly, they used their brains to give an overview of the combined information they get from their reading and predictions. Therefore, the student felt fair to comprehend the text because they could not combine the all information that they got from reading the text.

2. The Factors affecting students' difficulties in reading narrative text

In the research, the researcher tried to identify factors that affecting students' difficulties in reading narrative text thoroughly the interview

with the students and the teacher. The researcher identified the factors which affect the students' difficulties in reading comprehension used Peter's theory.⁸³ Peter said that three factors affect the students' difficulties in reading comprehension, such as learner's background, teaching technique, and learner's environment. In MA Sumber Bungur Pakong Pamekasan, the researcher found 3 factors that the students' difficulties in reading comprehension. That factor was described as follows:

a. Learner's Background Knowledge

Based on the finding, it was known that the students had lack interest in reading, so that they would be confused and lazy to read. Besides, the students had lack of motivation in reading so that the teacher gave a broad way for students to read well. It was meant indirectly they were motivated by the teacher's words to read because motivation was a key influenced the development of reading comprehension skills. It was suitable with Peter's theory. He said that the learner's background knowledge means something which comes from the learners themselves. It was related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner have known before.⁸⁴ Motivation and interest were interconnected. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It would be easier for the students to achieve something if

⁸³ Peter Westwood, *Reading and learning difficulties a process of teaching and assessment* (Australia: Acer press, 2001), 16.

⁸⁴ Peter, *Reading and learning difficulties a process of teaching and assessment*.

they had interest and motivation to learn it. As well as it would be easier for them to understand text, if they had interest and motivation to read the text.

It was supported by the observation. The researcher found that the students' really had lack of interest and motivation in reading. Interest is being one of the important factors in order to increase the students' achievement in reading. It can motivate the students to be active in their reading activity, while motivation plays an important role in comprehending the text. The researcher observed that the students couldn't answer correctly when the teacher asked about their knowledge about the text. They were confused to answer the question. They already know about this story but they forgot.

b. Teaching Technique

Based on the finding, it was known that the teacher tried to make the students easier in comprehending the text. The teaching technique be modified by the teacher depending on the students' needs.

Therefore the teacher had explained the material to help the students easily knew about the narrative text. Peter said that a teacher was an important person in teaching learning process, especially for teaching reading, because the teacher also determined whether their students to be good readers or not. The teacher also would become source of

learning difficulties if the teacher did not choose the right technique to teach the material.⁸⁵

It was strengthened en by the observation did by the researcher. The researcher found that the teacher gave several times to the students to previewing the text. When students preview text, they tap into what they already know that would help them to comprehend the text. However, it still could not attract the students' motivation in reading. Perhaps the teacher needed to try another technique or method, the new one that can motivate the students and solve the students' difficulties in reading narrative text.

