


An Analysis on Students' Reading Comprehension Difficulties in Narrative Text at SMA Muhammadiyah Bangkinang

Yesi Fauzia^{1*}, Wida Rianti², Putri Asilestari³

^{1,2,3}Universitas Pahlawan Tuanku Tambusai, Jl. Tuanku Tambusai No.23, Bangkinang, Kec.

Bangkinang, Kabupaten Kampar, Riau 28412

E-mail: zulfahasni670@gmail.com

 <https://doi.org/10.31004/jerkin.v2i1.115>

ARTICLE INFO

Article history

Received:

Revised:

Accepted:

Kata Kunci: Kesulitan, Pemahaman Membaca, Teks Naratif.

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

ABSTRACT

Penelitian ini dilatarbelakangi oleh masalah yang dihadapi oleh siswa karena siswa mengalami kesulitan dalam pemahaman membaca pada teks naratif, seperti kesulitan untuk menemukan detail, menerjemahkan kata-kata baru, menemukan ide utama dan membuat kesimpulan. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan membaca pemahaman siswa dalam teks naratif. Penelitian ini menggunakan desain penelitian kualitatif. Sampel penelitian ini adalah siswa kelas sepuluh SMA Muhammadiyah Bangkinang. Dalam penelitian ini, penelitian menggunakan kuesioner sebagai instrumen pengumpulan data. Dalam analisis data, langkah-langkah penelitian yang dilakukan adalah coding, reduksi data, display data dan kesimpulan. Berdasarkan hasil penelitian melalui kuesioner, sebagian besar siswa memilih "Sangat Setuju" dengan pernyataan bahwa mereka mengalami kesulitan dalam belajar membaca. Hal ini dapat disimpulkan bahwa hasilnya adalah siswa sulit untuk memahami kalimat dan teks yang panjang karena kurangnya kosakata, tata bahasa dan mengingat, sulit untuk memahami teks bacaan sebelum mengetahui topik dan latar belakang, siswa membaca dengan lambat dan hati-hati, membaca ulang, meringkas dengan kata-kata mereka sendiri, menerjemahkan bahasa Inggris ke dalam bahasa ibu mereka, untuk memahami teks dan kesulitan dalam konsentrasi

This research is motivated by the problems faced by students because student have difficulties in reading comprehension the narrative text, such as difficulties to finds detail, translating new words, finding main ideas and making inferences. The purpose of this study is to determine the students' reading comprehension difficulties in Narrative text. This study use a qualitative research design. The sample of this research is Tenth grade students of SMA Muhammadiyah Bangkinang. In the study, the research use questionnaire as an instrument of collecting data. In analysis of data, the reseach steps are coding, data reduction, data display and conclusion. Based on the result of research through questionnaire, most of the student chose "Strongly Agree" with the statement that they haad difficulty in learning to read. It can be conclude that the result are students difficult to understanding long sentence and text because lack of vocabulary, grammar and remember, difficult to understand the reading text before knowing the topic and background, students read slowly and carefully, reread ,summarize in they own word, translate English into their native language, to understand the text and difficulty in concentration.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

How to Cite: Yesi Fauzia, Wida Rianti, Putri Asilestari (2023). An Analysis on Students' Reading Comprehension Difficulties in Narrative Text at SMA Muhammadiyah Bangkinang, 2(1) 121-126. <https://doi.org/10.31004/jerkin.v2i1.115>

INTRODUCTION

Language is a communication tool used as a means to interact with other people. Therefore language is very important. There are so many languages that can be used in this world. English is an international language and has been recognized by many countries in the world. English is the first foreign language to be taught formally in schools and is included in the curriculum. There are four skills in learning English that are reading, writing, speaking and listening.

Reading is one of the four language skills covered in the subjects of the English language. Reading is an important skill in teaching and learning English since it is one of the basic language skills that students have to master (Karouche, 2020). Alowalid Mujiyanto and Bharati (2018) states that reading comprehension is acceptability to comprehend the information of the text and interprets the meaning of the text correctly.

