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## STUDENTS' DIFFICULTIES IN COMPREHENDING NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA SWASTA FAJARMAS BAWONAURU

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### Abstract

This research aimed at analysing the difficulties incomprehending narrative text at the eleventh grade of SMA Swasta Fajarmas Bawonauru. This research designed by using qualitative descriptive method. In analyzing the data, the researcher used theory of Miles and Huberman; data reduction, data display, and conclusion drawing/verification. The data source of this study was taken from the Eleventh Grade of SMA Swasta Fajarmas Bawonauru. To get the data, researcher use Documentation and Interview technique. The data of this study are difficulties and factors. To examine the credibility of this study the researcher used triangulation. The results of this study found that there were 5 difficulties that is (1) Difficulties understanding the meaning of text that given by teacher in the classroom, (2) Difficulties in understanding new words, (3) Difficulties in understanding the purpose of the text, (4) Difficulties in understand language feature of narrative text, (5) Difficulties in understanding grammar in narrative text and factors were 2 that is (1) Limited vocabulary, (2) Teacher explanation that occurred at Eleventh Grade of SMA Swasta Fajarmas Bawonauru.

**Key words:** *Difficulties; narrative text; reading comprehension*

### Abstrak

Penelitian ini bertujuan untuk menganalisis kesulitan dalam memahami teks naratif pada siswa kelas IX SMA Swasta Fajarmas Bawonauru. Penelitian dirancang dengan menggunakan metode deskriptif. Dalam menganalisis data, peneliti menggunakan teori Miles dan Huberman; reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi sumber data penelitian ini diambil dari kelas IX SMA Swasta Fajarmas Bawonauru. Untuk mendapatkan data, peneliti menggunakan teknik dokumentasi dan wawancara. Data peneliti ini berupa kesulitan dan factor triangulasi. Hasil penelitian ini menemukan bahwa ada 5 (lima) kesulitan yaitu: Kesulitan memahami makna teks yang diberikan oleh guru di kelas, kesulitan dalam memahami kata-kata baru, kesulitan memahami tujuan teks, kesulitan memahami unsure kebahasaan teks naratif, kesulitan memahami tata bahasa dalam teks naratif. Dan faktornya ada dua: Keterbatasan kosa kata dan penjelasan guru yang terjadi di kelas IX SMA Swasta Fajaramas Bawonauru.

**Kata kunci:** *Kesulitan ,teks naratif, pemahaman bacaan*

## A. Introduction

Education is the process of facilitating learning or acquisition of knowledge, skills, values, morals, beliefs, and habits. Education is a process of renewal of the meaning of experience, it will occur in the ordinary intercourse or association with young adults, may also occur accidentally and instituted for to produce social sustainability. This process involves the supervision and development of the immature and the group in which he lives.

English is one of the international languages which is used by most people. It is not only used for a usual communication, however it is as the primary tool for people in doing some business such as economics, technology, industries, even education. Based on those important things, English is taught as an obligatory subject in many countries in the world including Indonesia. In Indonesian curriculum, English is one of the obligatory subject which is taught and required to be comprehended well by all the students in order to equip them for modern life in the future.

Generally, there are four skills in English they are Listening, Speaking, Reading and Writing. Listening means understanding the spoken or oral language, Speaking means the act of uttering the language through the oral sound, reading is the act understanding the language from the text, and writing is the way to express the idea or thought (language) in written form.

Reading is a routine that is almost inseparable from the style of modern human life, especially in education. An indication of the importance of reading for education can be seen through the many statements presented by experts with different disciplines for example, reading is the basic skill in a study. Reading is the

basis of all education. Reading is an important skill for formal education and for an individual's success in society. So this reading skill will continue to hold its role even in the information age though, where information can be obtained through a variety of audiovisual electronic media such as television, video, cassette, and radio but oral information remains limited and temporary. While the written information is relatively more durable and easily accessible or readable whenever needed.

Reading is not only source of information and a pleasurable activity but also as a means of consolidating and extending a knowledge of the language. Therefore, reading is certainly an important activity for expending knowledge of a language. Reading is one of the language skills that must be mastered well by the students because reading is an important factor that influences one's activity in communication. Reading is a part of daily life for those who live in literate communities. People consider reading as an important activity so that people usually say that reading is the way to open the world. Reading is an interesting activity because by reading people can get some information widely without going anywhere.

The important thing to attention in the act of reading is a personal capacity to understand the meaning of form comprehensive reading, or as referred to by he can read and understanding. According to RRSG (2002: xiii) in Cartwright (2015:5) the reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language

Reading English text is the most complex and difficult subject for most students in Indonesia. All those students

who study reading would agree that reading comprehension is not a simple process because English is a second or foreign language, so they still find difficulties in comprehending the English text. Relate to the facts of difficulties in English reading comprehension, the Indonesian government still make some alternative ways of conducting teaching-learning through the appropriate strategies, method, and the others, the one of difficulty text that has learning by the students is narrative text.