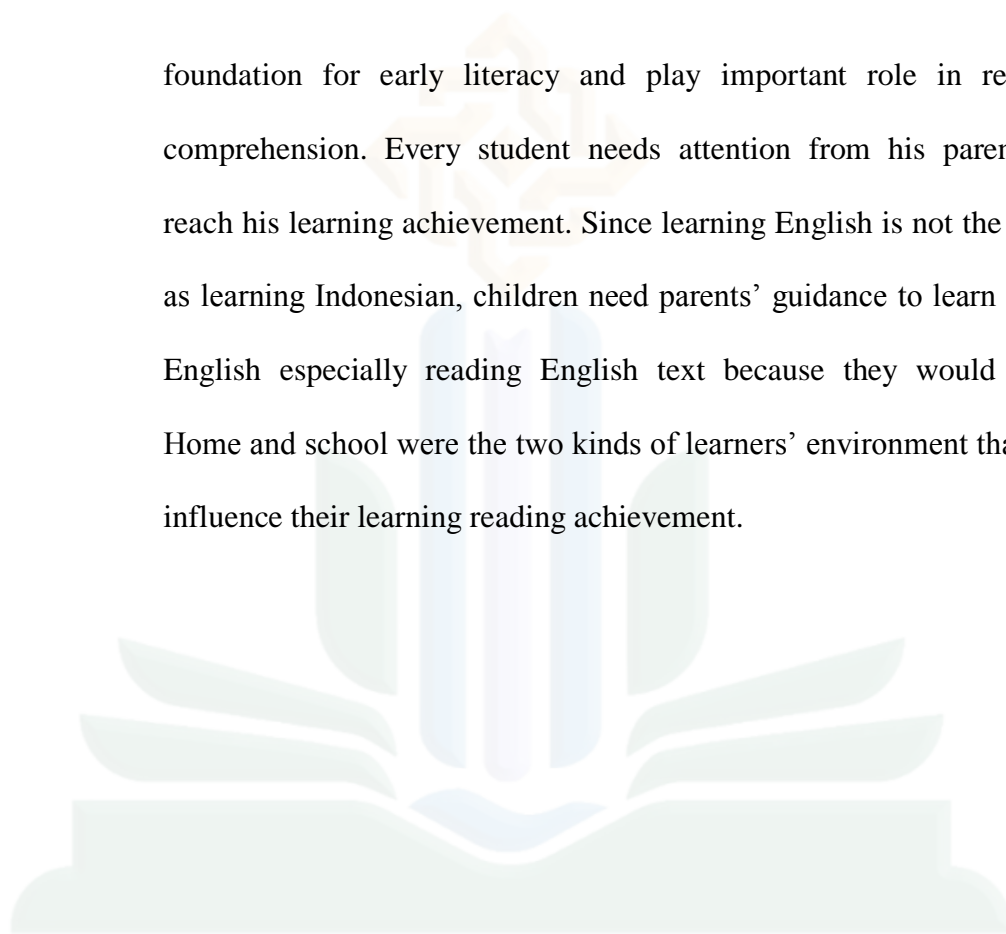
c. Learner's Environment

Based on the finding, it was known that one of the factors that affect reading comprehension is environment. Reading comprehension could be improve by the literacy environment around the students. Peter said that the environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly.⁸⁶ Based on the interview it was known that the school condition lack of learning media. The school condition also can be the cause of students' learning difficulties. School which lack of learning media, such as English books will influence the students' ability in learning reading. While home environment provides the

⁸⁵ Peter, *Reading and learning difficulties a process of teaching and assessment*

⁸⁶ Peter, *Reading and learning difficulties a process of teaching and assessment.*

foundation for early literacy and play important role in reading comprehension. Every student needs attention from his parents to reach his learning achievement. Since learning English is not the same as learning Indonesian, children need parents' guidance to learn about English especially reading English text because they would read. Home and school were the two kinds of learners' environment that can influence their learning reading achievement.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the research and suggestions for English teacher, and further researchers who are interested in the similar research.

A. Conclusion

Based on the finding of data analysis and discussion in the previous chapter, there were two conclusions that could be drawn as follow:

1. The students' reading aspect that usually considered as the students' difficulties in reading narrative text

Based on analyzing the data, most of the students had difficulties in comprehend the text. They were failed to determine the word synonym or antonym in the text. Most of the students were still confused in decoding words and sentences. While in paragraph comprehension among of them could not determine the main idea of the text. Besides, most of them were failed to make conclusion from the text and they were unable to relate the information given in each paragraph.

2. The Factors affecting students' difficulties in reading narrative text

From the result of the data analysis of the interview and observation, the researcher found three factors that affecting the students in comprehending narrative text. The first factor was learner's background, most of the students had lack interest and motivation in

reading. The second factor was teaching technique. The last factor was learner's environment.

B. Suggestions

The findings of the research were expected to be useful for English teachers and the further researchers.

1. For English teacher

It is expected to be able to analyze the students' reading aspects that usually considered as the difficulties in reading narrative text, so that the teacher could know the factors affecting them then could find the appropriate solution. It will make the students easy to understand the text.

2. For further researchers

It is expected to be able to conduct a research about analyzing of problems at the other skills of English, so that, all of the students' problems on English skill could be analyzed and could be solved.

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AUTHENTICITY STATEMENT OF WRITING

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Hereby declares that the content of the thesis entitled **“The students’ difficulties and the factors affecting them in reading narrative text”** is the result of my research/work, except in part referred by the source.

