

**STUDENTS' DIFFICULTIES IN READING NARRATIVE TEXT  
AT THE NINTH GRADE OF MTs HASBUNALLAH  
SUMBERBARU, JEMBER**

**THESIS**

Submitted to the State Islamic University of Kiai Haji Achmad Shiddiq Jember  
to fulfill on of the requirements for degree of Bachelor Degree (S.Pd)  
Tarbiyah and Teacher Training Faculty  
Islamic Studies and Language Education Department  
English Education Study Program



**By:**

**NUR FITRIA**

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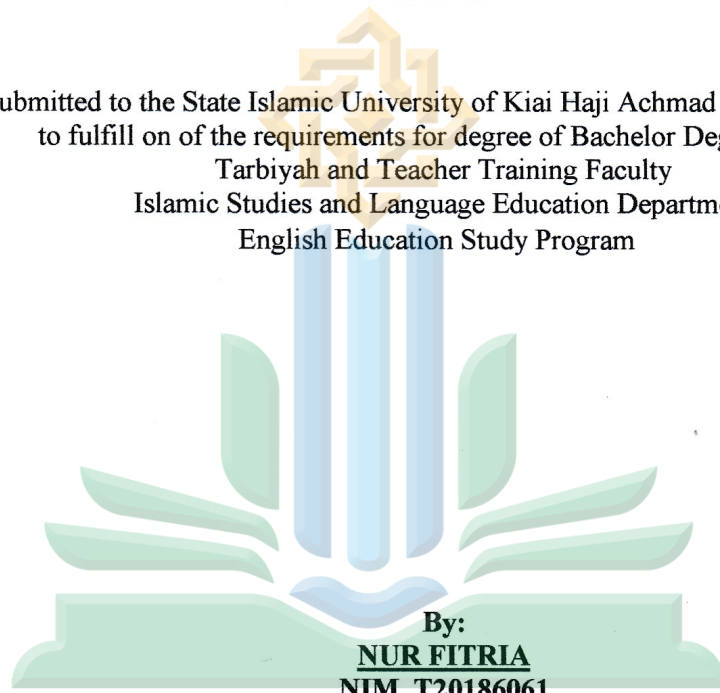
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**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIAH AND TEACHER TRAINING  
OCTOBER 2024**

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**UNIVERSITAS ISLAM NEGERI  
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Approved by Supervisor

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**Day : Wednesday**  
**Date : October 16<sup>th</sup>, 2024**

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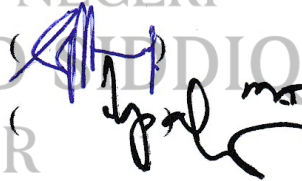
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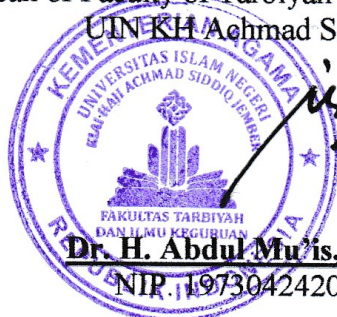
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## MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِيرُ

Sufficient for us is Allah, and [He is] the best Disposer of affairs.  
(Al- Imran [3: 173]\*)



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\* Muhammad Taqi-ud Din Al Hilali and Muhammad Muhsin Khan, "Translation of The Meaning of The Noble Qur'an in The English Language" Madinah: King Fahd Complex (1996)

## DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved father, Mr. Niman who has given the time to care for me, guide me, and protect me when I was little. There is nothing I do but say I miss the past, my happiness is not as happy as before. For my pain, let me heal it myself. I always miss your role when I lost one direction in my trouble.
2. My beloved mother, Mrs. Niati, who has become my main reason to persist in every process that I go through during this college, as a form of responsibility or trust that has been entrusted to me and provides prayers, supports me all the way so that I can complete my study at UIN KH Achmad Siddiq Jember.
3. My beloved siblings, Siti Aisyah and Elis, a guiding light who has supported me through life's challenges, and made me aware that I should be a strong girl, and be self-sufficient in life.

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Alhamdulillah, thanks to Allah SWT, the lord of the world, the master of the day that has given to the researcher love to finish this thesis. Sholawat and salam always be given to our prophet Muhammad SAW, human who has bought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language of UIN KH Achmad Siddiq Jember. The undergraduate thesis entitled “Students’ Difficulties In Reading Narrative Text At The Ninth Grade Of MTs Hasbunallah Sumberbaru, Jember”.

I also so aware that the undergraduate thesis could never finished without helping and supported from others during the process of this. Therefore, in this occasion the writer expresses many thanks to honorable:

1. Prof. Dr. H. Hepni, S. Ag, M.M.as a Rector of UIN KH Achmad Siddiq Jember who has given to the researcher a best opportunity to study in this university.
2. Dr. Abdul Mu’is, S. Ag, M. Si. as Dean of Faculty of Tarbiyah and Teaching Training who has given me best facility to study in this Faculty.
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5. Nina Hayuningtyas, M.Pd as my academic advisor who has given me academic suggestion during my study.
6. H. Moch. Imam Machfudi, S.S., M.Pd. Ph. D. as my advisor who always helped and motivated me to finish this thesis.
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8. The English Teacher of MTs Hasbunallah. Rofiatul Nurhasanah, S. Pd. who has helped in conducting my research at school and the students Ninth grade who have gave their times to participate in this research.
9. My beloved friends of English Education Program who always help me and give support each other.

I hope Allah SWT gives his blessing and mercies to all of you. The writer is aware that this thesis is not the perfect. Therefore, criticisms and suggestion will be appreciated by writer. Hopefully, this undergraduate thesis will useful in the future especially for the readers.

Jember, October 14<sup>th</sup> 2024

The researcher

**NUR FITRIA**



## ABSTRACT

**Nur Fitria, 2024:** *Students' Difficulties in Reading Narrative text at Ninth Grade of MTs Hasbunalla Sumberbaru, Jember.*

**Keywords:** *Students' difficulties, Reading, Narrative Text.*

Reading is a very important skill required by students. Students can learn anything, like information about science, society, health, technology, and so on. Reading is aimed at finding and obtaining messages or understanding meaning through reading. In addition, students also need to understand the text structure so that readers can easily obtain information from various sources. However, this study was conducted to identify some of the students' difficulties and some factors causing difficulties in learning to read the text.

This research focuses on : (1)What are the students' difficulties in reading narrative text in the ninth grade of MTs Hasbunallah Sumber Baru Jember?. (2)Why the students' felt difficulties in reading narrative text at ninth grade of MTs hasbunallah Sumberbaru Jember?. (3)What are the factors inhibiting in reading narrative text in the ninth grade of MTs Hasbunallah Sumber Baru Jember?. The objective of the research: (1)To analyze the aspects of difficulties in reading narrative text in the ninth grade of MTs Hasbunallah Sumberbaru Jember. (2)To know the reasons why students felt difficulties in reading narrative text at ninth grade of MTs Hasbunallah Sumberbaru Jember. (3)To analyze the factors that effect the difficulties of students in reading narrative text in the ninth grade of MTs Hasbunallah sumberbaru Jember.

The researcher used a qualitative descriptive as research method. It was conducted at MTs Hasbunallah Sumberbaru Jember. The subject of this research was 5 students out of 20 students represented by other students and also including many that difficulties in reading text. The researcher used several data collection techniques, namely observation used document guide, interviews used semi-structured interviews by used interview guide, and documentation of learning and teaching process. The data analysis used in this research included data collection, data condensation, data display, and drawing conclusions. The researcher also used the triangulation technique and source triangulation.

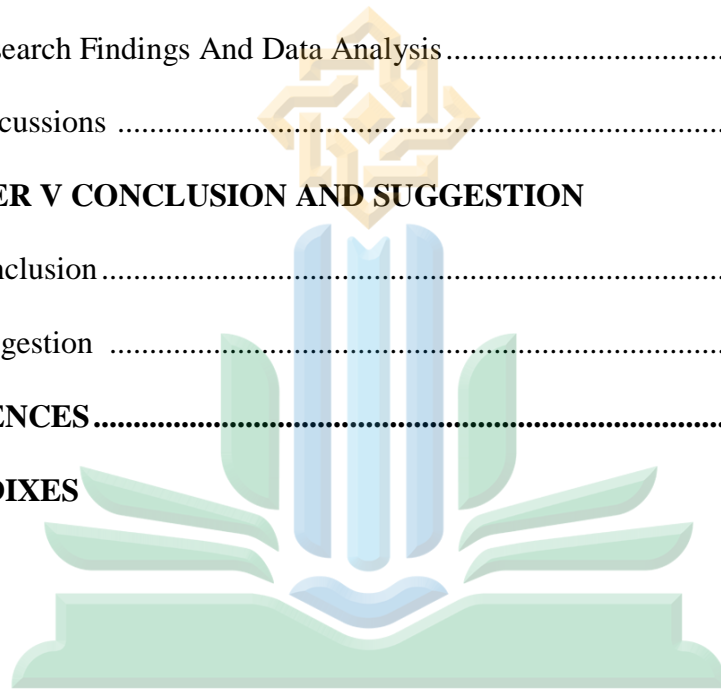
The research shows that most of the students still had difficulties reading Narrative text. The result of students reading of the text how students had difficulties when Reading Narrative text namely (1) Pronunciation of word, (2) Meaning of word and (3) Determining of Narrative text. The reasons of students' be difficult to read the narrative text at ninth grade of MTs hasbunallah, Sumberbaru, Jember: (1) Students' haven't a dictionary. (2) Students' lost memory. (3) Students can not answer the question from the teacher. (4) Students' forgotten to read the narrative text. (5) Students are not used to listening to native speakers. (6) Students are not used to reading the text. The factors that influences students difficulties in Reading Narrative text were found (1) English graduate teacher 2) Low literacy skills 3) Skipped brackfast (4) Academic boredom 5) Low motivation 6) Lack of facilities of learning 7) Limited vocabulary ability.



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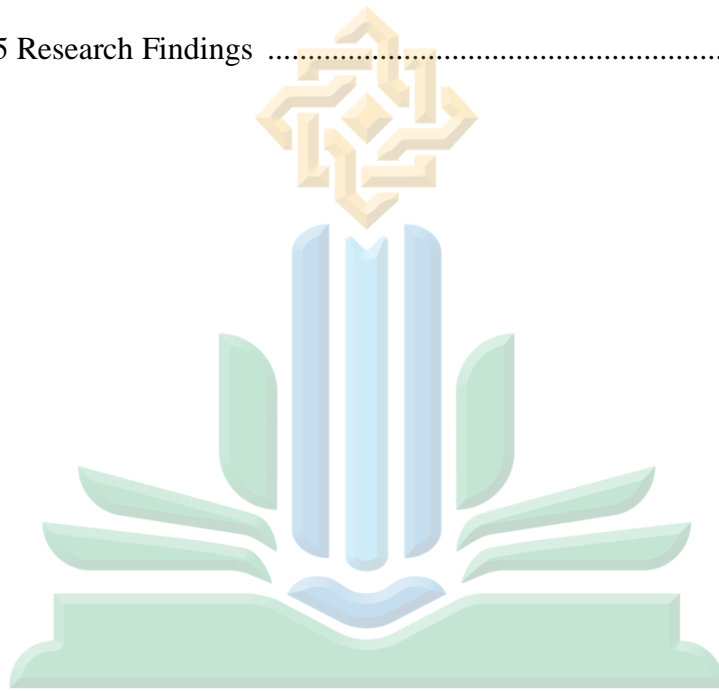
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# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, the research questions, the objective of the research, significance of research, definition of key terms.

### A. Background of research

Students currently still become one of the issues in the learning process at class. Some of them need to get attention from their surroundings because they sometimes face difficulties that can affect the students' learning process. Previous study stated that the teaching and learning process certainly had progress in learning, which is a learning program that uses lesson plans and a scoring rubric.<sup>1</sup> Learning which of conducted at school, the teacher has lesson plans with used reading method.

Besides, reading is a very important skill required by students. By reading, students can learn anything, like information about science, society, health, technology, and so on. Reading is aimed at finding and obtaining messages or understanding meaning through reading. However, most students' find it difficult to learn, one of which is reading narrative text. Reading is one of the skills considered important in language learning, and like the other skills, mastery is influenced by some factors.<sup>2</sup> Students' should be interested in reading and should understand the meaning of words and vocabulary. They

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<sup>1</sup> Hofer, Sarah I., Nicolae Nistor, and Christian Scheibenzuber. "Online teaching and learning in higher education: lessons learned in chrisis situations." *Computers in Human Behavior* 121 (2021) : 106789

<sup>2</sup> Nurjanah, Ratih Laily. "The analysis on students' difficulties in doing reading comprehension final test." *Metathesis: journal of English language, literature, and teaching* 2.2 (2018): 253-264.

also need to understand the text structure so that readers can easily obtain information from various sources.

