STUDENTS' PROBLEM IN READING NARRATIVE TEXT

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Abstrak- Penelitian ini bertujuan untuk menemukan masalah siswa dalam membaca teks naratif. Penelitian dilakukan pada siswa kelas VIII SMK Telkom 2 Medan. Subjek penelitian berjumlah 14 siswa. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Untuk mengumpulkan data, peneliti menggunakan tes dan wawancara. Setelah data dikumpulkan dan dianalisis, penelitian menemukan bahwa beberapa siswa masih memiliki masalah dalam membaca teks naratif. Permasalahan tersebut adalah kurangnya kosakata, kata-kata asing yang mereka hadapi, ketidaktahuan teks, kurangnya motivasi dalam membaca, tingkat kesulitan teks dan kurangnya strategi membaca yang efektif.
Kata Kunci :membaca, penguasaan, teks, narasi, masalah

ABSTRACT-This research was aimed to find the students' problem in reading narrative text. The research was conducted to the eight grade students of SMK Telkom 2 Medan. There were 14 students as the subject of the research. The research used descriptive qualitative research design. In order to collect the data, the researcher used test and interview. After the data collected and analysed, the research found that some students still have problem in reading narrative text. The problems arelack of vocabulary, unfamiliar words they faced, text's unfamiliarity, lack of motivation in reading, level of difficulty of the text and lack of effective reading strategies.
Key words: reading, comprehension, text, narrative, problem

A. Introduction

As indicated by Hidayat and Nurinayah (2019), there are four abilities in English to be specific tuning in,composing, talking and reading. In accordance with this, Nurdianti et al (2019) states that reading is a type of correspondence utilizing composed language or images (text). It is a two-ways correspondence between a researcher and a reader. In this way, reading is a type of correspondence utilizing images and the ways of imparting among scholars and readers through getting process. Likewise,

Aritonang et al states that reading is vital to get data on the planet. It holds in our dayto day existence to look through data or information from course books, article or magazines and numerous others which written in English.

Students will get data fromdifferent sources that are vital toincrement their insight andget something. In reading cognizance, students ought to knowabout theme, fundamental thought, and supportingsubtleties in reading that can cause students to get the text. Students need to distinguish the theme, primary thoughtfurthermore, supporting subtleties. It can helpthem effectively to get the data inthe text.

According to Yusuf &Enesi, (2011) reading is a vital ability forunderstudies. Without reading the text,understudies can't get work effectivelyalso, effectively in the world. From reading, the understudies learn anythingabout what they ought to know. Furthermore (Handayani et al., 2018) reading is a functioning and complex cycle that includes getting composed text, creating also, deciphering importance, and utilizing significance as fitting to the sort of text, reason, and circumstance.

Patel (2008 as refered to in Anjuni and Cahyadi 2019) states that reading has been separated into some parts to be specific a). Reading out loud b). Silent readingt c). Broad and Intensive reading. Further developing the students' reading perception needs the reasonable procedure or strategy to make it more dependable and significant for there are as yet numerous issues in learning English language particularly in reading cognizance expertise. The issues might happen for students the people who are absence of vocabularies, the students who can't

fathom the text well and the people who can't comprehend the substance of the text all things considered.

As a result of the students' problem in reading comprehension, the teachers must find or design a reading strategy suitable to that problem. Accordingly, the teachers need the fitting and straightforward technique and materials to help theinstructing and learning process to make learning "more straightforward, quicker, more charming, moreindependent, more successful, and more adaptable to new circumstances. One of the pleasantmaterials is story text that is involved by the researchers in their review. By designing or finding a suitable reading strategy, the teachers hope that it can solve the problem. But before that, the teachers must know what is the cause or the students' problem in reading comprehension.

One of the reading text to be comprehended in narrartive text. Narartive text according to Rachmawati(2018) is a piece of text which tells a story and, in doing so, it entertains or informs the readers or listeners. The purpose of narrative text is to amuse the readers with certain or various experience in different ways. It has generic structure which consists of orientation, complication, resolution and re-orientation. In line with this, Hyland (2008 as cited in Sumatra, 2017) states that narrative should includes 1) an orientation (where the setting are introduced and a time set for the event, 2) a complication (where the problem arises), and 3) A resolution (where the problem are resolved). While the language features of narrative text are 1) use of words that link stages in time, 2) use of adjectives and adverbs, 3) use of action verbs, and 4) written in the first or third person. In

conclusion, narrative text is a text that tells a story to entertain the readers or listeners. It is usually written in past forms. The examples of narrative text include folktales, fairy tales, myths, fables, legends, fantasies, science fiction, and so on.

In order to support this research, the researcher then takes some previous research. The first is Rizqon et al (2021) who conducted a research entitled he Problems Faced by Senior High School Students in Reading Narrative Text. The research aimed to identify what problems the senior high school students faced in reading English texts and how many percent of them faced reading comprehension problems. The design of the study was a survey. The findings of this research reveal that 52% of the students had problems in vocabulary and 43.2% of the students had problems in background knowledge when reading English texts. Therefore, the students need to exercise more on their vocabulary and background knowledge skills by reading more narrative text.

