

**THE ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING
NARRATIVE TEXT; A CASE STUDY IN SMAN 1 LABUAPI AT GRADE XI
ACADEMIC YEAR 2017/2018**



A THESIS

Submitted as a Partial Fulfillment of the Requirement for *Sarjana Pendidikan* (S.Pd)
Degree in English Education Program of Teaching Training and Education
University of Mataram

By

AYU KEDATON SUARDHIANI

NIM. E1D014007

**ENGLISH EDUCATION PROGRAM LANGUAGE AND ART
DEPARTMENT FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITY OF MATARAM
2018**

**THE ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING
NARRATIVE TEXT; A CASE STUDY IN SMAN 1 LABUAPI AT GRADE XI
ACADEMIC YEAR 2017/2018**

AYU KEDATON SUARDHIANI

E1D014007

suardhaniayu@gmail.com

ABSTRACT

This research aimed to find out the students' difficulties in comprehending narrative text and the main causes that influence the students' difficulties. This study is considered as a case study which used Descriptive-Qualitative method. The population of the study was all of the eleventh grade students. The sample of the study was class XI IPS 2 which consists of 21 students by using purposive sampling. In collecting the data, there were three instruments used in this study such as Test, Questionnaire and Interview. The test result showed that the students' score average was 49.71 which qualified as poor. From the calculation of the test items, it was found that the most difficult test item faced by the students was making inference. According to the result of the questionnaire and interview instrument, the students difficulties in comprehending narrative text caused by two factors; internal and external factors. The internal factors were the students' boredom, laziness and limited time to read any English text in the class, lack of motivation and vocabularies mastery in reading narrative text, interest in reading narrative text, difficulties in finding the information and difficulties in understanding the text. While the external factors were; the way teaching techniques, the limitation of the personal dictionary, the difficulty level of narrative text, and the learning environment.

Key words: *Students' Difficulties, Comprehending, Narrative Text*

ABSTRAK

Penelitian ini berjudul “Analisis kesulitan siswa dalam memahami teks Narrative; studi kasus di SMAN 1 LABUAPI kelas XI tahun ajaran 2017/2018” yang bertujuan untuk mengetahui kesulitan siswa dalam memahami teks narrative and penyebab utama yang menyebabkan siswa mengalami kesulitan. Penelitian ini dikatakan sebagai studi kasus dengan menggunakan metode Dekskriptif-Kualitatif. Populasi dalam penelitian ini adalah seluruh kelas XI. Sampel yang digunakan yaitu kelas XI IPS 2 yang terdiri dari 21 siswa. Pemilihan sampel menggunakan Purposive Sampling. Dalam pengumpulan data, penelitian ini menggunakan 3 instrumen yaitu Test, Kuisisioner dan Interview. Dalam hasil rata-rata tes siswa, skor yang diperoleh 49.71 yang bisa dikualifikasikan sebagai “Rendah”. Menurut kalkulasi dalam poin poin dalam tes, terdapat kesulitan siswa yang paling banyak yaitu dalam membuat inferensi. Berdasarkan hasil kuisisioner dan interview, kesulitan siswa dalam memahami teks narrative dipengaruhi dua factor; internal dan eksternal factor. Internal factor mencakup kebosanan siswa, kemalasan siswa dan kurangnya waktu untuk membaca teks berbahasa inggris dalam kelas. Kurangnya kosa kata, lemahnya motivasi dan minat membaca teks narrative serta kesulitan dalam memahami dan memperoleh informasi dalam teks narrative juga termasuk internal factor. Sedangkan eksternal factor yaitu bagaimana guru mengajar, tidak memiliki kamus masing masing, tingkat kesulitan teks narrative yang diberikan dan suasana dalam kelas.