In Islam, Reading is one of effective ways to preven loss of knowledge. As allah explained in the holy Qur'an where relate with reading is surah (1- Alaq (1-5))

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمَ ۝

*Read, "O Prophet," in the Name of your Lord Who created (1) created humans from a clinging clot.1 (2) Read! And your Lord is the Most Generous (3) Who taught by the pen— (4) taught humanity what they knew not.1(5)*

From the verse above, explained that reading is important and that students' should be instructed to re-read and get used to reading always try and don't give up easily so that they have knowledgeable comes from Allah. With reading, the students' known the context of every paragraf in the text such us reading text, journal, article. In addition, the teacher guides it starts from the unknown by students.

It is very important to helps students' develop understanding of reading because previous study stated that reading is especially important to learning and can improve students' ability to add knowledge.<sup>3</sup> With read the text, the students' get a variety of benefits from the knowledge and their potential. However, several students face difficulties is to seem confused when reading, especially narrative text, because they are less confident or have such high

<sup>3</sup> Desita Syafutri Lisiana, Yelliza, Dian Mega putri (the student's difficulties in reading comprehension at vocational high school in Padang), vol.1 No.4 (November 2021).

levels of anxiety over speaking. Perhaps, the students' are afraid to make some mistakes while the students speaking. The students' are also not paid attentions because the students' had not many chances to read the text. Therefore, they need to obtain guidance that does not interfere with students concentration.

Knowing to this situation, the researcher conducted preliminary study with Mrs. Rofiatul at MTs Hasbunallah Sumberbaru Jember, there were some problem that during learning process begins, the teacher use some minimal media.<sup>4</sup> The researcher conducted pre-research and found that students' could read the text in front of the class even though the students' could not pronounce words well and some other problem such as the students' difficulties reading in understanding content of text. The researcher found that the teacher could solve students' difficulty in reading skills. Meanwhile, the researcher asked the English teacher about the strategy in teaching reading, it was mentioned that he conducted read the narrative text as the strategy used. Based on the pre-research above, so the researcher is interested in how the teacher implemented this strategy.

Related to few difficulties of students', the researcher needs to analyze on students' difficulties in reading narrative text at Ninth grade of MTs Hasbunallah, sumberbaru, Jember. Besides, it also needs to analyzed about the factors difficulty in reading narrative text faced by students. It becomes factors the students' seem confused when reading the narrative text or not paid

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<sup>4</sup> Interview (January, 30<sup>th</sup> 2023)



attentions when learning begins. Therefore, they need to obtain guidance that does not interfere with student concentration. Based on reality, the English teacher at the school certainly has an important role to provide knowledge to students' and always motivating students' and continue to explore knowledge by use variety of strategies.

After the researcher conducted preliminary study with teacher at MTs Hasbunallah, Sumberbaru, Jember, the researcher there were indication that shows that there were problems with students difficulty and in the learning process of reading narrative text. Therefore, the researcher wanted to invastigate deeply the cases that appeared the MTs Hasbunallah, Sumberbaru, Jember. With this, the researcher wanted to investigate the research with the title of students' difficulties in reading narrative text at the ninth grade of MTs Hasbunallah in Sumberbaru, Jember.

## **B. The Research Questions**

Based on the background of research explained above, the researcher analyzed students' difficulties in reading narrative text so that researcher formulated the problem as allow:

1. What are the students' difficulties in reading narrative text in the ninth grade of MTs Hasbunallah, Sumber Baru, Jember?
2. Why the students' found it difficult to read narrative text at ninth grade of MTs hasbunallah, Sumberbaru, Jember?
3. What are the factors inhibiting in reading narrative text in the ninth grade of MTs Hasbunallah, Sumber Baru, Jember?

### **C. The objective of the research**

Based on the research problem above, researcher have a strong desire for the research and it conducted effectively and have aims used in the form:

1. To analyze the aspects of difficulties in reading narrative text in the ninth grade of MTs Hasbunallah, Sumber Baru, Jember.
2. To know the reasons why students difficulties in reading narrative text at ninth grade of MTs Hasbunallah, Sumberbaru, jember.
3. To analyze the factors that affect the difficulties of students in reading narrative text in the ninth grade of MTs Hasbunallah, Sumber Baru, Jember.

### **D. Significances Of research**

Researcher have any question or any aims of the research above, then the researcher has any signs of the study allows to:

1. Practically significant

This study can provide a lot of information about students' abilities in reading narrative text. Furthermore, the result of this research hopefully can provide the information to the teacher on students' difficulties in reading narrative text.

2. Theoritically significant

Hopefully, the result of this study are expected to increase knowledge about the progress and development of English learning.

## **E. Definition of key terms**

To following definitions are given to make readers have understanding or perception of some terms used in this research. They intended to avoid misunderstanding in this study, the researcher provides several definitions of key terms :

### **1. Reading**

Reading is an activity that apply some of abilities to process reading text in order to understand the content of reading. Therefore, reading can be called as an activity to get the information or messege that delivered in written language. A person able to read, not only because of coincidence but also because someone learns and practices to read the text.

Reading comprehension is understanding of the composed words, the get it of the substance that's being examined, and the development of implications of the content.

### **2. Narrative text**

Narrative text is English text type that has a purpose to entertain the reader or listener. The Narrative text is a type of text that tells a chronological story in the past tense. The narrative text aims to entertain the readers through of story. They have a generic structure orientation, complication, and resolution.

## **F. Structure of discussion**

There were five chapters in this research and each reserach chapter had several sub-chapter having relevance to each other. Besides, a research had

three parts namely initial part, core part, and final part that described as follows:

The first was initial part that included the title, approval sheet, ratification sheet, motto, dedication, acknowledgment, abstract, table of content, and list of table. The second was core part that included:

**Chapter I** contains the introduction to the research. This chapter consists of the research background, research questions, research objective, the significance of the research, and definition of key-term.

**Chapter II** contains a review of related literature. This chapter consists of previous research and theoretical framework.

**Chapter III** contains a research methodology. This chapter consists of a research design, research site, research subjects, data collection method, data analysis, validity of data and research procedures.

**Chapter IV** contains a research finding. This chapter consists of an overview of the research object research finding and discussion.

**Chapter V** contains the conclusion and suggestions. It consists of a conclusion and suggestions.

The third was final part including reference, appendix of letter, appendix of journal of research, appendix of lesson plan and scoring rubric, appendix of document (photos, observation guide, interview guide), lastly, researcher bibliography.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents literature review which related with this study.

There are previous research and theoretical framework.

#### A. Previous Study

The researcher selected some previous studies to find out a novelty related to this research, there are:

1. Journal by Eni Ismayanti, and Abdul Kholiq from the English Department of Islamic University Lamongan, 2020 entitled. "*An analysis of student's difficulties in writing descriptive text.*" The researcher used quantitative descriptive methods. The result of this research shows that the students of X MIPA 6 have difficulty in writing descriptive text the difficulties in generic structure, the difficulties in grammar, and the difficulties in spelling. And the factor of students' difficulties is Lack of proficiency in text production skills, Lack of knowledge relating to the subject content of the script to be written, and Lack of interest in learning English.
2. Thesis by Tasnim Magfiroh from the English Education Department of the Islamic University of KH. Ahmad Siddiq Jember, 2023 entitled "*An analysis of student's difficulties in writing descriptive text at tenth grade X MIPA of MA model Hidayatul Hasan Lumajang.*" The researcher used qualitative descriptive as a research method. The result of the research the student's difficulties seen from their student worksheet are 1) lack of vocabulary 2) lack of learning grammar 3) lack of knowledge. However,

the factors of difficulties are lack of motivation, limited of time, and less practice.

3. Journal by Eko Prayitno, Dewi Sartika, and Rekha Asmara from the Islamic University of Organ covering Ilir Kayuagung, 2021. *“An analysis of tenth-grade students’ difficulties in comprehending recount text.”* This study used qualitative research and the conclusion that have problems in six aspects of reading recount text namely from generic structure, understanding vocabulary, determining the main idea, determining detailed information, finding references, and finding the purpose of the text. It happened because of several factors such as materials, vocabulary, learners’ background, and environment.
4. Thesis by Risqiyani from the faculty of tarbiyah and teacher training at the state Islamic University of KH Achmad Siddiq Jember, 2021. *“the student’s difficulties and the factors affecting them in reading narrative text.”* This research applied the qualitative descriptive research method. The result of the research showed that student reading aspects are difficult with vocabulary such as synonyms, antonyms, and references, and sentence comprehension included difficulty finding specific and general information. Paragraph comprehension is difficult to determine the main idea and text. While the affecting factors in reading narrative text included the learner’s background knowledge, teaching technique, and the learner’s environment.

5. Thesis by Huda Babu (2020) entitled. “*An analysis of student’s difficulties in reading comprehension at MTs DAREL HIKMAH PEKANBARU.*” This study used a qualitative design. And researcher finds out that First, the student gets difficulties in determining the main idea 60.16%. Secondly, finding specific information is 71.68%. The third making inference is 73.96%. The fourth, making identifying inference 90.63%. The fifth is cloud not understanding the meaning of a word.

**Table.2.1**  
**List of Previous Studies**

No	References	Similarities	Differences
1.	Eni Ismayanti, Abdul Kholiq (An analysis of students’ difficulties in writing descriptive text) Vol.7 No.1 (2020).	The preveious research and this current research focused on analysis of students difficulties.	The researcher focused on students’ difficulty in reading with use qualitative research. And the previous study focused on students’ difficulty in writing by use quantitative research.
2.	Tasnim Magfiroh (An analysis of student’s difficulties in writing descriptive text at tenth grade X MIPA of MA model Hidayatul Hasan Lumajang.) 2023.	The preveious research and this current research focused on analysis of students’ difficulties and use qualitative research.	Researcher focused on students difficulties in reading at junior high school and previous study use in writing at senior high school.
3.	Eko Prayitno, Dewi Sartika, Rekha Asmara (An analysis of tenth-grade student’s difficulties in comprehension recount text) Vol.4 issue 1 May 2021 pages 30-38.	The preveious research and this current research use same variable that is students’ difficulties.	Researcher conducted study in ninth grade. Previous study have been conducted in tenth grade.
4.	Risqiyani (the student’s difficulties and the factors	The preveious research and this	The subject of previous research conducted at



	affecting them in reading narrative text) 2021.	current research use qualitative.	tenth grade Senior high school. The subject of researcher conducted at ninth grade junior high school.
5.	Hua Babu (An analysis of student's difficulties in reading comprehension at MTs DAREL HIKMAH PEKANBARU) 2020.	The previous research and present research same of variable those are students difficulties.	The previous research only focused on tried percentages of determining the mean idea and use quantitative research. Researcher use qualitative research.

Based on the previous studies above, it shows that all of researcher conducted their own ways to analyze objective of research. The researcher are analysis of students' difficulties, then the differences from the previous study are objective of research and data result that classified by researcher. the researcher wanted to investigated how the students' difficulties, the reasons why students' faced difficult to read the text and the main factors of study by used qualitative research.

## B. Theoretical Framework

In this chapter, there was several sub-topics which was relevant based problem of research. The theoretical frameworks reviewed, namely: (1) Second Language Acquisition (2) Student's difficulties (3) Learning process (4) Narrative text, which is to explain the definition of narrative text, the purpose, and structure of the text (5) Students' difficulty reading narrative text (6) Factors affecting difficulty reading narrative text.

## 1. Second language acquisition

Learners who start acquiring a second language in adolescence or adulthood are typically exposed to vastly smaller amounts of target language input, compared to children acquiring their mother tongue. It is often the case that their experience of the target language is in the classroom and in reduced communicative situations.<sup>6</sup> The first language is the mother tongue. Meanwhile, a second language is another language difference that can occur within the environment or outside the environment, such as at school. Often things happen in learning that can influence students to be faster or slower in the language learning process.

One of the Second language acquisition in the context of reading discusses second language developing reading skills and the text read must be more challenging but can be understood by the reader. Students who read a second language often use strategies by predicting the content of the text, identifying key words, and summarizing to understand the content of the text. Apart from that, students' must have the motivation to learn to read because it has a big influence on understanding the content of text in a second language. Learning a second language bridges the gap and links people to the world by creating a mellifluous relationship where information, ideas, and culture are shared through communication.<sup>7</sup>

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<sup>6</sup> Slabakova, Roumyana. "Second language acquisition." *A Companion to Chomsky* (2021): 222-231.