### **B. Research Method**

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

According to Bodgan and Biklen (1982:27) qualitative research is descriptive and the data collected in the form of words, pictures rather than numbers. In addition, "qualitative research is a research that involves analyzing and interpreting texts and interview in order to discover meaningful patterns descriptive of particular phenomenon" (Aurebach&Silvester, 2003:1). Then, qualitative research has a natural setting as a direct source of the data. Qualitative research is focus in process rather than simply with outcomes and products. It can be said from the theoretical explanation above, the researcher will conducted the study based on the qualitative approach especially case study procedures.

This research location is in SMA Swasta Fajarmas Bawonauru. It's located at Bawonauru District, South Nias Regency. There are some reasons for choosing this school as the research location. The first one is the researcher have already teach in this school during the teaching practice, so the researcher have already knew characteristics and difficulties of the students. The second reason is the students has a low score in English subject, in the daily test and the middle test. The schedule of this research estimated begin on 07 September until 21 September 2021.

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

Interview is a process to get information by delivered several questions from the interviewer to the interviewee. Interview is a purposeful interaction in which one person obtains information from another. According to Kvale (1996:5), "an interview is a conversation, whose purpose is to gather description of the life-world of the interviewee with respect to interpreting the meaning of described phenomena". However, the researcher interview the students in the class one by one there researcher invited them in front of the class. The researcher use domentation by using video and picture to make this study valid.

Based on explanation above, the researcher used structured interview where the researcher had been prepared guideline for students' interview and each respondent have the same questions. The interview lasted approximately 15-30 minutes. To make it easier, all the interviews conducted in Indonesian then be

tape-recorded with the subject's permission.

The researcher translated it into English. The format of the interview was semi-guided interview. The note of interview was a useful guideline for the researcher to explore data systematically. The researcher used this method to explore data deeper, valid and truthfulness. voice during interview will be recorded and after that researcher transcribe. The use of this technique interview is for students in SMA SwastaFajarmasBawonauru.

The documentation that researcher means is the result of students writing narrative text. Students' writing is conduct for cheking the students' difficulties about narrative text. In this case, the researcher collect the data from the students through the teacher. The researcher collect the data three times. Then, researcher collect their writing and find out their difficulties to comprehending narrative text.

After collecting the data, the next chapter is analyzing the data. The data analyze in this research is by using theory found by Miles, Huberman&Saldaña (2014:31-33), there are 3 activities in analyzing qualitative data:

Data condensation refers to the process of selecting, focusing, simplifying abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents and other empirical material

In this step the researcher collected the data from the students of SMA SwastaFajarmasBawonauru. In selecting the data, the researcher try to find the students' difficulties in comprehending the narrative text. Focusing refers to the consistency of the process of analysis carry out on the data. Then, the researcher made the data

simpler or easier to do and understandable by arranged the students' difficulties comprehending the narrative text of SMA SwastaFajarmasBawonauru in some of paper. Finally, the researcher converts the data in a good form or structure. The purpose of this stage is to help the researcher in organizing and arranged the data in the next steps.

Generally, a display is an organized compressed assembly of information that allows conclusion drawing and action. Looking at data.display help us to understand what is happening and to do something—either analyze further or take action based on that understanding. Display of data in the conduction of this research is carried out through presenting the whole every students' difficulties and factors that influential in narrative text of SMA SwastaFajarmasBawonauru with describe each difficulties.

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analysinterprets what things means by noting patterns, explanations, casual flows, and propositions. Conclusions are also verified as the analyst proceeds. The conclusion drawing is start after the data collected by making temporary conclusion. In other words, it can be said that the conclusionis analyze continuously and verified the validity to get the perfect conclusion.

After analyzing all the worthy data from data condensation and data display, conclusions from the field notes are drawing and some suggestions are given

Trustworthiness is established to make sure whether the data of research is valid or reliable. According to Guba and Lincoln (2013:104-105) trustworthiness in a qualitative study is determined by four

indicators – credibility, transferability, dependability and confirmability and it is these four indicators that reflect validity and reliability in qualitative research.

Credibility corresponds to the internal validity criterion of positivism and refers to establishing confidence in the findings and interpretations of a research study. Therefore, this research use methods, theories, and triangulation of sources is comparing data with the external sources. Triangulation throughout the process of the research conduction is test through comparing the finding with external sources, such as all input from advisors.

This refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings'. The aim of transferability is to test whether the research has to provide clear and understandable explanation or not. This will do through comparing the findings with related theories and previous research findings.

Dependability refers to the finding consistency. It decided whether there researcher consistently gather the data, form and employ concept to interpret and to draw conclusion.

Throughout the research conduction process, the activity flow is focus on the predetermine research questions which is make clear base on the technique of the data, and concept, involvement of researcher's role as the key instrument during data collection and analysis, and the appropriate research design (descriptive qualitative research design) which is orient.

Confirmability refers to how the findings and interpretations are a result of a dependable process of inquiry as well as data collection. The technique for assessing confirmability area triangulation and

reflexive journal. Thus, the result of this study should be similar to the theories or result of other studies which have the same objectives with this research.

### C. Research Finding and Discussion

In this chapter, the researcher presented the research finding and discussion of the findings. The presented data related to the formulation of the research: (1). What are the students' difficulties in comprehending narrative text at the eleventh of SMA SwastaFajarmasBawonauru?, and (2). What are the factors that cause students' difficulties in comprehending narrative text at the eleventh of SMA SwastaFajarmasBawonauru?

This research analyzed what were difficulties faced by students and the factors that cause students difficulties in comprehending narrative text at the eleventh of SMA SwastaFajarmasBawonauru. According to Westwood (2008:34-37), there are eight problems students' difficulties in reading the narrative text, they are:

1. Limited vocabulary knowledge
2. Lack of fluency
3. Lack of familiarity with the subject matter
4. The difficulty level of the text (readability)
5. Inadequate use of effective reading strategies
6. Weak verbal reasoning
7. Problems with processing information
8. Problems in recalling information after reading

### 1. The students difficulties in comprehending narrative text at the eleventh of SMA SwastaFajarmasBawonauru

The following result of students' interview in comprehending narrative text at the eleventh grade of SMA Swasta Fajarmas Nawonauru. Here, lots of students difficult to comprehend narrative text.

**a. Difficulties understanding the meaning of text that given by teacher in the classroom**

Some of students difficult to comprehend the text because they do not understand the meaning of the text and purpose of text. To comprehend the text the reader should know the meaning of text. As stated by Novondara Dodo Tafonao (XI-Ipa).

"Based on I had already read, When I reading the narrative text, there are some word that I do not know the meaning of the text, then I don't know all the meaning of the sentences".

It can be conclude that, to mastery the text the reader should know the meaning of the text. Additionally stated by As stated by: Noverlina Halawa (XI).

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

**b. Difficulties in understanding new words**

Word knowledge is the most important element for reading comprehension because readers cannot comprehend the sentence without attaching the meaning to

the word. Reading comprehension relates to the vocabulary mastery. Here, lots of students difficult to comprehend narrative text because of new words. As stated by Putra Jaya Halawa

"according me, the text which had already I read is difficult to comprehend because some of the new words that I don't understand the meaning"

Additionally stated by Dayak S.P. Lase stated that:

"That make me difficult is the words and sentences, although I open dictionary".

**c. Difficulties in understanding the purpose of the text**

In comprehend narrative text students have to know the purpose of the text:

As stated by Martinus Tafonao

I feel difficult in comprehending narrative text. When I read narrative text I don't know the aims of the text. So, it make me difficult to understand the material and some based words I don't know.

Additionally stated by Martinus Tafonao stated that:

"I found some problem which make me difficult in comprehend narrative text is the purpose, the I never learn it in English subject"

**d. Difficulties in understand language feature of narrative text**

As interview that had been conducted by researcher, some of reason difficult to comprehend

narrative text that found as stated by YunitaBaene (XI)

“I felt difficult in reading the narrative text. When I read narrative text I did not understand the language feature. So, when the teacher asks to make an example of narrative text I cannot to make it”

Language feature here is like punctuation, some of students do not know the language feature that occurred in text.

**e. Difficulties in understanding grammar in narrative text**

As the interview that had been conducted by researcher, the student difficult is grammar that they faced in the text it can makes them difficult to comprehend the text they read. As stated by KrismawatiFatemaluo (XI)

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

Above the difficult that students faced is related to the lack vocabulary and the meaning of text that already they read. As stated by of lack of vocabulary. As stated by Julianis Lase (XI-IPA)

“When I reading the narrative text, there are some word that I do not know the meaning of the text, so it force and makes me opens a dictionary. Sometimes, without dictionary, I can’t understand the text well. So I confused to

comprehend the purpose of the text clearly. I development with equity should be an open dictionary to know the meaning of every word”

From some of the result of interview that had been analyze by researcher make conclusion that fluency in reading comprehension makes the readers can grasp the accurate information well. Fluency has a close correlation with reading comprehension. If the readers have lack of fluency, its mean the readers can’t comprehend the text well, and they can’t take the accurate information. Like the interview that was conducted by researcher at eleventh grade of SMA SwastaFajarmasBawonauru, lack of vocabulary, new words understanding the grammar and others are the difficulties in comprehend narrative text that faced by students.