1. Introduction

Students have to learn the four important skills such as: listening, reading, writing and speaking. One of the language skills that must be learnt by the students in learning English is reading. Reading is a very important skill to learn in order to succeed in educational terms. When dealing with reading, it is obvious that reading is related to the text. Talking about reading, the ultimate goal of reading is being able to comprehend and understand the text. The readers should comprehend the text in order to get the information easily. As we all have known that there are numerous types of English text that we can find easily. One of the common texts is Narrative text. Narrative text is a text that firstly presented in Junior High School level. Narrative text is a kind of text to retell the story in past. There are four types of narrative text; Fable, Legend, Folktale and Fairy Tale. The phenomenon that have been found in SMAN 1 LABUAPI were the difficulties on understanding and comprehending the narrative text. Moreover, the students' difficulties on determining the topic or main idea, finding supporting details, identifying the generic structure, finding reference, and making inference can be analyzed in this research.

2. Research Question

According to the explanation above, the research question can be formulated as follows:

1. What are the students' difficulties in comprehending Narrative text?

2. What are the factors that cause students' difficulties in comprehending Narrative text?

3. The Purpose of the Study

According to the research question, the purpose of the study can be stated as follow:

1. To find out the students' difficulties in comprehending Narrative text.
2. To know the factors that causes students' difficulties.

4. The Scope and Limitation of the Study

The focused of this research is to analyze the types of difficulties and the factors that cause difficulties in comprehending narrative text faced by the eleventh-grade students at SMAN 1 LABUAPI in academic year 2017/2018. Therefore, the discussion mostly focused on finding the students' difficulties in answering the questions of reading Narrative text especially in finding the main idea (determining topic), finding the supporting details, identifying generic structure, finding referent and making inference.

5. Significance of The Study

1. The Teacher

The result of this research is expected to enlarge the teacher's knowledge in terms of teaching Reading English and to overcome the problem of student's difficulties in comprehending Narrative text.

2. The students

The result of this research is expected to encourage the students mastering English especially in reading Narrative text, feel at ease and interest when they are learning and also expecting to examine the student's problem caused by both different way; internal and external factors.

3. The further researcher

It is expected to give new knowledge and information for the further researcher to do a better research in the future. Also, it is hoped for the further researcher to make improvement when doing the same case study in the future.

6. Previous Study

Several studies had been done in different places but with the similar title. First, thesis from **Juan** entitled **Students' Difficulties in Understanding Reading Narrative Text: A Case Study at Second Grade Student of MTsN 3 Mataram in Academic Year 2017/2018**. The finding shows that the 31 students (79,4%) found difficulties in the information from the narrative text, there was 14 students (35,8%) had less difficulties in understanding the setting in narrative text. in the same line, the factors causing the students' difficulties in understanding English reading narrative text are learners' background, teaching technique, and the learners' environment. Second, **Lalu Ifthar Indra Praja** entitled **"Identifying students' difficulties in comprehending narrative text: A case study at the ninth**

grade students of SMPN 2 Lingsar in academic year 2015-2016”. From the test instrument, the researchers found that the students reading ability is in satisfied qualification based on the students mean score 58.4 and the most difficult types of difficulties related to the test items of narrative text that the students faced is in finding main idea. From the questionnaire and interview instrument, the students’ difficulties in comprehending narrative text caused by several factor such as; the students’ knowledge of vocabulary and language feature of narrative text and the students’ motivation in reading narrative text.

From the explanation above, there are some differences and similarities. The similarities are both studies dealing with the students’ difficulties and both studies used descriptive method. Furthermore, the data were taken by using test, questionnaire and interview. However, the difference is in the investigation about the student’s difficulties in comprehending narrative text. Those three theses didn’t put a main focus on what difficulty that students’ might faced. They just focused on how well the students comprehend the narrative text and answering the following question based on the text they have read.

7. Method

This research used Descriptive-Qualitative Method since the research question that has been stated in the previous chapter concern with it. This type of research method was Qualitative method. Moreover, it is fit with the problem that will be

analyzed, in which the result of analyzing students' difficulties will be described based on the readers' understand with research finding. This research was considered as a case study. Case study is one of the qualitative methods.

Purposive sampling is being used in this research. Purposive sampling is determining the subject based on specific purpose. Based on the judgment, XI IPS 2 had difficulties in understanding narrative text. Class XI IPS 2 was the sample in this research which consists of 22 students.

In collecting data, three instruments were used. The first instrument was test, which consist of 25 multiple choice questions. The narrative types that used in this research are Fable, Folktale and Fairytale. The test is given based on the previous lesson that students were already learnt.