<sup>7</sup> Palma, Angelo J. C., and Dennis V. Madrigal. "An Exploratory Inquiry Into the Second Language Acquisition of Junior High School Non-Readers." *Technium Social Sciences Journal*, vol. 20, 2021, pp. 163-171.

## 2. Student's difficulties

The difficulty is an obstacle to learning that results in less than optimal student learning outcomes.<sup>8</sup> The difficulties experienced by students are problems that must be overcome quickly because if they still have difficulties learning, they directly be slow in their development in terms of skills, abilities, and knowledge. However, the students' difficulties are certainly normal. Many factors can hamper the learning process for students. This research was examine the factors that cause students to experience this learning difficulty.

Irawan and oktafiani explain that learning difficulties are something commonly experienced by students during the learning process at school or home.<sup>9</sup> The students' who experience many difficulties in learning tend not to get results that are not optimal. Therefore, it is necessary to provide income such as solutions and motivation to support them in the learning process.

Meanwhile, according to Putri stated that student learning difficulties are also caused by learning motivation, the role of lectures and students, facilities and infrastructure, learning materials, and the learning environment.<sup>10</sup> Therefore, the learning process must get the right strategy and provide the right motivation so that students' are more enthusiastic, and happier in the learning process.

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<sup>8</sup> Arifin, M. F. (2020). Student Learning Difficulties and Their Handling of Learning.

<sup>9</sup> Dedy Irawan, Eka Nur Oktafiani. Analysis of students' difficulties in finding out information important to reading paragraphs. *Journal muara pendidikan* Vol. 6 No. 2 (2021)

<sup>10</sup> Putri, (2023) Analysis of led student's difficulties in learning English Language skills. P.11

From the theory above, it is clear that the theory presented refers to understanding how learning difficulties are faced by student' and factors that cause difficulties in the learning process resulting in late development of their potential, especially such as understanding, knowledge, and skills both from language, writing, reading, observing theory and so on.

a. Skill level

Self-students surely have skill differences, but we know that ability can be improved in many ways. What will get is what can't be achieved until having abilities. Many skills are needed by students, namely reading skill, listening skill, speaking skill, writing skill, critical thinking, analytical thinking, advanced describing of objects, advanced identifying problems, problem-solving ability, creative thinking, etc. The learning process in an educational unit is held interactively, inspiring, fun, challenging, and motivating students to take an active role in learning.<sup>11</sup>

The levels of students in the educational role are grade level and instructional level.

b. Motivation

Relevancy additionally makes motivation strategies in the learning process important for each student. However, the teacher require students' to follow lesson plans to make learning more enjoyable and active in the classroom. Motivation is the drive to reach a goal. However, one of the journals states that motivation strategies engaged by teacher in

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<sup>11</sup> Vilda Yulliana Herlina and Sunardi, The level of students' creative thinking skills in solving probability problems through a scientific approach (vol. 5, issue 7, July 2018).

the rural madrasah under study were giving positive feedback and rewards and building students' self-confidence, thus increasing self-awareness and opportunities for improvement in student learning.<sup>12</sup>

As a teacher, they must be able to find solutions and learn motivation. Thereby, students are more enthusiastic about learning and actively learn. One of the motivations that need to be known is to provide things that make students happy, such as learning to use video, audio, images, and other media as learning media. Students will get goals that factor in motivation; therefore, the formation of these goals must all start with the environment as well as the first. According to Aalayina Ahwalusah, motivation is one of the most important factors that can influence outstanding students or students' English performance.<sup>13</sup>

The researcher also explained additional skill and motivation theories in this title, so that they are more focused on the goals of this researcher. The explanation of skill theory refers to a person's ability to achieve the desired goals. In theory, this skill can also help students understand their understanding, knowledge, and skills and identify things that need improvement, namely finding solutions to overcome difficulties and doing self-reflection and self-evaluation.

Furthermore, the explanation of the theory of motivation refers to things that can encourage students to be able to achieve goals and be able

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<sup>12</sup> Moch Imam Machfudi, "Issues and Challenges in Maintaining Motivation to Learn English in a Rural Madrasah Context, Volume 5, Issue 2, December 2016.

<sup>13</sup> Aalayina Ahwalusah, Students' motivation in learning English, Journal, vol. 4, No. 2, January–June 2021.

to develop and improve skills in the process. And what is important in influencing this motivation is intrinsic motivation, which is the drive of one's own will, and extrinsic motivation, which is encouragement from outside oneself such as appreciation, assurance, praise, and others.

These two theories above additionally provide a good understanding and view that there is a connection between the title of this study and how it can be more clearly experienced by students. Students who have skills and motivation in learning will certainly feel more satisfied and happy to do their tasks in conducting themselves, and vice versa, if they are not happy to do their hard work in the class. Therefore, students need to have skills and motivation so that they can improve appropriately to achieve the ability and encouragement to read text narratives. In addition, students' should receive outside support, such as from family, close friends, and the environment.

### 3. Learning process

Learning is a process of development that occurs in students, both knowledge, action/behavior, and skills. Learning requires effort, and encouragement for maximum change if having a motivation higher of students, there will be an increase in their potential and ability.

Brayadi, et, al stated that learning theory is a learning theory that we can take from anywhere owned by cognitive learning experts, namely expert thinking, habits, empirical research, and learning theory itself.<sup>14</sup> That means

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<sup>14</sup> Brayadi, Supriadi, Hecksa Manora, Information processing and cognitive theories of learnig. Edification Vol.4, No.2, January 2022.

learning must take based on thoughts and research from several expert theories, habits, and the theory itself. The learning process is one of the learning processes individually or in groups such as in class and outside the classroom.

The learning process certainly has several learning methods and strategies used by teacher, therefore learning also requires a learning plan to be easier in the steps of the learning process so that the learning concept is more effective, active, and fun. Sulistiyarini and Sukardi state that Learning is defined as the potential for self-change that manifests from experience and knowledge that is felt and then involved in the state associated with an experience.<sup>15</sup>

The learning process is a learning process carried out to increase knowledge, skills, and experience by using learning plans or concepts by teachers. The learning process has many kinds of learning concepts that need to be known to be used in learning.

Several types define the learning process, the definition is formulated based on the point of view of one of them, namely Learning process is a series of steps that make changes in cognitive, affective, and psychomotor aspects for individuals' positive learning impact.<sup>16</sup> After that, as students also apply the definition of the learning process itself according to understanding, sometimes the learning process is not by the learning procedure because of several factors such as not having to learn goals, not

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<sup>15</sup> Dewi Sulistiyarini, Sukardi. Motivation, learning styles, teacher leadership, and teaching intensity influence students' learning outcomes. Volume.23, Nomor.2, oktober 2016.

<sup>16</sup> Herman, (Memahami proses belajar anak). Volume IV. No 1. January-juni 2018



having motivation or skills possessed by students. The learning process also has the concept of learning in learning and teaching in the classroom. Therefore, there are several theories of learning concepts that need to be exposed in this chapter.

a. Behaviorism

Behaviorism is the study of human behavior.<sup>17</sup> Behaviorism is one of the learning theories that emphasize individual behavior. Behaviorism is a learning process that can change a person's behavior through learning methods such as learning by doing.

The learning-by-doing learning model is a concept of learning using active behavior.<sup>18</sup> The behavior-learning process, involves 3 things, namely stimuli (stimulus), responses, and consequences. Hence why this learning process is often used in practical contexts such as sports training, language training, and skills training in students to develop good habits in individuals.

b. Cognitivism

This learning theory is focused on the learning process rather than the learning outcomes, then the students apply what they've learned to previous experience and knowledge. The cognitive theory also includes conscious efforts such as thinking, knowing, understanding, and mental

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<sup>17</sup> Novi Irwan Nahar, Penerapan teori belajar behavioristik dalam proses pembelajaran. Nusantara (Jurnal ilmu pengetahuan sosial) Volume 1 desember 2016.

<sup>18</sup> Yugga tri surahman, Endang Fauziati. Maksimalisasi kualitas belajar peserta didik menggunakan metode learning by doing pragmatisme by john dewey. Jurnal papeda. Vol.3, No.2, Juli 2021

conceptions such as attitudes, beliefs, and expectations, then determining factors in student behavior.<sup>19</sup>

#### c. Constructivism

The most important thing in constructivism theory is the learning process. Learners should receive emphasis. Learners must actively develop their knowledge, not others. Learners must take responsibility for their learning outcomes. Their creativity and liveliness will help them stand on their own in their cognitive life.<sup>20</sup>

#### d. Experimental learning

One of the learning models that is often used by teachers and students is experimental learning, which is a learning model that supports students to act actively in the learning process to build knowledge and skills based on direct experience.<sup>21</sup>

#### e. Social learning theory

Social learning theory is a learning process in understanding a learning theory used for social media with positivity in class. In this more active use of social media, the application of social learning theory presents opportunities to drive student achievement<sup>22</sup> because cognitive concepts it is about memory, motivation, and attention, this can be

<sup>19</sup> Wisman, Yosita. "Teori belajar kognitif dan implementasi dalam proses pembelajaran". Jurnal ilmiah kanderang tingang, vol.11 no.1 januari- juni 2020.

<sup>20</sup> Suhendi, Andang. "Constructivist learning theory: The contribution to foreign language learning and teaching." KnE Social Sciences (2018): 87-95.

<sup>21</sup> Kelechi U.lazarus. "Socio-Demographic Factors Affecting Reading Comprehension Achievement Among Secondary School Students with Learning Disabilities in Ibadan, Nigeria" IAFOR Journal of Education: Language Learning in Education Volume 8 – Issue 1 – 2020 145.

<sup>22</sup> Deaton, Shannon. "Social learning theory in the age of social media: Implications for educational practitioners." Journal of Educational Technology 12.1 (2015): 1-6.

encouraged using social media for learners. Therefore, these traits are widely sustained through social media, enhancing cognitive processes of association with learning and knowledge acquisition.<sup>23</sup>

Several theories of explanation, of course, emphasize aspects related to the learning process, First, namely behaviorism focuses on behavior in learning. The second is cognitivism which focuses on mental processes, thinking, memory, and intellectual learning. The third is constructivism which is focused on self-development based on experience of course. The fourth experimental of learning emphasizes reactivating understanding and understanding in an action based on their own experience. The fifth social learning theory focuses on the influence of the social environment only.

#### 4. Narrative text

##### a. Definition of narrative text

A narrative text is a depiction in a novel, fairy tale or legend, etc., or a skilled process that refers to a story. (Dhillon, et. al: 2020)<sup>24</sup>

It means a narrative text that tells the events or imaginary event that has occurred in the past and has meaning in an event such as a legendary story. and Lubis also concluded that a Narrative story is a story that tells about something interesting that has the purpose to amuse, entertain or the readers. The use narrative when you tell a

<sup>23</sup> Deaton, Shannon. "Social learning theory in the age of social media: Implications for educational practitioners." *Journal of Educational Technology* 12.1 (2015): 1-6.

<sup>24</sup> Bobby Pramjit Singh Dhillon, Herman, Syafryadin. The effect of the skimming method to improve students' ability in reading comprehension on narrative text. Vol.6, No.1:2020.

friend about something interesting that happens to you at work or school when you tell someone a joke.<sup>25</sup> The point is that a narrative story can be concluded that an interesting story that has the purpose of entertaining readers.

Magfiroh, et. al (2021) analyzed narrative text, which is an activity carried out by students in learning English and teachers also ask students about narrative text analysis examples such as character\* story, generic structure, and language features.<sup>26</sup> From their analysis, it can be understood that the activities that have been carried out by us can include narrative text where events have been carried out in the past and also there are character3- stories and generic structures.

From the explanation above, it can be concluded that narrative text has advantages in making past texts both from imagination texts, legends, and history. However, the narrative text also has the disadvantage of lack of factual information because it generally usually contains elements of fiction. Therefore, sometimes it is also lacking in capturing accurate information in the story so that it can cause readers to misunderstand or misunderstand. Widiya (2017) that the purpose of narrative text is to entertain the reader and To be a powerful social role beyond entertainment<sup>27</sup>

<sup>25</sup> Rayendriani Fahmei Lubis, Narrative text. Vol.4, No.2, July 2016.

<sup>26</sup> Magfiroh,dkk., An appraisal analysis of narrative text from the 11th grade English Textbook, Volume 1 No 1, July 2021.