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

When the students comprehend the text deeply, the students will be able to give the reason about the information that has been captured. This case is difficult enough for poor readers. So, the students can not to make the connection between information that exists in the text that have already read.

**2. The factors that cause students’ difficulties in comprehendnarrative**

## text at the eleventh of SMA Swasta Fajarmas Bawonauru

Reading is a process of readers combining information from a text and their background knowledge to build meaning. All those students who study reading would agree that reading comprehension is not a simple process because eleventh grade at SMA Swasta Fajarmas Bawonauru. In this section some of factors that happened for students in comprehend narrative text as follow:

### 1.) Limited vocabulary

Based on the result of interview a lot of students factors that caused difficulties in comprehending narrative text is limited of vocabulary. Here, if the students have limited vocabulary knowledge, the students will get difficulty incomprehending the text and can cause misunderstanding or comprehension error. So, vocabulary is needed in comprehending the text

### 2.) Teacher explanation

Some of students answer based on the list of interviews stated that their teacher is not good explanation related to the material. To make sure that material can be understanding by students, teacher have to understand first the material in order to make good explanation. Because of good explanation students easily to comprehend narrative text.

Considering about the result, this section presented the discussion of the research findings. In this research, there were problem statements and the discussion was only focused on it. As mentioned before, the aim of this research were to identified students' difficulties in

comprehending narrative text. As mention before that the aim of this research was to find out the difficulties in comprehending narrative text at SMA Swasta Fajarmas Bawonauru. Then find out the factors that occurred at SMA Swasta Fajarmas Bawonauru.

According Tilstone, et al (2000:5) many learning difficulties can actually be created by an education system that has grown up over the years and failed to be responsive to diversity. In this research, it was found 4 kinds of difficulties in comprehending narrative text at the eleventh of SMA Swasta Fajarmas Bawonauru. Sarwo, et al (2013). He studied "Analysis on the students' problems in comprehending narrative texts" the result of this study are based on the research finding, the students were still weak at reading comprehension. They were weak at finding orientation, complication, resolution, reorientation and vocabulary.

Second, conducted by Suardhiani, Ayu Kedaton (2018). He studied "The Analysis of Students' Difficulties In Comprehending Narrative Text; A Case Study In SMA Negeri 1 Labuapi At Grade XI Academic Year 2017/2018" the result of the questionnaire and interview instrument, the students difficulties in comprehending narrative text caused by two factors; internal and external factor.

Those two studies above are relevant to this study because of aims to find the students' difficulties and how to solve it. Then the different of those from this studies are the object of the study and the methods used to analysis the data.

## D. Conclusion

In this chapter the researcher showed the conclusion and suggestion based on the analysis the difficulties in

comprehending narrative text at SMA Swasta Fajarmas Bawonauru.

Based on the result of the research after analyzing the data, researcher found the result. The difficulties occurred in comprehending narrative text at SMA Swasta Fajarmas Bawonauru were Difficulties understanding the meaning of text that given by teacher in the classroom, difficulties in understanding new words, difficulties in understanding the purpose of the text, difficulties in understand language feature of narrative text, difficulties in understanding grammar in narrative text, lack of vocabulary. While the factors that occurred at SMA Swasta Fajarmas Bawonauru were limited of vocabulary, teacher explanation, students lose their motivation to read the English text

In reach vocabulary students should have dictionary but when researcher conduct research less attention, in learning English, students not attention when teacher explain about narrative text and lazy learn English. So when teacher teaching the narrative text some students cannot do and get bad score.

After concluding the research, the researcher proposed three suggestions for English Learner, English teachers, and next researchers which are presented below.

1. To English learners

The English learners are suggested to be able to support each other. In other words, the students will make collaboration with their classmates to make groups in solving the problem and looking for solution of the difficulties that they face.

2. English Teachers

For English teachers, the results of the research can be used to obtain information and references regarding of

students' difficulties in comprehending narrative text. Then, the English teacher should have the other skill to control the student in the class when students didn't like to study

3. Next researchers

The objective of this research were the students difficulties in comprehending narrative text and what are that factors that occurred. For the next researcher, it is recommended to other researchers to conduct similar studies to enhance the knowledge about this matter and expected to use this research finding as reference or guidance to conduct the broader research related to the problem stated previously.

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