The second instrument was questionnaire, which consists of 12 statements and contains of problem that may faced by the student in comprehending narrative text. The statements in the questionnaire are made up according to the possibilities that may influence students reading ability.

The third instrument was interview, which consists of 12 questions and contains of affecting factor of students' difficulties in comprehending narrative text. The result of the interview section became the source to know why the students face difficulties in comprehending narrative text and what seem to be the problems faced by the students while reading.

8. Discussion

a. Reading Ability

Table 1.1 the Students' Ability in Comprehending Narrative Texts

No.	Range of Score	Number of the Students	Category	Percentage
1	80-100	4	Very Good	19.04 %
2	70-79	0	Good	0 %
3	56-69	3	Satisfied	14.30 %
4	46-55	4	Poor	19.04 %
5	0-45	10	Very Poor	47.62 %

b. Main Cause of Students' Difficulties

The factors that influence students' difficulties in comprehending narrative text were divided into two factors; internal and external factor. The internal factors consist of the fact that the students' boredom, student's laziness and limited time to read any English text in the class. The limited mastery vocabularies, lack of motivation in reading narrative text, interest in reading narrative text, difficulties in finding the information and difficulties in understanding the text could also affect the students' difficulties. While the external factors are the way teacher teach in the class, the limitation of the personal dictionary, the difficulty level of narrative text, and the environmental could be the influence factor that cause students' difficulties in comprehending narrative text.

However, it can be concluded that the students' difficulties in comprehending narrative text came out from the reading comprehension elements according to Snow (2002:13) they are the readers, the text and the activity. Based on the explanation above, the factors that cause students' difficulties comes from those three elements. The readers which mean the students itself (students' boredom, laziness, unknowing about the rules of Simple Past Tense, student's limited vocabulary mastery, students' uninterested in reading narrative text, difficulties in finding the information and difficulties in understanding the text).

Meanwhile the text is the narrative text itself (the difficulty level of the text being given). The students' found it difficult to comprehend and understand the text because the level of the text is difficult. The last is one is the activity which includes the teacher's teaching technique and the invariant reading activity. The students' reading comprehension might be affected by the activity given by the teacher.

9. Conclusion

The reading ability that the eleventh grade students of SMAN 1 LABUAPI faced while comprehending narrative text was qualified as poor. It can be concluded that the students had difficulties in comprehending narrative text. This is based on the percentage that explained; 4 students were qualified as very good (19.04 %), none of the students was qualified as good (0%), 3 students were qualified as satisfied (14.30 %), 4 students were qualified as poor (19.04 %) and 10 students were qualified as very poor (47.62 %). Moreover, it could be said that most of the students found difficult in comprehending narrative text considering the mean score of the test gotten

49.71. From the percentages, it was summarized that most of the students found difficult to comprehend the text, especially in terms of finding main idea, finding supporting details, identifying generic structure, finding referent and making inference (5 types' difficulties in comprehending narrative text). Based on the calculation, the first-most difficult type which students faced in comprehending narrative text was making inference, the second was finding referent, the third was finding supporting details, the fourth was identifying generic structure and the last was finding main idea.

The factors that influence students' difficulties in comprehending narrative text were divided into two factors; internal and external factor. The internal factors consist of the fact that the students' boredom, student's laziness and limited time to read any English text in the class. The limited mastery vocabularies, lack of motivation in reading narrative text, interest in reading narrative text, difficulties in finding the information and difficulties in understanding the text could also affect the students' difficulties. While the external factors are the way teacher teach in the class, the limitation of the personal dictionary, the difficulty level of narrative text, and the environmental could be the influence factor that cause students' difficulties in comprehending narrative text.

10. Suggestion

a) The teacher

The teacher should give explanation of the material clearly. The teacher not only explain theoretically the material, but also teacher should make the students interest to study by giving a good strategy and give interesting topic of narrative text.

b) The student

The students should realize that reading is a very important skill to be learnt. They also have to decrease their laziness when reading. The students also need to bring their own dictionary to the class in order to be more understood about the new vocabulary the get from reading. The students have to pay attention to the teacher's explanation about anything. They also have to be courage to ask a question if they don't understand about something.

c) Further researcher

It is also suggested to the further researchers who want to analyze about students' difficulties, it would be better to analyze with different aspects of this research. It also expected to the further researcher to use various test instruments, for example test essay and for the questionnaire use open-ended questions which can get various answer from the students and also a deeper explanation.