<sup>27</sup> A., Widya I., et al. "A Study on the Ability to Write Narrative Text by the Second Year Students of SMA Negeri 1 Tualang Perawang." Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau, vol. 4, no. 2, Oct. 2017, pp. 1-15.

b. Structure of narrative text

Juliani Carmelita Pardo (2019) said that there are four generic structures in the narrative text as follows:

- 1) Orientation is the opening of who is in the story and introduces the participants of the story. (where and when is happening)
- 2) Complication, this section tells the beginning of the problems that begin to appear (climax) the climax of the problem, (falling action) are the problem begins to decrease and begins to find a settlement point for the main participants.
- 3) Resolution tells the problems (the crisis) the resolved, either in a happy ending or in a sad (tragic) ending.
- 4) Re-orientation/coda is a closing remark to the story, and it is optional. It consists of a moral lesson, advice, or teaching from the writer.<sup>28</sup>

However, grammatical of make narrative text is using past tense to describe the events, using action verbs, using adjectives<sup>6</sup> to describe the characters and places, and using direct and reported speech to present the dialogues.<sup>29</sup> It can be concluded that the difficulty of students in learning to read narratives is not easy for that students must understand the pronunciation, meaning, and content of the text. The teacher must use the

<sup>28</sup> Juliani Dameria Pardosi, 2019.Linguistics, English Education And Art (LEEA) Journal 3 (1): 159-172

<sup>29</sup> Juliani Dameria Pardosi, 2019.Linguistics, English Education And Art (LEEA) Journal 3 (1): 159-172

learning process in the right approach. In addition, the students' can improve their ability to understand narrative texts with solutions to problems experienced.

5. Students have difficulty reading narrative text

Reading is one of the performance skills that is considered important in language learning and like any other skill, mastery can be affected by several factors.<sup>30</sup> Reading is an act of seeing and saying orally or silently to understand the content of words in text, journals, or others. Reading is important for people because by reading they can know the context inside.

However, sometimes some students' often have difficulty learning to read. Therefore, in teaching it is necessary to overcome problems that hinder them in the learning process such as pronunciation difficulties. Pronunciation is one part of speaking skills directly and clearly can be observed and known.<sup>31</sup> The point is that the spoken pronunciation in the language is based on the original so that the person who speaks directly identifies how to imitate it from that person.

The conclusion is that reading is not easy for people who are just learning. The problem of difficulty reading narrative text must indeed be handled by teachers and parents. One that can be used to deal with

<sup>30</sup> Ratih Laily Nurjanah, The analysis on students' difficulties in doing reading comprehension final test. Vol.2, No.2, October 2018 pp 253-264 <https://creativecommons.org/licenses/by-sa/4.0/>

<sup>31</sup> Gusti Ayu Agung Dian Susanti. Kendala dalam belajar bahasa inggris dan cara mengatasi nya. Vol.1 No.2 Februari 2021. <http://doi.org/10.22225/licosjournal>

reading difficulties is always to practice learning to read. In addition, using the right learning methods preferred by students such as cooperative, playing games, projector-based learning, using music songs or others as his.

#### 6. The factors of difficulty reading narrative text

Reading is an action done orally that must be owned by students. The ability to read is also a positive habit by having many benefits such as being able to obtain information, and knowledge, and broaden his horizons. However, it is not as a teacher to allow his students to have difficulty in learning to read therefore the need for help to improve development by giving encouragement or solutions to students.

Difficulty in reading had several causes that hinder the development of skills in students. Previous study found five factors contributing to students' difficulties in reading comprehension, including problems with understanding long sentences, the use of poor reading strategies, lack of concentration, house environment, and school environment. This study provided suggestions for teachers and students.<sup>32</sup> In addition, the factors of difficulties in reading such as limited of skill, and how teaching reading method or because it do not read much. Sometimes there are also indeed for their students such as laziness to study, and not following instructions from the teacher.

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<sup>32</sup> M. Wahyu Ibrahim, , Umar Abdullah, Hariana Amalia. "FACTORS CAUSING READING COMPREHENSION DIFFICULTIES AMONG THE SEVENTH GRADERS". Volume 7, No. 2, March 2024 e-ISSN 2614-6258.



## CHAPTER III

### RESEARCH METHODOLOGY

The researcher plans several research methods. This methods started with the research design, research site, research subjects, data collection method, data analysis, validity of data, and research procedures.

#### A. Approach Type of research

This qualitative approach was carried out in several stages to get a clear picture of the research. A qualitative approach directly explores individuals and groups with more comprehensive problems. Therefore, the researcher prepare several stages completely. This research uses several stages, starting with making a reserach plan, preparing tools for research, carrying out research, processing data, and reporting research result. But before that, the reseracher has identified the problem and focused on determining it.

This qualitative approach uses more free data collection methods, such as document, observation, and interview. The researcher obtained and intrepeted this data to provide insight and explain the phenomenon studied. Data analysis was conducted by identifying problems and themes arising from the collected data collected.<sup>33</sup> The goal of this research is to make the description systematically actual and accurate refarding the facts of the phenomenon under study.

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<sup>33</sup> Creswell, John W., W., And Cheryl N. Poth. Qualitative inquiry and research design: Choosing among five approach, sage publication, 2016.

## **B. Research location**

This research was conducted at the ninth-grade students of the MTs Hasbunallah Sumberbaru Jember. The location of research at JL. PTPN XIII Gunung Gambir, Jatiroto, Sumberbaru, Jember. This location was chosen based on its relevance and ability to answer research questions. With this research site, researcher can ensure that the data collected is valid so that the results can make a significant contribution to this research. Meanwhile, the researcher conducted observation and interviews directly at the place, because this research to analyzed the students difficulties in reading narrative text.

## **C. Research subject**

The subject of research is source information, which means a person with the research background who can provide information regarding the situation and conditions of the research background".<sup>34</sup> It was taken from five students in the ninth grade of MTs Hasbunallah Sumberbaru Jember which consist of 1 male and 4 females. Additionally, the researcher collaborates with the teacher, and head master.

Beside that, the type of data used in this research is primary data. Primary data are taken directly by respondents This data is obtained from observations and interviews. This research used a qualitative approach because the researcher was classified by used validity of data result which was conducted and it was obtained from observation and interviews.

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<sup>34</sup> Meleong, Metodologi- penelitian (2017).

## D. Data collecting methods

This session, the researcher explained how to collect data. According to Moleong, data collection techniques are methods or strategies for obtaining the data needed to answer a question.<sup>35</sup> Data was obtained that is appropriate to the research so that the researcher was completed the data both verbally and in writing. In this study, researcher used several data collection techniques, namely observation, interview, and documentation.

### 1. Observation

#### a. Individual/group participants of the research

Observation research can be done directly and indirectly. Therefore, a researcher used direct observation as needed in research. The first was to determine the object to be observed, the second is to collect facts according to the object, and the third is to prepare a paper notes, and noted behavior problems and activities at the field. The last is edit the data result to get report that has been made by researcher.

The determination of informants in qualitative research is not based on numbers but based on suitability to achieve findings from problems in the field. The selection of informants is carried out when the researcher starts to enter the field directly. and during the conduct of the research, the researcher must select a specific person for the main subject who provide clear information. Before searching for information

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<sup>35</sup> Moleong, Lexy. 2014. *Metode Penelitian Kualitatif Edisi Revisi*. Jakarta: Remaja Rosda Karya.

on a particular person, the researcher must be able to determine the other informants of the main information to supplement information only.

b. Document

The documentation consist of informational data either in the archive, lesson plan, writing text, or descriptions that support research related to the problem. The researcher prepared a paper notes to found it data research. This documentation can be done by shooting, taking photos, or other means.

2. Interview

This interview is used as a method of data collection by researcher when researcher conducted preliminary research to find problems that researchers need to investigated. In study, researcher use semi-structured interview techniques. Because at the time before the interview, the researcher prepared the question in advance to obtain data related to the problem of students.

Researcher took all problems from students in grade IX MTs Hasbunallah Sumberbaru Jember to explore problems in detail by following questions prepared for informants. This interview aims to obtain a natural source of information, and when interviewing, the researcher notes the interviewer's opinions, feelings, and other things. several questions aimed to find information about students' difficulties in reading narrative text. the data that can be obtained by using interviews are the English teacher and

five students' from the ninth Grade of MTs Hasbunallah, Sumberbaru, Jember.

### **E. Data analysis**

After collecting data, researcher analyzed the data that obtained from the observation and interview. Before conducting the interview, the researcher was confirmed to have understood the case at the research site and analyzed the answers from the participants. If the participants' answers after analysis felt unsatisfactory, then as a researcher, they continued the questions again instead of re-questioning until the stage at which the information is sought is clear. Activities in data analysis are data collection, data reduction, data presentation, concluding, and verification, which is called Miles and Huberman model data analysis.<sup>36</sup>

1. Data collection can be obtained by conducting interviews and taking data to participants.
2. Data reduction can require broader insights in capturing data information needed by researcher while reducing data means summarizing or filtering or filtering what is being sought.
3. The data display or appearance of data can be done in a short time, meaning the presentation of data obtained from the field. According to Miles, data display is the analysis designs of rows and columns of a metric for qualitative data

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<sup>36</sup> Miles and A. Michael Huberman "An Expanded Sourcebook: Qualitative Data Analysis", (2014), 10.

4. Drawing Conclusions, which are still temporary, means that there are no bright spots yet and will change if there is strong evidence to support the study.

#### **F. Validity of data**

Triangulation of data combines data drawn from different sources and at different times, in different places, or from different people.<sup>37</sup> This research used the source triangulation to answer the research questions. The first question was obtained by using observation, the source is five students, which was conducted in the learning process. The second question was obtained by using an interview with an English teacher and students' to find out the factors inhibiting reading narrative text. Then, the reason used this source triangulation compared the resulting observation and interview with the contents of the research questions. Source triangulation compares different opinions from various data sources for informants.<sup>38</sup> Especially, data result from observation and interview to an English teacher and students' of Ninth-grade MTs Hasbunallah, Sumberbaru, Jember.

#### **G. Research procedures**

The steps of research are planned starting with preliminary research, design development, actual research, and report writing. In this research, the research stages consist of pre-field research, fieldwork stages, and data analysis stages.

<sup>37</sup> Flick, Uwe. "Triangulation in qualitative research." *A companion to qualitative research* 3 (2004): 178-183.

<sup>38</sup> Thurmond, Veronica A. "The point of triangulation." *Journal of Nursing Scholarship* 33.3 (2001): 253-258

## 1. Pre-field stage

There were several stages of activities that the researcher must do.

There is research ethics that should be understood. It was mentioned as follows:

- a. Arrange a research design
- b. Select the research location
- c. Make licensing
- d. Explore and assess the research location
- e. Select and use informants
- f. Prepare the research instrument

## 2. Field-work stage

- a. Apprehend the background and objective of the research
- b. Enter the research location
- c. Look for the data source
- d. Participate while collecting the data
- e. Complete the data

## 3. Data analysis stage

The data analysis phase is the last stage of the research process discussed in the previous chapter. The activities are as follows:

- a. Analyzing the data
- b. Manage to license complete research
- c. Presentation of data
- d. Conclusion with drawing

## CHAPTER IV

### FINDINGS & DISCUSSION

This chapter presents the data that have been collected of data result from the result observation, documentation, result interview to replay the research questions. It covers the description of data, data analysis, and discussion.

#### A. The Overview Of Research Object

The researcher explained the profil of MTs Hasbunallah, Sumberbaru, Jember. The aims to description of data to ease of reseacher and to evaluate of educational progammms available. It can be seen below:

##### 1. Identity of MTs Hasbunallah

**Table. 4.1**  
**Identity of MTs Hasbunallah**

School name	: MTs Hasbunallah
Address	: JL. PTPN XIII Gunung Gambir, Jatiroto, Sumberbaru, Jember.
School statistic number (NSM)	: 121235090223
NPSN	: 69883459
Telephone number	: 085257690350
Status	: Swasta
Established	: 2011
School Accreditation	: C
Region	: 6.360 M
Postal code	: 68156
Email	: <a href="mailto:mtshasbunallah@gmail.com">mtshasbunallah@gmail.com</a>

This data was obtained to get relevant data by conducting direct field surveys. This is proven information about the identity of the school.

##### 2. Research site

The location of research at JL. PTPN XIII Gunung Gambir, Jatiroto, Sumberbaru, jember. The name school is MTs Hasbunallah



Sumberbaru, Jember. This location was chosen based on its relevance and ability to answer research questions. With this research site, researcher can ensure that the data collected is valid so that the results can make a significant contribution to this research.