Jember, 08 November 2021



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APPENDIX I

Research matrix

Title	Variable	Indicators	Source of data	Research methodology	Research questions
Students' Difficulties in Reading Comprehension in Narrative Text and the Affecting Factors	<ol style="list-style-type: none"> 1. Students' Difficulties in reading narrative text 2. Factors affecting students' difficulties 	<ol style="list-style-type: none"> 1. Word Comprehension 2. Sentence Comprehension 3. Paragraph Comprehension 4. Whole Text Comprehension 1. Learner's Background 2. Teaching Technique 3. Learner's Environment 	<ol style="list-style-type: none"> a. The student b. The teacher c. Document review (Students' Worksheets) 	<ol style="list-style-type: none"> 1. Research Design : Qualitative Approach Descriptive Design 2. Data Collection Method : <ol style="list-style-type: none"> a. Observation b. Interview c. Document Review (students' worksheets) 3. Data Analysis Technique : <ol style="list-style-type: none"> a. Data Condensation b. Data Display c. Drawing Conclusion 4. Validation Of Data : <ol style="list-style-type: none"> a. Technique Triangulation b. Source Triangulation 	<ol style="list-style-type: none"> 1. What are the students' reading aspects that usually considered as the difficulties in reading narrative text for the tenth grade of MA Sumber Bungur Pakong Pamekasan in comprehending narrative text? 2. What are the factors that affect students' difficulties in comprehending narrative text for tenth grade students of MA Sumber Bungur Pakong Pamekasan?

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah: MA Sumber Bungur MaPel: Bahasa Inggris	Kelas/Semester : X/2 Alokasi Waktu :2x45 menit	KD : 3.8 dan 4.8 Pertemuan ke : 1 & 2
Materi	: Text Narrative	

A. TUJUAN

<ul style="list-style-type: none"> • Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari Text Narrative lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya • Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan Text Narrative sesuai konteks penggunaannya. • Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan Text Narrative sesuai konteks penggunaannya.
--

B. LANGKAH-LANGKAH PEMBELAJARAN

Media : ➤ <i>Buku paket Bahasa Inggris Kemendikbud 2017</i> ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>LCD Proyektor/ Slide presentasi (ppt)</i>	Alat/Bahan : ➤ Penggaris, spidol, papan tulis ➤ Laptop & infocus
---	---

PENDAHULUAN		<ul style="list-style-type: none"> • Guru mengucapkan salam pembuka dan mengecek kehadiran peserta didik • Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN INTI	Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait Teks Narrative
	Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan Text Narrative
	Collaboration	Guru berkeliling melihat diskusi peserta didik, sambil melakukan

	penilaian sikap dan membantu peserta didik yang memerlukan bantuan terhadap kata-kata yang sulit
Communication	Peserta didik mempresentasikan hasil kerja individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh peserta didik yang lain secara bergantian
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait text Narrative Malin Kundang Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru memberikan penilaian lisan secara acak dan singkat • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C. PENILAIAN

Sikap : Lembar pengamatan
 Pengetahuan : LK peserta didik,
 Keterampilan : Kinerja & observasi diskusi

Mengetahui,
 Kepala Sekolah

Pamekasan, 03 Maret 2021
 Guru Mata Pelajaran

Achmad Muchlis, S.Pd
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Dwi Handayani, S.Pd

APPENDIX III

Reading comprehension test

Read the following text to answer question number 1 to 10 and choose the correct answer by crossing (X) a, b, c, d!

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatera lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring **it** to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang **agreed** in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

And old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her, "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed

Malind Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail.