Reading comprehension is one of the skill that should be mastered by the students, the students' skill in reading are still low. This ability in reading comprehension. It is very difficult for them to fine the message of the text. Teacher can see reading comprehension difficulty of student from any text. The text such as narrative text, descriptive text, expository text and others.

Narrative texts are texts that tell a series of events in sequence and are connected to each other. This is an imaginative text that aims to entertain the reader. Examples of narrative texts are short stories, novels, and inspirational stories about someone's life struggle. This type of text is easier to analyze. Teachers can analyze students' difficulties in understanding reading comprehension this text.

Students have problems in learning of narrative text. There are difficulties faced by students in learning reading of the narrative text, such as difficulties to find details, translating new words, finding main ideas, and making inferences. This problem is the background for researchers to conduct research entitled "Analysis Students' Difficulties of Reading Comprehension in Narrative Text at SMA Muhammadiyah Bangkinang".

The Nature of Reading

Reading is an important role in learning English wich reading is one of important language skills. By reading, reader can enrich knowledge and improve their language skills. Reading is the one of language process that involves reader, text, and interaction between the reader and the text. According to Aritonang (2019) reading is important activity in life which one can update the knowledge or reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one' knowledge of the language.

Reading is one of the language skills that is very important for students to learn and get information accurately. By having reading, students can improve their own language and experience. By reading students will get information and ideas they need to know. In addition, by reading students will be able to find out what they did not know beforehand. With a lot of reading, people can get a lot of information.

Arly Domenica (2022) state that reading is a multiple action, at first new vocabulary and grammar is recognized in context in the same way the compression of the text is achieved and then a comparison is made with previously read readings since when reading, the readings are remembered and the reflection is made at the discretion of each person. It means that the more often we read we will understand the meaning of what we read so that our knowledge and vocabulary will increase, besides that it will be easier for us to remember.

The purpose of reading is to get information, increase knowledge, entertainment, improve morals and manners because readers can take moral messages from reading. Reading makes readers have critical thinking. In addition, reading activities can improve human memory. Grabe William and L. Fredrika (2002) states category of reading purposes are reading for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to cririque text and reading for general comprehension.

According Patel and Jain (2019) the type of reading in particular can be divided into:

1. Intensive reading

Harun Rashid (2021) according that intensive reading is a kind of reading where readers other than linguistic expertise should be aware of and concentrate on text context and semantic

Comprehension since the aim is to obtain such facts. In other words, intensive reading calls for learners to locate the words, recognize their meanings, and eventually identify an accurate reading.

2. Extensive Reading

Extensive reading is to read widely and in large quantities, with the main aim to enjoy reading act. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher. In language instruction, a form or form of reading is referred to as intensive reading. Thus, extensive reading is used to gain a broad interpretation of a language.

3. Silent Reading

This is a necessary activity for higher grades. Silent reading requires high concentration because it is reading silently. Usually students will be more focused in a quiet atmosphere. The comprehension level is also very high.

4. Aloud Reading

Reading aloud are reading in a loud and clear voice. Aloud reading is an enjoyable activity because the reader and listener can together get and understand the content of the reading. Evaluation in reading aloud is also very easy. Example of aloud reading are reading poetry, dialogs, etc.

There are many techniques that can be used in reading to make it easier, including:

1. Scaanning

Scaanning is a tool for reading quickly. Learning model scanning is a model in learning reading that can be used as a tool learning support to help smooth effectiveness and efficiency of achievement learning objectives to be achieved (Rianti, 2020).