### 3. Structure organization of MTs Hasbunallah

**Table 4.2**  
**Structure Organization Of MTs Hasbunallah**

Name	Position
Abdul Muni Efendi, S. Pd. I	As Headmaster
Moh Syahri	As Committee Chairman
Khusnul Khotimah, S. Pd. I	As Head of Curriculum
Ulmiyatul Ulfa A. S, Pd.	As Head of Infrastructure
Muhammad Abdur Ro'uf, S. Pd.	As Head of Student Assistant
Rofiatul Nur Hasanah, S. Pd.	As Treasurer

### 4. The facilities and infrastructures of MTs Hasbunallah

The researcher investigated several facilities and infrastructures that haven of school. On the time conducted field-work stage, the researcher get information that only several facilities of learning available including limited of reading books, limited of various learning media that used, computer room with teacher's room, and networking wifi that available. Besides that, the library, laboratory, lcd proyektor not available. The teacher only used audio speaker and handphone in learning process. It was knew that the facilities of learning are still unfulfilled.

## 5. Vission and Mission of MTs Hasbunallah

### a. Vission

The realization of a generation of charismatic, knowledgeable, skilled Muslims who master technology.

### b. Mission

- 1) Improve professionalism as educators.
- 2) Develop curricula by the development of the times.
- 3) Cultivate and build students' achievements in academic and non-academic fields.
- 4) Practice behavior that conforms to Islamic norms.
- 5) Increase the role of the community in the effort to improve the quality of Islamic education.
- 6) Create a clean, healthy, disciplined, and responsible madrasah.
- 7) Have a culture of preserving the environment.
- 8) Habituate behavior to prevent environmental damage.
- 9) Able to think and behave to prevent environmental pollution.
- 10) Producing qualified cadres in science and technology.

## B. Data Presentation and Analysis

This research was analyzed students' difficulties, why they difficult to read the text and the factors that inhibiting the difficulties in reading narrative text at the ninth grade of MTs Hasbunallah Sumberbaru Jember based on the observation result and interview results was obtained. This research explained based on the data as follows:

### 1. Students' difficulties in reading narrative text

In this research, the researcher classified several findings involving students' difficulties in reading narrative text. The researcher observed the teaching-learning process by used an observation guide to analyze the aspects of difficulties in reading narrative text at the ninth grade of MTs Hasbunallah Sumberbaru Jember. The observation process was held from 18 September 2023 until 26 September 2023.

On 18<sup>th</sup> – 26<sup>th</sup> september 2023. The researcher observed students in learning process. The teacher began the activity by greeting by generally saying "Good Morning" and asking about the condition, such as "How are you?". Then answered by students "I am fine, and you?". Answered by teacher, "yes, I am fine too. Thank you!!" and the teacher checked the students' attendance.<sup>39</sup>

In the learning activities, the teacher explained about the narrative text including the definition, social function, the generic structure of narrative text, and the language features of the narrative text, including use adverbs of time (once upon a time, one day, etc), the use of simple past tense, use of specific characters. The teacher also gave the the example of narrative text and the teacher guides how to read the text correctly. Then, the teacher shared a narrative text on paper to all students and instructed the students to read the text and identify the narrative text.

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<sup>39</sup> Observation (On 26th september 2023)

Based on the observation result, the students' seemed confused when asked about identifying narrative text in the learning process. They also seemed to have difficulties reading narrative text, the result showed that there are only several students' less fluently in reading text while the teacher guided reading of narrative text. Some of them, not focused while the learning process.

On 2<sup>nd</sup> October 2023. The researcher observed students for reading comprehension, especially in narrative texts. According to the observation result, the teacher prepared the narrative text to know students reading ability by using a reading comprehension test. The text was given to the students for reading narrative text. The researcher observed facial expressions, students' interests, and difficulty in the process of reading narrative text. The researcher also analyzed to know the students' perspective about the difficulties in reading narrative text at the MTs Hasbunallah Sumberbaru Jember.<sup>40</sup>



Figure 4.1.  
Reseracher observed students in reading the text

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<sup>40</sup> Observation (2nd October 2023)

During the teaching and learning process, the teacher instructed the students randomly to come forward to read the narrative text. The students started to read. The teacher aligned the reading text correctly with the students' pronunciation, asked about the meaning of words, and asked about the structure of the narrative text. The researcher observed the student's learning process and found the information from of them as follows:

a. M. Rotibul Haddad

In observation, the researcher found that Rotibul difficulty pronouncing words that were less precise, such as could (*ku:d*) voiced /kul/ and turn back (*tu:n bae:k*) voiced /turun bak/.<sup>41</sup>

Rotibul cannot be pronounced well when reading narrative text. He also has difficulty following the teacher's instructions for word pronunciation. The difference between writing and pronunciation is not the same in the words. Rotibul also confused while asked by teacher. He had difficulty in meaning of word while asked by teacher, he did not know in meaning of word because he did not recognize many words. It can occurred, that the student not had dictionary in learning process. Rotibul also did not know how to determine part of the narrative text structure and he had obstacles in pronunciation difficulties. It concluded that students had trouble pronouncing, meaning of word, and text determination.

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<sup>41</sup> Observation (2nd October 2023)

b. Iftia Nurul Jannah

In observation result showed that Iftia had difficulty in reading the text. Iftia is incorrect in word meaning, so when She did not have much vocabulary. Iftia said that she lost her memory. Difficulty understanding word meaning is known, and difficulty in understanding idioms. One of these is word phrases such as ‘once upon a time’ and ‘many years later’. However, Iftia was known to be part of the structured narrative text. It concluded that Iftia had difficulty in understanding word meaning.<sup>42</sup>

c. Lailatul Qamariyah

In observations result showed that Laila had difficulty with pronunciation. Laila seemed nervous, she made mistake In part of fourth and sixth such us:

*‘She got very angry and hit Sangkuriang’s forehead with a piece of wood, and she saw the scar in Sangkuriang’s forehead’*

specifically, the word “forehead”.<sup>43</sup>

Laila also made a mistake in translating the narrative text while asked by teacher about the vocabularies and she can not answered cause she recognize of vocabulary in the word. It could occur cause she had no dictionary.

She also had difficulty determining the structure of the narrative text. It occurred because Laila forgot to remember a part of

<sup>42</sup> Observation (2nd October 2023)

<sup>43</sup> Observation (2nd October 2023)

the narrative text. It means that Laila had difficulty pronouncing the meaning of words and determining the structure of narrative text.

d. Siti Shofia

In observation, the researcher found that Shofia had difficulty in determining narrative text. She seemed confused while read the text. Shofia forgot to determine narrative text while taught by teacher. It occurred cause she can not answer questions from the teacher in narrative text.<sup>44</sup>

e. Siti Nur Azizah

In observation, the researcher found that Azizah had difficulty in determining narrative text. She did not know how to determining of structure narrative text. Shofia only known about part of orientation and language feature in narrative text. It occurred cause Azizah forgot while asked by teacher.

Based on the observation result, the researcher knew that the students had difficulty reading narrative text, which consisted of the pronunciation of words, the meaning of words, and determining narrative text. Rotibul had difficulty with pronunciation, meaning of words, and determining narrative text. Iftia had difficulty with the meaning of the word; Laila had difficulty with the pronunciation, meaning of the word, and determining the narrative text. Shofia had difficulty determining the narrative text.

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<sup>44</sup> Obervation (2nd October 2023)

Table.4.3  
List student's Difficulties

No	Name	Pronunciation	Word meaning	Determining of text
1.	Rotibul	√	√	√
2.	Iftia		√	
3.	Laila	√	√	√
4.	Shofia			√
5.	Azizah			√

2. The reasons difficult reading the narrative text.

This research was conducted to find it difficult of students' and why occurred at the field. The researcher observed the teaching-learning process by used an observation guide to know the several reasons that cased of students' difficult to struggle in reading at the ninth grade of MTs Hasbunallah, Sumberbaru, Jember so that easier to used. The observation process was held from 18 September 2023 until 26 September 2023.

In addition, the researcher was noted some of aspects that focus on observed that are observed location at school, observed of learning activities, facilities of learning, social intractions. The researcher was observed location at school such as address, building school, classroom, administration, structure of school, facilities of school (curriculum, lab) as explained in chapter IV part of the overview of research object above.<sup>45</sup>

The researcher also observed of learning activites such as used learning methods, used technology. However, in learning process they

<sup>45</sup> Obervation (15<sup>th</sup>- 28<sup>th</sup> August 2023)



used learning method are answer question and discussion.<sup>46</sup> The researcher was observed facilities of learning such as packet available, LCD proyektor, whitboard. However, a students' said that in the learning process not frequently using LCD proyektor because equipment limitations, not all rooms they have, so their usage is limited.<sup>47</sup> The last, it social intraction such as head master, English teacher, Students. The researcher was found out that lack of language proficiency in reading and word meaning. The students also had difficult cause there was several students' had difficult because the facts it, the students' don't get facilities available so that they need to media learning process.

Based on the observation result, the researcher found it several reasons that why the students' had difficult in struggle reading text at ninth grade of MTs hasbunallah, Sumberbru, Jember. This data result was obtained from students', learning activites situations of school. In fact, the students' haven't a dictionary, students' lost memory, students' can not answer the question from the teacher, students' forgotten to read the narrative text.

Besides, the researcher found it that the students' had some of difficulties were pronunciation, difficult in word meaning, and understanding in detemining of the text. It was occured cause the students are not used to listening to native speakers, students' are not used to reading the text and the students' don't get facilities available so that they need to media learning process.

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<sup>46</sup> Hasanah Rofiatul, *lesson plan* (2022-2023)

<sup>47</sup> Interview with student (4<sup>th</sup> Ocober 2023)

### 3. The Factors difficulties in Reading Narrative Text.

In this research, the researcher classified several findings involving the factors of difficulties in reading narrative text in the ninth grade of MTs Hasbunallah Sumberbaru Jember. The researcher interviewed using data prepared to analyze the problem at MTs Hasbunallah Sumberbaru Jember.

There are:

#### a. Data from an Interview with an English Teacher

On October 03<sup>rd</sup> 2023. The researcher interviewed the English Teacher of Class IX MTs Hasbunallah Sumberbarus Jember. The researcher asked about the factors of difficulty in reading narrative text. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows:

Researcher :What factors influence students who had difficulty in reading narrative text?

Teacher :Actually, the English teacher has resigned and hasn't been replaced. Therefore, while I'm helping to teach the students in the facilities of learning here. Naaaa, that prevents kids from having difficulty reading the text they're not used to reading, as a result, they have trouble reading text in class such as the pronunciation, the sound of reading, which is silent K where silent H, sometimes makes people laugh funny because they feel strange when they read it. Okay?? The first one is yes. Then, the second literacy skill is less, such as reading and writing literacy, media literacy, such as reading books, networking on the on the internet, visual media.<sup>48</sup>

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<sup>48</sup> Interview (October, 03rd 2023)

The data from the interview above shows that the factors difficulties in reading the text as follows:

- 1) English graduate teacher; in the interview, it was known that the teacher was not an English subject. Therefore, this could be one of the factors which difficulties experienced by students. This happens because there are only a few subject teachers. therefore they still need new teachers to teach students
- 2) Low literacy skills; the teacher states that the student is still low level of knowledge because students think that English is too terrible. Their literacy is still low because of still less facilities available including reading and writing literacy, media literacy. It can be one of the factors in reading difficulties.

b. Data from interviews with students

The researcher interviewed to students subject in Class IX MTs Hasbunallah Sumberbaru, Jember which was held on October 2<sup>nd</sup> 2023. The researcher gift questions about the factors of reading difficulties experienced by students in reading narrative texts. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows:

- |            |   |
|------------|---|
| Researcher | : Do you like this lesson?  |
| Rotibul    | : Yes. Of course  |
| Researcher | : How does the teacher explain when in the classroom?                           |
| Rotibul    | :My teacher explained all the meanings of the narrative text, as well as giving |

- examples by writing them on the board, then translating them into Indonesian together. But I did not understand of this material.
- Researcher : Why?
- Rotibul : Because of my difficulty in defining the structure of the narrative text.
- Researcher :What did you made while difficult in reading Narrative text?
- Rotibul :The learning conditions are not supportive, I'm confused and I did not focus on learning. Besides, when I read t<sup>49</sup>he narrative text, I felt hungry and sleepy because, since morning, I hadn't had breakfast.

From the interview result above, the researcher realized that Rotibul had difficulty reading text. The researcher also knew that Rotibul felt confused reading in front of the teacher. It occurred because he skipped breakfast morning. It means that the factors inhibiting in difficulty are skipped brackfast.