Suddenly, a thunderstorm came in the quite seam wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

(Source *Buku Bahasa Inggris Kelas X Kurikulum 2013 Revisi 2016, Kemendikbud, 173*)

1. What is the text about?
 - a. Lake Toba
 - b. Malin Kundang
 - c. Cinderella
 - d. Strong Wind
2. What does the first paragraph mainly tell us about?
 - a. Malin Kundang became wealthy
 - b. Malin Kundang had to live hard with his mother
 - c. Malin Kundang meet the beautiful girl
 - d. Malin Kundang meet the pirates
3. "After getting fish he would bring it to his mother" (paragraph 1). The word "it" refers to...
 - a. Malin Kundang
 - b. Pearl
 - c. Fish
 - d. Seashell
4. In which paragraph you can find the merchant who allowed Malin Kundang to join sail with him?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

5. Why did Malin and His mother have to live hard?
 - a. His mother remarried
 - b. His father had passed away when he was a baby
 - c. His family very humble
 - d. Malin likes to sail all the time
6. What happened many years after Malin Kundang join the sail?
 - a. He became poor
 - b. He became humble
 - c. He became cruel
 - d. He became wealthy
7. Malin Kundang agreed in the hope to get a better life. What is the antonym of “agreed”?
 - a. Reject
 - b. Receive
 - c. Accept
 - d. Treat
8. What is the main idea of paragraph 3?
 - a. Malin Kundang became poor, and he was married to a beautiful woman
 - b. Malin Kundang became an arrogant person and he was married to a rich woman
 - c. Malin Kundang became wealthy, and he was married to a beautiful woman
 - d. Malin Kundang became wealthy, and he was married to the young woman
9. What the moral value of the text?
 - a. We must not forget our parents
 - b. Don't forget with our journey
 - c. We must become a humble person
 - d. We must go overseas to be rich

10. What can we conclude from the text above?

- a. Malin Kundang become a stone because he did not recognize his mother
- b. Malin Kundang become a stone because he did not give money to his mother
- c. Malin Kundang become a very rich person
- d. Malin Kundang become a stone because he did not introduces his beautiful wife

Read the following text to answer question number 11 to 20 and choose the correct answer by crossing (X) a, b, c, d!

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself **invisible**. His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?" Each girl would answer, "Oh, yes! I see him!" Then Strong Wind's sister would ask, "What is he pulling his sled with?" And then the girls would answer, "With a rope" or "with a wooden pole." Then Strong Wind's sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were jealous of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and gentle.

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?"

"Oh, yes! I see him!" Each of them answered.

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not see him," said Strong Wind's sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very **sad**.

One day the youngest daughter went to try and see Strong Wind. She was wearing rags, and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, “Do you see him?”

“No,” the girl answered. “I don’t see him.”

Strong Wind’s sister was surprised because the girl had told the truth. “Now do you see him?” asked Strong Wind’s sister.

“Yes,” answered the girl. “Now, I do see him. He is very wonderful.”

“What is his bow made of?” asked Strong Wind’s sister.

“The rainbow,” answered the girl.

“And what is the bowstring made of?” asked Strong Wind’s sister.

“Of Stars,” answered the girl.

Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth.

“You really have seen him,” said Strong Wind’s sister. Then the sister washed the girl, and all the burns went away. Her hair grew long and black again. The sister dressed the girl in fine clothes. Strong Wind came and the girl became his wife.

The girl’s two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always tremble with fear wherever he comes near, because they know he remembers their lying and meanness.

(Source Buku Bahasa Inggris Kelas X Kurikulum 2013 Revisi 2016, Kemendikbud, 185)

11. He lived with his sister in a tent by the sea. The word “he” refers to...

- a. Strong Wind
- b. A chief
- c. The father
- d. Strong wind’ sister

12. What is the main idea of the second paragraph?

- a. Many women came up to his tent
- b. Many women love Strong Wind
- c. Many women try to watch Strong Wind but they fail
- d. Many women watch Strong Wind

13. Strong Wind was able to make himself invisible. The word “invisible” has a similar meaning to?

- a. Clear
- b. Disable
- c. Visible

- d. Unseen
14. What was Strong Wind's special capability?
- He has a kind sister
 - He was able to make himself invisible
 - He was a great person who lived in a tent by the mountain
 - He has a kind sister
15. What is the last paragraph about?
- Two older sisters turned into aspen trees because of their lying and meanness
 - Two older sisters lived happily
 - Two older sisters turned into aspen trees because their kindness
 - Two older sisters turned into a stone
16. They went home very sad. The word "Sad" has a similar meaning to?
- Angry
 - Unhappy
 - Jealous
 - Disappointed
17. Why the chief's youngest daughter can see the strong wind?
- Because she is honest
 - Because she is beautiful
 - Because she kind
 - Because she is the youngest
18. The following statements are false based on the text, except?
- Strong wind has married the younger daughter, and her sister became aspen trees.
 - Strong wind did not find the girl to become his wife
 - Strong wind turned the two sisters into a stone
 - Strong wind lost its strength
19. What the moral value of this story?
- Don't lie to get everything
 - We must be a jealous person