2. Skimming

Skimming is a reading technique that allows readers to process texts or reading material in a limited amount of time (Domenica Arly and Ginger Ximena, 2022). This skill means they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Reading Comprehension

Reading comprehension in English has important implications, as it is one of the most important objectives of English language teaching approaches. This is why it is crucial that the student uses reading techniques that help improve their development in reading skills. The following techniques are active reading, detailed reading, scanning and skimming (Ginger Xuimena, 2022). Reading comprehension is the ability to understand the meaning of a text. In other words, reading comprehension is the process of understanding, obtaining, and capturing the content of reading and interpreting information appropriately from the text.

There are three elements of reading comprehension:

1. The reader

The reader who is doing the comprehension. In order to comprehend reading, the reader must have various capacities and good reading skills. In addition, the reader must have motivation, interest, knowledge of vocabulary, linguistics, comprehension strategies, and so on.

2. The text

The text is something to be comprehended. Text characteristics have a great influence on comprehension. The difficulty level of a text depends on factors in the text, such as the relationship between the text and the knowledge and skills of the reader and the activities the reader engages in.

3. The activity

The activity in which comprehension is a part. The activity in question is reading. To be able to understand the reading we must do effective reading activities.

There are several indicators of reading comprehension (Khusniyah & Lustyantie, 2020):

1. Identify word meaning
2. Meaning context
3. Identify the main idea
4. Identify relation in the text
5. Analyzing process of text

Narrative Text

Narrative text is a text that aims to entertain readers. Narrative text tells a series of events in sequence and is connected to each other. Narrative text tells about something in the past, so it uses the past tense. It contains both fictional and non-fictional stories.

There are three structure of narrative text:

1. Orientation

Tells the beginning of events and introduces the characters in the story. It usually answers the questions who, when and where the events happened. It can be concluded that orientation is the introduction part.

2. Complication

In this section the author begins to explain the conflict in the story. Not only one conflict, but several problems are told and develop until they reach the peak of conflict or climax.

3. Resolution

In this section, the characters in the story will find a resolution to the problem after the climax. The ending can be either happy or sad.

Narrative text has important elements that must be considered. These elements are implied in the text or subtly expressed by the author to the reader but are very important for the author to understand so that the story in the text becomes clear.

- a. Plot is the series of events that occur in a story.
- b. The setting is the place and time of events in the story
- c. Characters are the people in the story who draw the reader's attention. each person in the text has their own character. There are antagonists, protagonists and others. There are also main characters or supporting characters.
- d. The conflict is the issue that is being settled.
- e. Theme is a central topic, subject, or message within a narrative.

Students Difficulties

The difficulty is the mistakes which are faced by the students in teaching and learning process. Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2019).

There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2020).

METHOD

In this study, researchers used qualitative research. Therefore, the researcher chose to use a questionnaire instrument. The data in this study was obtained from questionnaires answered by students of class X SMA Muhammadiyah Bangkinang. The researcher made eighteen statements in this study about reading comprehension difficulties in narrative text.

RESULT AND DISCUSSION

Based on questionnaires answered consisting of eighteen statements. The students get the difficult reading comprehension in narrative text. The students reading comprehension difficulties in narrative text are:

1. The students difficult to understanding long sentence and text because lack of vocabulary.
2. The students find it difficult to understanding long sentence and text because less of grammar mastery.
3. The students find it difficult to remember what they read in long sentence and text.
4. The students find it difficult to understand the reading text before knowing the topic.
5. The students feel knowing the background is important when they want to read a text.
6. The students feel confuse while reading when they don't know the background

7. The students become lazy to read when they have difficulty in understanding the text.
8. The students understand reading material so far.
9. The students have own strategy to understand reading text.
10. The students read slowly and carefully to make sure they understand what they reading.
11. The students reread when the text becomes difficult to improve their understanding.
12. The students translate English into their native language.
13. The students Summarize reading text material in they own word
14. The students have trouble concentrating while reading
15. The students find it difficult to concentrate reading long texts
16. The students find difficult to concentrate in understand the text because of less of vocabulary.
17. The students find it difficult when concluding the results of their reading they lose concentration.
18. The students difficult to conclude the content of reading when their lose concentration.