The second interview was held on 2<sup>nd</sup> October 2023. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows:

- Researcher : Do you like this lesson?
- Iftia : I like indonesia language lesson, Miss
- Researcher : How does the teacher explain when in the classroom?
- Iftia :My teacher explained the material using a teacher's book when learning in class. Then, I instructed to read the text in front of until it was finished.
- Researcher :What did you made while difficult in reading Narrative text?

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<sup>49</sup> Interview (2nd October 2023)

Iftia : I'm lazy about studying this lesson Miss, because it's not my language, the text I read is long and I can't understand it yet and the books provided are few. So it could be said that we are bored with this learning. However, I like learning using videos; Maybe my friends also feel the same as I feel. I can't read because from the start of every English lesson I rarely learn to read.<sup>50</sup>

From the interview result above, the researcher realized that Iftia had difficulty reading text. In observation stated that Iftia's difficult is in several word phrases is "*once upon a time*", "*many years later*".<sup>51</sup> The researcher also knew that Iftia felt bored with the learning process. Iftia is more like learning by using LCD projector media to watch videos of stories. It means that the factors of difficulty are academic boredom and lack of facilities of learning.

On 2<sup>nd</sup> October 2023. The researcher interviewed by used interview guide with Laila. The Laila were interviewed by the researcher and then translated into English as follows:

Researcher : Do you like this lesson?

Laila : I like this lesson

Researcher : How does the teacher explain when in the classroom?

Laila : My teacher explained the material in detail, Then, giving example narrative on paper that realted in fairy tales.

Researcher : What did you made while difficult in reading Narrative text?

Laila : I don't have a large vocabulary, which made it difficult for me to read and understand the text.<sup>52</sup>

<sup>50</sup> Interview ( 2nd October 2023)

<sup>51</sup> Observation result of students in reading the text, (2023).

<sup>52</sup> Interview ( 2nd October 2023)

From the data interview above, the researcher found that Laila like for this lesson and she doesn't have a large vocabulary, which made it difficult for me to read and understand the text. It means that the factors inhibiting difficulty are limited of vocabularies abilities.



Figure.4.2 Reseracher interviwed for students

From the picture above was conducted interview with the students on 4<sup>th</sup> October 2023 which were translated into English as follows:

- UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
Jember
- Researcher : Do you like this lesson?  
Shofia : Yes, that is right Miss  
Researcher :How does the teacher explain when in the classroom?  
Shofia :My teacher explained clearly. Then instructed to readt the text and identifying of narrative text.  
Researcher :What did you made while difficult in reading Narrative text?  
Shofia :In difficulty while reading the text because I can not realized how story in narrative text, however learn by used media likes projector is better and more interest. Learning here doesn't use projector media, so my understanding is only half.<sup>53</sup>

<sup>53</sup> Interview ( 4<sup>th</sup> October 2023)

From the data interview above, the researcher found that Shofia like for this lesson. Shofia answered that *"It is standart. I can read the text as well, but learn by used media likes projector is better and more interest. Learning here doesn't use projector media, so my understanding is only halfway."* It means that the factors inhibiting difficulty are Lack of facilities of learning.

While interviewed, another student joined, which was continued by Nur Azizah and then translated into English as follows:

- Reseacher : What did you felt while difficult in reading Narrative text?  
 Azizah : That is right, I same with my friend. I more spirit in leaning process while used proyektor LCD media. It made us not only realize but knowing on videos.<sup>54</sup>

From the interview results above, Shofia and Azizah have difficulty reading text, specifically in determining narrative text. The researcher found that they also did not understand parts of the narrative text. It means that the factors inhibiting difficulty are lack of facilities of learning.

Every difficulty faced by students had factors inhibiting to difficulties in reading narrative text. Based on the results of interviews with students, as follows:

- 1) Skipped brack fast: the student's health condition could interfere with the student's learning process. It could cause students to be less enthusiastic, tired quickly, sleepy, dizzy, et cetera.

<sup>54</sup> Interview ( 4th October 2023)

- 2) Academic boredom; bored could cause the material is difficult, and studying for too long. This could be a factor in students having difficulty understanding the material in class.
- 3) Low motivation; in reading can affect reading difficulties. When students are not interested in reading the text. they are less excited to read the text well.
- 4) Lack of facilities of learning; lack of school facilities can hinder their abilities and limit their experiences. This is one of the influencing factors on their learning. Therefore, this requires investment in infrastructure, funding, and policy changes so that students have access to the facilities of a quality education.
- 5) Limited vocabulary ability; apart from specific factors inhibiting reading difficulties, a lack of vocabulary ability, including the ability to understand comprehension, sentences, or text structure, can also affect the comprehension of narrative text.

**Table.4.4**  
**Research findings**

Asked	Findings
1. What are the students' difficulties in reading narrative text at ninth grade of MTs Hasbunallah, Sumberbaru, Jember?	The students' had difficulties in reading narrative text at ninth grade of MTs Hasbunallah Sumberbaru Jember: 1. Pronunciation 2. Meaning Of words 3. Determining Of Narrative text
2. Why the students' found it difficult to read narrative text at ninth grade of MTs hasbunallah, Sumberbaru, Jember?	The reasons of students' be difficult to read the narrative text at ninth grade of MTs hasbunallah, Sumberbaru, Jember: 1. Students' haven't a dictionary



	<ul style="list-style-type: none"> <li>2. Students' lost memory</li> <li>3. Students' can not answer the question from the teacher</li> <li>4. Students' forgotten to read the narrative text.</li> <li>5. students are not used to listening to native speakers.</li> <li>6. Students' are not used to reading the text.</li> </ul>
<p>3. What are the factors inhibiting in reading narrative text in the ninth grade of MTs Hasbunallah Sumber baru Jember?</p>	<p>The factors inhibiting difficulties in reading narrative text in the ninth grade of MTs Hasbunallah Sumberbaru Jember are:</p> <ul style="list-style-type: none"> <li>1. English graduate teacher</li> <li>2. Low literacy skills</li> <li>3. Skipped brackfast</li> <li>4. Academic boredom</li> <li>5. Low motivation</li> <li>6. Lack offacilities of learning</li> <li>7. Limited vocabulary ability</li> </ul>

### C. Discussions

In this research, the researcher described and analyzed several findings about the students' difficulties in reading narrative text. It was obtained through observation and interview. Besides, the researcher explained about the the students' difficulties and why it, what are the factors causing difficulties in reading narrative text at ninth grade of MTs Hasbunallah, Sumberbaru, Jember. based on the interview result.

The researcher identified the result of findings involving the students difficulties and the factors difficulties in reading narrative text at the ninth grade of MTs Hasbunallah Sumberbaru Jember. This findings result obtained through collecting data were observation and interview result. The details of the discussion can be explained as follows:

## 1. Students' difficulties in reading

In the research, the researcher identified about the students difficulties in reading narrative text. The researcher found three component based on observation result. There are pronunciation, word meaning, and generic structure. It can be seen as below:

### a. Pronunciation

Based on observation result, researcher observed of students to find out about the difficulties in reading narrative text. Half of them, Rotibul and Laila had difficult in pronunciation of words because they are still have difficulty spelling of words such as:

*"She got very angry and hit Sangkuriang's forehead with a piece of wood, and she saw the scar in Sangkuriang's forehead".*

It supported that the students' error' in pronouncing the English speech sounds are caused by some distinctive speech sounds (consonants and vowels) between their native language and the target language.<sup>55</sup> Rotibul and Laila had trouble in spelling of word likes forehead, youth, etc. The result of this study that difficulty in reading narrative text is pronunciation of words.

### b. Word Meaning

Based on observation result, researcher observed of students to find out about the difficulties in reading narrative text. Half of them,

<sup>55</sup> Marzuki, Marzuki. "Error Analysis in Pronunciation Made by the English Department Students at IKIP Budi Utomo Malang." *Journey*, vol. 4, no. 1, 2021, pp. 29-34, doi:10.33503/journey.v4i1.1256.

Rotibul, Iftia and Laila had difficulty in meaning of words because one of them still forgot and had not dictionary.

The students had difficulties in interpreting the word from several idioms, or meanings that are incomprehensible “once upon a time, many years later”. This word meaning is important for students which is supported by Asani that this skill is important in influencing the readers’ ability to understand the text and construct the enjoyment and effectiveness of reading.<sup>56</sup> It means that, Rotibul, Iftia and Laila still had not dictionary and forgot in meaning of words, it would be difficult in reading narrative text because they fail to develop words into narrative text.

c. Generic Structure

Based on observation result, researcher observed of students to find out about the difficulties in reading narrative text. Half of them, Rotibul, Laila, Shofia and Azizah had difficulty in determining of narrative text because one of them still difficulties recognizing structure narrative text, such as orientation, complication and resolution. They also had difficulties understanding how the ideas in the text were structured regularly. It was supported by previous study reading comprehension is the ability to fully processing and understand

<sup>56</sup> Asani, Fathur R. "Students' Difficulties Analysis in Reading Comprehension at the Second Grade of MTs Nurul Ikhlas." 12 Waiheru, vol. 8, no. 2, 2022, pp. 176-186, doi:10.47655/12waiheru.v8i2.19.

the meaning of a written text.<sup>57</sup> It means that, Rotibul, Laila, Shofia and Azizah still had not memories and did not understood in determining narrative text, it would be difficult in reading narrative text because they fail to develop about the structure of the narrative text.

## 2. The reasons of students' difficulties in reading narrative text

This research, the researcher identified about the reasons of the students' difficulties in reading narrative text. The researcher found out the data result from observation by the teacher and students.

Based on observation result, researcher observed of students' to find out about the difficulties in reading narrative text. Half of them had difficult in determining of narrative text. That were occurred because the students had difficulties in reading text because the students' haven't a dictionary, the students' lost memory, the students' can not answer the question from the teacher, the students' forgotten to read the narrative text.

Additionally, some of them still difficulties recognizing structure narrative text, such as orientation, complication and resolution. They also had difficulties understanding how the ideas in the text were structured regularly. The ability to read in a second language (L2) for academic purpose is essential for higher education students. And teaching L2 reading programmes containing explicit instruction of reading strategies

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<sup>57</sup> Asani, Fathur R. "Students' Difficulties Analysis in Reading Comprehension at the Second Grade of MTs Nurul Ikhlas." *12 Waiheru*, vol.8, no. 2, 2022, pp. 176 - 186, doi:10.47655/12waiheru.v8i2.19.

may benefit higher education students in L2 academic reading, particularly since reading strategies learned in the first language (L1) may not transfer to the L2.<sup>58</sup> It means that, Rotibul, Laila, Shofia and Azizah still had not memories and did not understood in determining narrative text, it would be difficult in reading narrative text because they fail to develop about the structure of the narrative text.

Learning a second language bridges the gap and links people to the world by creating a mellifluous relationship where information, ideas, and culture are shared through communication.<sup>59</sup> Actually, reading second language one of the tools to find out about the content of the text so that the students' able to read comprehend content, ideas, informations correctly.

### 3. The factors difficulties in reading narrative text

In the research, the researcher identified about the factors difficulties in reading narrative text. The researcher found data result from observation and interview by the teacher and students. There are seven factors were described as follows:

#### a. English graduate teacher

Based on the interview result, It was known that the teacher nonlinier. In the learning process, the teacher explained material about

<sup>58</sup> Yapp, Deborah, Rick de Graaff, and Huub van den Bergh. "Effects of reading strategy instruction in English as a second language on students' academic reading comprehension." *Language Teaching Research* 27.6 (2023): 1456-1479.