- c. Don't be honest
 - d. We must love each other
20. What the two older sisters did when he felt jealous?
- a. They washed her hair
 - b. They dress up her so pretty
 - c. They gave her traditional food
 - d. They cut off her long black hair and burned her face

Answer Key

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. B | 12. C |
| 3. C | 13. D |
| 4. B | 14. B |
| 5. B | 15. A |
| 6. D | 16. B |
| 7. A | 17. A |
| 8. C | 18. A |
| 9. A | 19. A |
| 10. A | 20. D |

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Tabel Soal

No. Soal	Aspek yang dinilai (Comprehension)			
	Word	Sentence	Paragraph	Whole Text
1				√
2			√	
3	√			
4			√	
5		√		
6		√		
7	√			
8			√	
9				√
10				√
11	√			
12			√	
13	√			
14		√		
15			√	
16	√			
17		√		
18				√
19				√
20		√		
Total	5	5	5	5

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APPENDIX IV

Students' Worksheets

name: m AFIQ FAIZOZI

no: ~~73~~ 07

class: x mipa 9

1	B	11A
2	A	12D
3	C	13A
4	B	14C
5	B	15A
6	C	16D
7	B	17A
8	D	18B
9	C	19C
10	B	20D

$$B = 8 \times 5 = 40$$



Name : Mamang Rais

No : 09

Class : Mipa A (x)

- | | |
|------------------|------------------|
| 1. b | 11. a |
| 2. b | 12. a |
| 3. c | 13. d |
| 4. a | 14. b |
| 5. b | 15. b |
| 6. d | 16. b |
| 7. c | 17. a |
| 8. c | 18. b |
| 9. d | 19. c |
| 10. b | 20. d |

b: 12 * 5

= 60 //

K

Name: maf tuhah

class: xmipa 4

NO : 8

~~1~~ . D
2 . B
~~3~~ . B
4 . B
5 . B
6 . D
~~7~~ . C
~~8~~ . B
9 . A
~~10~~ . C

11.A
~~12~~.B
13.D
~~14~~.C
~~15~~.D
16.B
~~17~~.C
~~18~~.C
~~19~~.B
20.D

B: 9 ~~15~~

= 45,,

Nama : Riayahul Maziah

Kelas : XI IPA 4

no : 11

1 B	6 B	1 B	1 C
1 D	7 C	1 B	7 A
3 C	8 C	1 B	8 A
1 C	9 A	14 B	1 D
1 C	1 B	1 D	1 D

B: 2 x 5
= 40

K

Nama : Suci nor '122ah

Kelas : X MIPA 4

no : 14

~~X~~ a

~~X~~ b

~~X~~ a

12 c

3 c

~~X~~ a

~~X~~ c

~~X~~ c

5 b

15 a

6 d

16 b

~~X~~ b

~~X~~ b

8 c

18 a

B: 10 x 5

~~X~~ c

~~X~~ b

10 a

20 d

= 50

name: Africana Nurinnia

class: X MIPA = 1

no = 2

1	B	11 A
2	C	12 C
3	C	13 b
4	B	14 b
5	B	15 A
6	D	16 b
7	C	17 C
8	C	18 D
9	B	19 A
10	A	20 20 B

$$S = 7$$

$$B = 13 \times 5$$

$$= 65 //$$

Name : Acha FADHUL M

NO : 01

CLASS : XI MIPA 4

X C

X B

2 D

12 C

3 C

~~X~~A

X I

~~X~~C

~~X~~C

~~X~~B

~~X~~C

~~X~~C

7 A

17 A

~~X~~A

18 A

X B

~~X~~B

$B = 7 \times 5$

~~X~~B

20 D

.35

Nama : NUR LITA ANIM N.