From the data obtained, most of the students chose "Strongly Agree" with the statement that they had difficulty in learning to read. The result of research through questionnaires. The first result, the students have difficulty understanding a long sentence and text because they have difficult in vocabulary and grammatical. This is the theory from (Fajar: 2020). The students difficulty in understanding long sentence and text. The second result is the students have difficulty that is caused by background knowledge, This is the theory from (Fajar: 2020). The third result is difficulty in reading strategies. The Fourth result is difficulty concentration. This is theory from (Fajar: 2020).

CONCLUSION

Based on analyzed data there are the students' reading comprehension difficulties in narrative text. It can be conclude that the result are students difficult to understanding long sentence and text because lack of vocabulary, grammar and remember, difficult to understand the reading text before knowing the topic and background, students read slowly and carefully, reread ,summarize in they own word, translate English into their native language, to understand the text and difficulty in concentration.

REFERENCES

- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2019). the Analysis of Skimming and Scanning Technique To Improve Students in Teaching Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 1(2), 101.
- Aspers, Patrik, and Ugo Corte. 2019. "What Is Qualitative in Qualitative Research." *Qualitative Sociology* 42(2): 139–60.
- Fisher, Ayu Sonia Habibah. 2016. "Students' Reading Techniques Difficulties in Recount Text." *English and Education* 4(2): 1–12.
- Karouche, R. F. and R. (2020). People ' s Democratic Republic of Algeria Ministry of Higher Education and Scientific Research Larbi Ben M ' hidi University -Oum El Bouaghi Faculty of Letters and Languages Department of English Investigating Teachers ' Attitudes Towards the Effectivenes.
- Khusniyah, N. L., & Lustyantie, N. (2020). Improving English Reading Comprehension Ability through Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R). *English Language Teaching*, 10(12), 202.
- Mahmudah, Khotimah. 2017. "Using Assessment of Reading Test: Analysis of Reading Comprehension Problems toward the Ninth Graders." *English Language and Literature International Conference (ELLiC)*: 3.
- Sandi, V. A. (2021). Applying Skimming Strategy in Teaching Reading Descriptive Text. *Celt: A Journal of Culture, English Language Teaching & Literature*, 20(1), 184.
- Sharif, Siti Rohaya et al. 2023. "The Use of I-THINK Mapping in Teaching Reading Comprehension among ESL Teachers." *Studies in English Language and Education* 10(1): 78–95.
- Suryana, Asep. 2007. "Tahap-Tahapan Penelitian Kualitatif." *Prodi Administrasi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung*:5–10.

- Tina Mariany Arifin, B. J. W. H. A. (2012). The Effect of Applying Skimming Technique on Grade XI Students' Reading Comprehension. REGISTER Journal of English Language Teaching of FBS-Unimed, 1(1), 1–15.
- Veda, S. 2021. "Discuss the Different Types of Reading Techniques and Develop Journal of English Language and Literature (Joell) Discuss the Different Types of Reading Techniques and Develop Its Skills." (August): 36–40.
- Nasution, A. A., Erwin, K., & Bartuska, L. (2020). An Examination Technique the Validity of the Data by Checking or Compariso. Transportation Research Procedia, 44, 276–282.
- Jannah Icha Rauzatul, Cut, Taufikur, R, Alimnur. (2023). An Error Analysis of Students' Translation in Narrative Text. Journal of English Language Teaching, Linguistics and Literature, 2(1):1-10.
- Sugiyono. (2008). Metode Penelitian Kuantitatif Kualitatif dan R&D. CV. Alfabeta, Bandung.
- Fadhillah, N., Lubis, M. H., Sinar, T. S., & Setia, E. (2021). Acehese Literature: Translation Variation of Verses in Munajat Putroe Di Beutoung (MPB). In UPP & Corolla International Conference (Vol. 1, No. 1, pp. 220- 226).