REFERENCES

- Arikunto, S. (2005). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT RinekaCipta
- Brontowijoyo, M. D. (1995). *Penulisan Karangan Ilmiah*. Jakarta. Akademia.
- Brown, H. D. (2004). *Language assessment: principle and classroom practice*. United States of America: Longman
- Cohen, L., Manion, L., Morrison, K. (2000). *Research Methods in Education, Fifth Edition*. London and New York. Routledge Falmer, Taylor and Francis Group
- Dawson, M. A., Henry A. B. (1967). *Fundamentals of Basic Reading Instruction*. New York: David McKay Company.
- Duff, A. P. (2008). *Case Study Research in Applied Linguistics*. (New York: Lawrence Erlbaum Associates p. 22
- Graves, M. F., Juel, C., & Graves, B. B. (2007). *Teaching Reading in the 21st century (4th ed.)*. Boston: Allyn & Bacon.
- Hamidi, A., Aryuliva, A. (2013). *Teaching Reading Narrative Text by Using Directed Inquiry Activity (DIA) Technique at Junior High School*. Journal
- Harmer, J. (2000). *The Practice of English language Teaching*. United Kingdom: Longman
- Juan. (2017). *Students' Difficulties in Understanding Reading Narrative Text: A Case Study at Second Grade Student of MTsN 3 Mataram in Academic Year 2017/2018*. Skripsi. University of Mataram.
- Klingner, J. K., Sharon V., Alison B. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Kopitski, M. (2007). *Exploring the Teaching of Inference Skills*. Minnesota: Hamline University.
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill ESL/ ELT.

- Nunan, D. (2003). *Practical English Teaching*. Singapore: McGraw Hill.
- Nuttall, C. (1982). *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.
- Pang, E., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching Reading*. Chicago: the International Academy of Education (IAE)
- Praja. L. (2016). *Identifying Students Difficulties in Comprehending Narrative Text: A Case Study at The Ninth Grade Students of SMPN 2 Lingsar In Academic Year 2015/2016*. Skripsi. University of Mataram.
- Pratyasto. (2013). *Narrative Text*. Accessed at <http://dasarbahasainggris.blogspot.com/2013/09/the-definition-fnarrativetext-and.html/> retrieved on January, 31 2018).
- Priyana, J. R., Mumpuni, A. P. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publisher.
- Rainbolt, G. W., Dwyer, S. L. (2018). *Critical Thinking*. Accessed at <http://grammar.about.com/od/rs/g/referenceterm.htm/> retrieved on 11th March 2018
- Roell, K. (2018). *How to Find the Main Idea*. Accessed at http://testprep.about.com/od/tipsfortesting/a/Main_Idea.htm/ retrieved on 11th March, 2018
- Schumm, J. S. (2006). *Reading Assessment and Instruction for All Learners*. United Stated of America: Guilford Press.
- Smith, F. (2004). *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read-6th ed*. New York: Lawrence Erlbaum Associates.
- Snow, C. (2002). *Reading for Understanding Towards an R&D Program in Reading Comprehension*. California: RAND.
- Soedarso. (2001). *Speed Reading: Sistem Membaca Cepat dan Efektif*. PT. Gramedia. Jakarta

Stone, R. (2009). *Best Practices for Teaching Reading: What Award- Winning Classroom Teachers Do*. California: Corwin Press.

Sugiono, Dr. Prof. (2011). *Metode penelitian Kombinasi*. Bandung : Alfabeta.

Taylor, B. (1995). *Reading Difficulties : Instruction & Assessment*. New York: Mc. Graw-Hill

Westwood, P. (2008). *What teachers need to know about Reading and writing difficulties*. Australia: ACER Press

Yuliandari, A. (2017). *Students' difficulties in comprehending narrative texts; a case study at the eleventh grade students of MA DI Putri Nurul Hakim Kediri academic year 2017/2018*. Skripsi. University of Mataram