NO : 20

Class : X MIPA 4

1 B	11 A
2 A	12 B
3 C	13 C
4 B	14 B
5 C	15 A
6 C	16 A
7 A	17 A
8 C	18 B
9 A	19 B
10 B	20 D

$$B = 10 \times 5 = 50$$
$$S = 10$$

APPENDIX V



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://tik.iain-jember.ac.id](http://tik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1094/In.20/3.a/PP.00.9/02/2021 22 Februari 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MA SUMBER BUNGUR
Jl. Pontren Sumber Bungur Pakong

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : RISQIYANI
NIM : T20176025
Semester : VIII (DELAPAN)
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF MA SUMBER BUNGUR** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak Achmad Muchlis, S.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah Ma SUMBER BUNGUR
2. Kesiswaan Ma SUMBER BUNGUR
3. Guru Bahasa Inggris Kelas X Ma SUMBER BUNGUR

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 22 Februari 2021

Dekan
Wakil Dekan Bidang Akademik,

Mashudi



APPENDIX VI



YAYASAN PENDIDIKAN ISLAM MADRASAH ALIYAH SUMBER BUNGUR PAKONG – PAMEKASAN

Jl. Pontren Sumber Bungur Pakong Pamekasan
NSM : 131235280054 e-mail: info@masumberbungur.sch.id NPSN: 20584415
Website: masumberbungur.sch.id

Pamekasan, 30 Maret 2021

Nomor : 16/SKMP/III/2021
Sifat : Penting
Lampiran : -
Hal : Keterangan melakukan penelitian

Yang bertanda tangan di bawah ini:

Nama : Achmad Muchlis, S. Pd
NIP : 197808022007011019
Jabatan : Kepala Madrasah Aliyah Sumber Bungur

Menerangkan dengan sebenarnya bahwa

Nama : Risqiyani
Nomor induk mahasiswa : T20176025
Program studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah melakukan penelitian di Madrasah Aliyah Sumber Bungur Pakong Pamekasan Pada tanggal 23 Februari 2021 sampai tanggal 30 Maret 2021 dalam rangka penyusunan skripsi dengan Judul "*An Analisis Of Students Reading Comprehension In Narrative Text At The Tenth Grade Of MA Sumber Bungur*".

Skripsi dimaksud sebagai salah satu syarat untuk menyelesaikan program sarjana Strata Satu (S-1) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

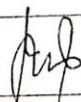





Pamekasan, 30 Maret 2021

Kepala Madrasah


Achmad Muchlis, S. Pd
NIP. 197808022007011019

APPENDIX VII

JOURNAL OF RESEARCH

No	Time	Activity	Paraf
1.	23 rd of februari 2021	The researcher was giving the research permission letter	
2.	3 rd of March 2021	The researcher observed the reading teaching and learning process, especially the students reading comprehension	
3.	10 th of March 2021	The researcher interviewed the English teacher and observed the learning strategies used by her	
4.	19 th of March 2021	The researcher interviewed the student 1,2,3,4,5	
5.	22 nd of March 2021	The researcher interviewed the student 6,7,8	
6.	30 th of March 2021	The researcher was asking for research finishing letter	

Pakong, 30th March 2021



 Headmaster

 Muhammad Muchlis, S. Pd

 NIP 197808022007011000

KH
JEMBER

APPENDIX VII: Bibliography of Researcher
Researcher's Bibliography



Personal Information

- **Full Name** : **Risqiyani**
- **NIM** : **T20176025**
- **Gender** : **Female**
- **Place, Date of Birth** : **Pamekasan, 14th August 1998**
- **Address** : **Pakong- Pamekasan**
- **Religion** : **Islam**
- **Department/Majors Courses** : **Language Education/English Department**
- **E-mail Address** : **risqiyani1412@gmail.com**
- **Motto** : **Doing all right unto others as
Doing good to yourself**

Education Backgorund:

- 2005 - 2011** : **SDN Bandungan 2**
- 2011 – 2014** : **MTsN Sumber Bungur**
- 2014 – 2017** : **MA Sumber Bungur**
- 2017 – 2021** : **UIN KH ACHMAD SIDDIQ**

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