<sup>59</sup> Palma, Angelo J. C., and Dennis V. Madrigal. "An Exploratory Inquiry Into the Second Language Acquisition of Junior High School Non-Readers." *Technium Social Sciences Journal*, vol. 20, 2021, pp. 163-171.

narrative text. However, the students still had difficulty in reading narrative text. It means that difficulty of students namely; pronunciation, meaning of word and determining of narrative text. The students can not understood in reading narrative text. It could occurred cause the teacher did not had an effective reading strategy for narrative texts.

b. Low literacy skills

Based on the interview result, It was known that the skill of students is low literacy. In the learning process, the teacher explained material about narrative text. However, the students still had difficulty in reading narrative text. It means that difficulty of students namely; pronunciation, meaning of word and determining of narrative text. The students can not understand in reading narrative text. It could occurred cause the students lacked the basic literacy skills they had, such as reading, writing, counting, and listening. Additionally, a lack of reading practice.

c. Skipped brackfast

Based on the observation and interview result on the students. It was known that Rotibul had difficulty in meaning of word cause he doesn't understood about unfamiliar words, which can impede the overall understanding of the text. and Rotibul had difficulty in determining of narrative text cause he understanding the structure of the narrative text in orientation, complication, and resolution. The

relationship between words or meaning conveyed through the sentence. One of the factors difficulty in reading narrative text is Rotibul felt hungry. He can not able to read the text cause he felt not focused and felt hungry in the learning process.

d. Academic Boredom

Based on the observation and interview result, it was known that Iftia had difficulty in meaning of word cause she can not able to read the text. From the data obtained that Iftia felt lazy while reading process in class. One of the factors difficulty in reading narrative text is Iftia felt not focused and felt bored in the learning process.

e. Low Motivation

Based on observation and interview result, it was known that Laila had difficulty in pronunciation, meaning of word, and determining narrative text cause she did not understood the material the teacher gave. The researcher found that she was low motivated when learning process in reading narrative texts. Laila had difficult to read narrative text because one of the factors of difficulty reading narrative text is low motivation. It could occurred cause she lack of attention from teacher that can encourage them to be more capable and more enthusiastic.

The result of this research is related with the research result thesis conducted by Tasnim Magfiroh that based on the results of the interview with S2. It was shown that most of the students felt less of

motivation from teacher, even though motivation from teacher was important and really needed to students.<sup>60</sup>

f. Lack of facilities of learning

Based on observation and interview result, Shofia and Azizah had difficulty reading narrative text cause school still lacked inadequate facilities, which were difficult in access main factors in reading materials. For example, the lack of an adequate library. It could made difficult for students in read the text. In addition, inadequate facilities include restricted access to technology, such as computers or the Internet. This can complicate students' access to digital resources, e-books, or online learning materials that can improve their reading skills.

g. Limited vocabulary ability

Based on observation and interview result, Rotibul and Laila had difficult in reading narrative text cause they felt confused cause the reseacher known that the factors difficult reading narrative text is Limities vocabulary ability.

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<sup>60</sup> Tasnim Magfiroh, (An analysis of student's difficulties in writing descriptive text at tenth grade X MIPA of MA model Hidayatul Hasan Lumajang.) 2023.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the research conclusion and suggestion for English teacher, students, and researcher interested in similar research.

#### A. Conclusion

Based on the result of the research, the researcher found that the students had difficulties in reading narrative text. The conclusions were as follows;

##### 1. The students difficulties in reading narrative text

Based on the findings, the researcher found that the students still had difficulties namely, reading difficulty in pronouncing the words, meaning words, and determining structure in narrative text. The researcher found that the students still did not memorize and understand in determining narrative text. It would be difficult in reading narrative text because they fail to develop about the structure of the narrative text.

##### 2. The reasons of students' difficulties in reading narrative text

The reasons of students' be difficult to read the narrative text at ninth grade of MTs hasbunallah, Sumberbaru, Jember: (1) Students didnot have a dictionary. (2) Students lost memory. (3) Students could not answer the question from the teacher. (4) Students forgot to read the narrative text. (5) Students are not used to listening to native speakers. (6) Students are not used to reading the text.

### 3. The factors inhibiting in reading narrative text.

Based on the findings, the researcher found that the factors inhibiting difficulties in reading narrative text at the ninth grade of MTs Hasbunallah Sumberbaru Jember, namely: The teacher did not graduate from English study, low literacy skills of students, the students skipped breakfast and academic boredom, low motivation, a lack of facilities of learning, and limited vocabulary ability.

### B. Suggestions

Based on the result of the research, the researcher put forward some suggestions. The suggestions were as follows:

#### 1. For students.

The students are suggested to: (1) Practice reading narrative texts like short stories and novels to expand their narrative reading skills. (2) Use dictionaries to help in understanding unknown words. (3) Discuss the stories to broaden your perspective about narrative text.

#### 2. The teacher.

The teacher are suggested to: (1) Encourage students to read more narratives in English, both fictional and non-fiction, to improve their understanding of this genre. (2) Provide reading material with the appropriate difficulty level for students so that they can experience more.

#### 3. For other researchers.

The findings of this study can be used as a reference source for future researchers who discuss the topic of students' difficulties in reading

narrative text. Further research should be possible to deepen into what they need to get more detailed learning.



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J E M B E R

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## Appendix I


**YAYASAN HASBUNALLAH TAMAN ANYAR**  
**MTs HASBUNALLAH**  
 NSM : 121235090223 / NPSN : 69883459  
**AKTA NOTARIS H. ZAENAL ARIFIN, SH. MKn, NO.03**  
*Jl. PTPN XII Gunung Gambir Desa Jatiroto, Kec. Sumberbaru, Kab. Jember*  
*e-mail: mshasbunallah@gmail.com, Telp. 085231393376 085257690350, Kode Pos 68156*

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**SURAT KETERANGAN PENELITIAN**

Nomor : MTs. 120.13.Hsb.0727/PP.26/10/2023

Yang bertanda tangan di bawah ini

Nama : H. Moch. Imam Machfudi, S.S., M.Pd. Ph. D

NIP : 197001262000031002

Jabatan :

Dengan ini menerangkan bahwa

Nama : Nur Fitria

NIM : T 20186061

Prodi : Bahasa Inggris

Jurusan : Tarbiyah

Universitas : UIN KHAS JEMBER

Telah selesai melakukan penelitian di MTs Hasbunallah pada tanggal 9 September sampai 28 Oktober 2023, untuk memperoleh data dalam rangka sebagai penunjang penyusunan skripsi yang berjudul *analysis of students difficulties in reading narrative text at MTs hasbunallah Sumberbaru, Jember.*

Demikian surat keterangan penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jember, 28 oktober 2023

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KIAI HAJI ACHMAD SYAFI  
JEMBER

  
**Abdul Muni Efendi, S. Pd. I**  
 NIP.....

Dipindai dengan CamScanner



## Appendix II

## JOURNAL OF RESEARCH

Name : Nur Fitria  
 Nim : T20186061  
 Title : Analysis of students' difficulties in reading narrative text at the ninth grade of the MTs Hasbunallah Sumberbaru, Jember.

No	Date	Research subject	Activities
1.	September 9 <sup>th</sup> 2023	Head master of MTs Hasbunallah Sumberbaru Jember.	Giving permission of research and asking for permission for the research.
2.	September 11 <sup>th</sup> 2023	At place MTs Hasbunallah Sumberbaru Jember.	Observation of research and asking for profile, visi mission of MTs Hasbunallah Sumberbaru Jember.
3.	September 18 – October 02 2023	At class ninth grade of MTs Hasbunallah Sumberbaru Jember.	Observation of learning process in IX class.
4.	October 3 <sup>rd</sup> 2023	English teacher of MTs	Interview to teacher of MTs Hasbunallah sumberbaru Jember.
5.	October 4 <sup>th</sup> 2023	Students of IX class	Interview with students of ninth grade at MTs Hasbunallah Sumberbaru Jember.
6.	October 5 <sup>th</sup> 2023	Head master of MTs hasbunallah	Interview to head master of MTs hasbunallah sumberbaru Jember.
7.	October 28 <sup>th</sup> 2023	At place MTs Hasbunallah Sumberbaru Jember.	Taking permission of research

Kepala Madrasah



Abdul Muni Efendi, S. Pd. I



## Appendix III

**RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

Satuan Pendidikan : MTs Hasbunallah

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : IX/Genap

Alokasi Waktu : 4 JP (4x20 menit)

Tahun pelajaran : 2022-2023

<b>Tujuan Pembelajaran</b>	<b>KD 3</b>	<b>KD 4</b>
<b>Materi Pembelajaran</b>	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales pendek dan sederhana, sesuai dengan konteks penggunaannya.  4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	
<b>Model:</b> <i>Tatap Muka</i>  <b>Deskripsi:</b> Peserta didik secara mandiri dan berkelompok menirukan, menyimak, mengespresikan penggunaan beberapa contoh narrative text	<b>Langkah pembelajaran:</b> <b>Pertemuan Pertama :</b> 1. Guru memberikan salam, dan menyuruh peserta didik untuk berdoa bersama. 2. check in peserta didik 3. guru mengingatkan kembali materi kemarin yang telah di pelajari sebelum nya. 4. guru menjelaskan materi tentang pengertian narrative text kepada peserta didik 5..Guru meminta siswa untuk membuat kesimpulan terkait materi. <b>Pertemuan kedua :</b> 1. Guru memberikan salam, dan menyuruh peserta didik untuk berdoa bersama. 2. check in peserta didik 3. guru mengingatkan kembali materi kemarin yang telah di pelajari sebelumnya. 4. guru menjelaskan tentang narrative text beserta contohnya kepada peserta didik. 5..Guru meminta siswa untuk membuat kesimpulan terkait materi.	
<b>Alat, Bahan, dan Media:</b> 1. Papan tulis 2. Spidol 3. Penghapus 4. Buku English ring a bell kelas IX 5. Internet.	<b>Pertemuan Ketiga :</b> 1. Guru memberikan salam, dan menyuruh peserta didik untuk berdoa bersama.	

<p><b>Metode :</b> <b>Ceramah, tanya jawab, diskusi.</b></p>	<p>2. check in peserta didik 3. guru mengingatkan kembali materi kemarin yang telah di pelajari sebelum nya. 4. guru menjelaskan struktur narrative text kepada peserta didik. 5..Guru meminta siswa utuk membuat kesimpulan terkait materi.</p> <p><b>Pertemuan keempat :</b> 1. Guru memberikan salam, dan menyuruh peserta didik untuk berdoa bersama. 2. check in peserta didik 3. guru mengingatkan kembali materi kemarin yang telah di pelajari. 4. guru menjelaskan ciri ciri narrative text kepada peserta didik. 5..Guru meminta siswa utuk membuat kesimpulan terkait materi.</p> <p><b>Pertemuan kelima :</b> Ulangan Harian</p>
<p><b>Assesment:</b></p> <ol style="list-style-type: none"> <li>1. Sikap : Observasi tindakan perilaku anak saat pembelajaran di kelas.</li> <li>2. Pengetahuan : Mengetahui materi semua Narrative text</li> <li>3. Praktik: Membaca Narrative text</li> </ol>	

Mengetahui,  
Kepala sekolah



**Abdul Muni Efendi, S. Pd. I**  
NIP.....

Guru Mata Pelajaran



**Rofiatul Nurhasanah, S. Pd.**  
NIP.....

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SCORING RUBRIC

A. Aspek Keterampilan (Reading comprehension)

Aspek yang di nilai	Deskripsi	Skor
Pronunciation	Pengucapan yang mudah difahami dan memiliki aksen penutur asli	4
	Bukan pengucapan aksen penutur asli namun bisa di fahami.	3
	Pengucapan yang sulit difahami	2
	Tidak ada pengucapan kata	1
Fluency	Lancar dalam membaca	4
	Lancar dalam membaca, namun	3
	kurang lancar dalam membaca	2
	Membaca tidak lancar	1
Word meaning & Generic structure	The meaning and structure is correct	4
	The menaing is correct,some errors of structure.	3
	The meaning and structure is incorrect	2
	No answer	1
Total		12

Keterangan :

1 : Tidak ada jawaban

2 : Membaca, Menjawab dengan salah

3 : Membaca, Menjawab dengan kurang tepat.

4 : Membaca, Menjawab dengan baik dan benar.

Kriteria Penilaian

$$Nilai\ akhir = \frac{Skor\ peroleh}{Skor\ Maksimal} \times 100$$

Konversi penilaian:

A = 81 – 100    baik sekali

B = 61 – 80    baik

C = 41 – 60    cukup

D = 21- 40    kurang baik

E = 1 - 20    kurang sekali.

Apendix IV

DOCUMENTATION



## DOCUMENTATION

OBSERVATION GUIDE OF STUDENTS DIFFICULTIES

English teacher : Rofiatul Nuhasanah, S. Pd.

Level : IX

School : MTs Hasbunallah

No	The case of students	Realization	
		Yes	No
1	Students know letters (alphabet)	√	
2.	Students pronounce could understood.		√
3.	Students know in grammar	√	
4.	Students know in vocabularies.		√
5.	Students know word meaning		√
6.	Students understanding of materials narrative text.	√	
7.	Students know in determine of structure narrative text.		√

Noted :

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OBSERVATION GUIDE OF LEARNING ACTIVITIES

English teacher : Rofiatul Nurhasanah, S. Pd  
 Level : IX  
 School : MTs Hasbunallah

No	Observed aspects	Realization		Explanation
		Yes	No	
1.	Introduction			
	a. Opening	√		
	b. Apperception	√		
	c. The teacher conveys learning objectives.	√		
2.	Core			
	a. Explaining the learning material	√		
	b. Using instructional media		√	There is no media, only used paper
	Media used:	√		
	a. Text book			
3.	Closing			
	a. Conclusion	√		
	b. Pray	√		

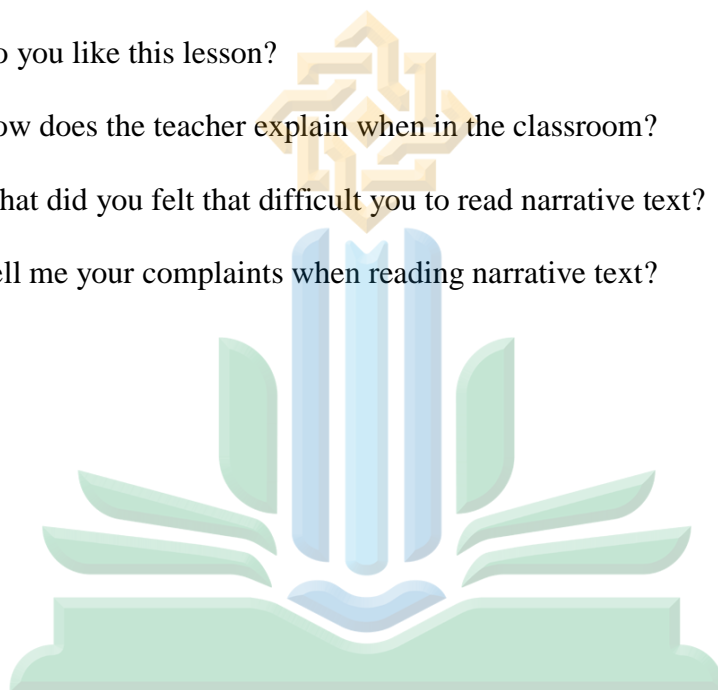
Noted :

### INTERVIEW GUIDE OF STUDENTS

Day/Date : 02 Oktober 2023  
Informant : Students of MTs Hasbunallah  
Level : IX  
School : MTs Hasbunallah

The interview guide to students!!!

1. Do you like this lesson?
2. How does the teacher explain when in the classroom?
3. What did you felt that difficult you to read narrative text?
4. Tell me your complaints when reading narrative text?



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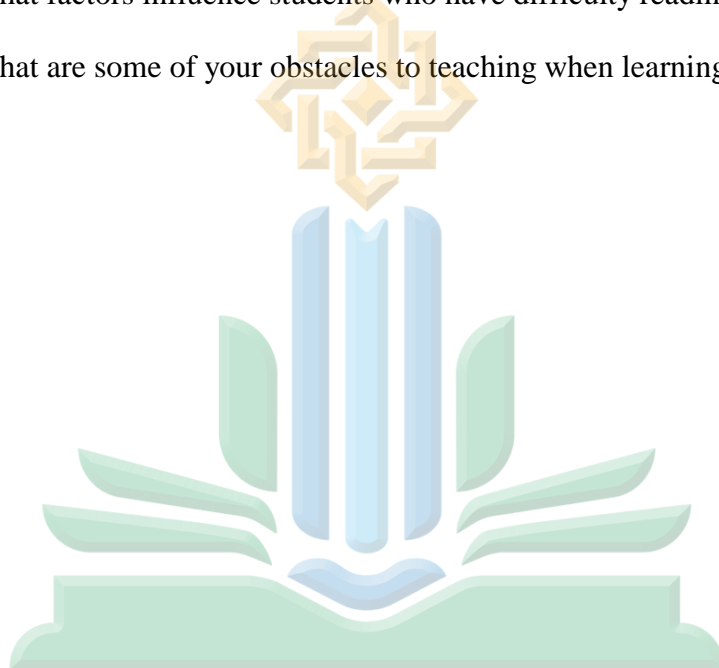
INTERVIEW GUIDE FOR ENGLISH TEACHER

Day/Date : 03 Oktober 2023

Informant : English teacher

The interview guide to English teacher!!!

1. How do students respond when asked about narrative text?
2. What factors influence students who have difficulty reading narrative text?
3. What are some of your obstacles to teaching when learning is carried out?



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J E M B E R



## Result of Interview

### 1. Interview with English Teacher

Time : 07.00 – 08.00 Day/Date : 03 Oktober 2023 Place : The school of MTs hasbunallah Interviewer : Nur Fitria Subject reserach : Rofiatul Nurhasanah, S. Pd.	
Description	
Situation	Transcript:
It was obtained to get data result about the factors inhibiting in reading narrative text in the ninth grade of MTs Hasbunallah Sumberbaru Jember.	Fitri : Apa saja yang menjadi hambatan dalam kesulitan membaca di kelas? Mrs. Rofi : Ibu jawab yaa, jadi ibu itu sebenarnya guru bahasa indonesia di sini. Karena guru bahasa inggris baru resign dan belum ada pengganti nya, jadi sementara ibu pegang untuk memenuhi fasilitas pembelajaran anak di sini. Naaaa, yang menghambat anak-anak kesulitan reading text itu mereka belum terbiasa membaca, oke!! yang pertama itu yaaa. Kemudian, yang kedua Literasi skill nya kurang. Oleh sebab itu, mereka kesulitan saat membaca text di kelas. Ntah, pronunciation nya, bunyi bacaan mana silent K mana silent H nya gitu, kadang pada saat membaca mereka tertawa lucu karena mereka merasa asing saat membaca nya.
Reflection	The teacher explained that the factors inhibiting in reading narrative text are English graduate teacher is not English subject, Less literasi skill.

## 2. Interview with students

<p>Time : 07.00 – 08.00</p> <p>Day/Date : 02 – 04 Oktober 2023</p> <p>Palce : The school of MTs Hasbunallah</p> <p>Interviewer : Nur Fitria</p> <p>Subject reserach : Students</p> <p>A. Rotibul</p> <p>B. Iftia</p> <p>C. Laila</p> <p>D. Shofia</p> <p>E. Azizah</p>	
Description	
Situation	Transcript:
<p>It was obtained to get data result about the factors inhibiting in reading narrative text in the ninth grade of MTs Hasbunallah Sumberbaru Jember.</p>	<p>Fitri : Apakah anda suka pelajaran bahasa inggris?</p> <p>A : iya kak, saya suka</p> <p>B : Saya suka nya bahasa indonesia kak.</p> <p>C : Iya, suka kak</p> <p>D : Iya, saya suka miss.</p> <p>Fitri : Bagaimana Guru menjelaskan materi narrative text?</p> <p>A : Guru saya menjelaskan semua makna teks naratif, serta memberikan contoh dengan menulisnya di papan, kemudian menerjemahkan ke dalam bahasa Indonesia bersama. Saya tidak mengerti materi ini.</p> <p>B : Guru saya menjelaskan materi dengan menggunakan buku pedoman atau bisa disebut buku buat pegangan guru saat pembelajaran di kelas.</p> <p>C : Guru saya telah menjelaskan materi dengan detail,</p> <p>D : Guru saya menjelaskan pelajaran bahasa inggris</p>

dengan rinci. Sambil mencatat poin penting di papan.

Fitri : Sebutkan alasan nya?

A : karena kesulitan saya yaitu menentukan bagian struktur dalam teks naratif.

Fitri : Apa saja yang membuat anda bisa kesulitan membaca text di kelas ?

A : Suasana belajar tidak mendukung, terkadang teman-teman ramai saat proses pembelajaran kelas di mulai. Sehingga membuat saya bingung dan tidak fokus dalam belajar. Selain itu, saat saya membaca teks naratif, saya merasa lapar dan ngantuk karena dari pagi saya belum sarapan.

B : Saya malas mempelajari pelajaran ini Miss, karena itu bukan bahasa saya, teks yang saya baca panjang dan saya belum bisa mengerti dan buku-buku yang disediakan sedikit. Jadi bisa dikatakan bahwa kita bosan dengan pembelajaran ini. Namun, saya suka belajar menggunakan video; Mungkin teman-teman saya juga merasa sama seperti yang saya rasakan. Saya tidak bisa membaca karena dari awal setiap pelajaran bahasa Inggris saya jarang belajar membaca.

C : Saya tidak banyak mengenal kosa kata yang sulit bagi saya untuk membaca dan memahami teks.

D : Dalam kesulitan saat membaca teks karena saya tidak bisa menyadari bagaimana cerita dalam teks naratif, namun belajar dari media yang digunakan seperti proyektor lebih baik dan lebih menarik. Belajar di sini tidak menggunakan media proyektor, jadi pemahaman saya hanya setengah jalan.

E : Itu benar, saya sama dengan teman saya. Saya lebih semangat dalam proses penekanan saat menggunakan

	media LCD proyektor. Ini membuat kita tidak hanya menyadari tetapi mengetahui di video.
Reflection	The factors inhibiting in reading narrative text are healthy, the students felt bored and low motivation, lack of facilities, and lack of vocabularies.



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### SANGKURIANG

Once upon a time in West Java, Indonesia, lived a princess named Dayang Sumbi. She was beautiful and kind-hearted. Her hobby was weaving cloth. But sometimes she could be very lazy. One day her weaving tool fell but she was too lazy to get it herself. She shouted out, "Can anybody help me get my tool? If you are a female, I will take you as my sister. If you are a male, I will marry you!"

A male creature came, but it was a dog. His name was Tumang. He happily brought her the tool to her. Dayang Sumbi was very surprised but she kept her promise. She married the dog. Tumang was actually a man who had been cursed by a witch to become a dog. But at certain times Tumang could turn back to be normal man. Their only son, Sangkuriang, was soon born, and he grew up to be a handsome and healthy boy. He always played with his very loyal dog, Tumang. He did not know that he was actually his father, because Dayang Sumbi hid the secret from him. Sangkuriang liked to hunt in the woods, of course with Tumang.

One day Dayang Sumbi asked him to bring home a deer's heart. But, after hunting for several days, he could not find any deer in the wood. He did not want to disappoint his mother and was thinking hard how to bring home a deer's heart. Suddenly he had a very bad idea. He killed Tumang. Then he brought his heart home and gave it to Dayang Sumbi.

Sangkuriang could not cheat her. She knew it was Tumang's heart. So, she got very angry and hit Sangkuriang's forehead with a piece of wood and told him to leave. With a bad wound on his forehead, Sangkuriang left the village.

Many years later, Sangkuriang grew up to be a powerful man. One day he went back to his village. He met a beautiful young woman there, and he fell in love with her at the first sight. It was Dayang Sumbi. She never got older because she had been granted eternal youth by the gods.

Sangkuriang did not know that she was his mother, so she came to her and proposed to marry her. When he walked closer to her, Dayang Sumbi got very surprised. She saw the scar in Sangkuriang's forehead, and soon she knew that he was her son, who left her a long time ago. She told him the truth and tried hard to explain it to him, but he did not believe her. She did not want to break his heart, so she accepted his proposal but gave him an impossible thing to do. She wanted him to build a lake and a boat in just one night!

Sangkuriang agreed, because he knew that he could make it with the help of his genies. By midnight he finished the lake and then started making the boat. Dayang Sumbi was thinking hard to find a way to fail him.

Before dawn, she asked the people in the village to burn the woods in the East, and the light made all the cocks crow. Thinking that the night would be over soon, the genies ran fast and left Sangkuriang before the boat was finished. Sangkuriang realized that Dayang Sumbi had cheated him. He got very angry and he kicked the boat upside down. It gradually became a mountain and it is now known as Mt. Tangkuban Perahu.

## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Nur Fitria

NIM : T20186061

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Universitas : UIN Kiai Haji Achmad Siddiq Jember

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

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JEMBER

Jember, 08 Oktober 2024  
Saya yang menyatakan,



**Nur Fitria**  
NIM. T20186061

## Appendix V

## RESEARCHER BIBLIOGRAPY

**Personal information:**

- Full name : NUR FITRIA
- Nim : T20186061
- Gender : Female
- Place, date of brith : Jember, 1<sup>st</sup> Agust 2000
- Adress : Sumberjo, Yosorati, Sumberbaru, Jember.
- Religion : Islam
- Department : Tadris Bahasa Inggris
- Email adress : [nurfitria938900@gmail.com](mailto:nurfitria938900@gmail.com)

**Education background :**

2006 – 2012 : SDN YOSORATI 03

2013 - 2015 : MTs MIFTAHUL ULUM BANYUPUTIH KIDUL

2016 – 2018 : MA. MIFTAHUL ULUM BANYUPUTIH KIDUL