The second researcher is Sapitri et al (2020). The research entitled An analysis of students' difficulties in comprehending narrative text. The objective of this study was to find out students' difficulties faced by the Eight Grade Students at SMP N3 Tanjung Raja in Comprehending English reading text. The method was used descriptive qualitative research. The participants of this study was all of the eighth grade students of SMP Negeri 3 Tanjung Raja. The technique for collecting the data was multiple choice. Based on the result, it was found that the percentage of difficulty in indicator not clearly stated information was 55.90%, the percentage of difficulty in indicator reference of the text

was 59.54%, the percentage of difficulty in indicator find moral value of the text was 64.23%, the percentage of difficulty in indicator find the deducing meaning was 55.27%, the percentage of difficulty in indicator find the specific information was 56.35%, the percentage of difficulty in indicator find the detailed information was 67.05%, and the percentage of difficulty in indicator find the main idea was 54.81%.

The third researcher is Sari et al (2020). The researcher conducted a research entitled students's perception on reading comprehension problems in narrative text. This survey study aimed to know the students' perception on reading comprehension problems of narrative text. The sample participants were randomly selected from the tenth grade students of SMAN 2 Jember in academic year of 2019/2020. Questionnaire adopted from Xiubo& Zhang (2006) was used to collect the students' perception and it was translated into Indonesian. The result showed that the students still experienced some problems in reading narrative text. Based on the result of the questionnaire, the most problematic aspect that hinder the students' reading comprehension was Motivation (65.6%), followed by Strategies (63.7%), Background Knowledge (63.3%), Reading Process (60%) and Language Knowledge (55.4%). The result implied that the teacher should focus on fostering students' motivation by giving intensive course and reading assignment based on the students' interests. In order to see further into the problem faced by the students, future researcher could use direct assessment by using diagnostic test or other measurement.

From the explanation above, it is clear that the students' comprehension in

reading text is very important. Reading skill must be possessed by students in order to get the idea from the text they have read. But in order to have those skills, students find some problems. Based on this reason the researcher then decided to conduct research entitled Students' Problems in Reading Narrative Text.

B. Research Method

This research was conducted by using descriptive research. Descriptive research is designed to obtained information concerning the current status of phenomena. It is directed toward determining the nature of a situation as it exists at the time of study. There is no administration or control of a treatment as it found in experimental research. The aim is to describe what exists with respect to variables or conditions in a situation (Dawson:2002).

There are several types of studies that maybe classified as descriptive research. They are case study, surveys, and developmental studies, follow up studies, documentary analyses, trend analysis, and correlation studies. This study later was conducted by using a case study. Case study is sometimes conducted for the purpose of hypothesis by not by using statistic data (Ary et all:2010)

The research was done in SMK Telkom 2 Medan. The researcher chose this school because there had been never the same research conducted in this school. The subjects of this research were taken from the tenth-grade students of SMK Telkom 2 Medan. The duration of the research was adjusted with the schedule of the teaching learning process in that school.There are some instruments that the researcher used in collecting the data. Test was given to the students in order to know the students' achievement in

vocabulary.The researcher took the data from interviewing the students in order to know their problems in vocabulary achievement

The data for this study were collected by the following procedure. First the researcher gave a test to the students theninterviewed thestudents. The last the researcher collected the data and analysed the data. The data are analysed based on the research questions.

C. Result and Discussion

The research was conducted to the eight grade students of SMK Telkom 2 Medan. The research was conducted for two meetings as shown below:

1. In the first meeting the researcher conducted a test to the students. The test was in the form of reading comprehension test. Below is the students' score in doing the reading comprehension test.

Table 1 students' score in doing the test

No	Respondents	Score
1	Student 1	40
2	Student 2	65
3	Student 3	80
4	Student 4	55
5	Student 5	75
6	Student 6	80
7	Student 7	55
8	Student 8	65
9	Student 9	70
10	Student 10	40
11	Student 11	50
12	Student 12	90
13	Student 13	45
14	Student 14	75
15	Student 15	60
16	Student 16	70
17	Student 17	85
18	Student 18	55
19	Student 19	40
20	Student 20	80

21	Student 21	55
22	Student 22	60
23	Student 23	80
24	Student 24	70
25	Student 25	35

In the second meeting, the researcher handed the result of the test to the students. Interview was conducted those who got score below 70. The interview consisted questions who measure their difficulties in reading test. From the data above, there were 12 students to be interviewed.

Table 2. The Students' Difficulties in Reading Comprehension Test

No	Respondents	Students' Difficulties
1	Student 1	Not motivated
		Boring learning
2	Student 2	Do not understand the materials
		Do not understand the vocabularies
3	Student 4	little vocabulary knowledge
		less interested to read the narrative
4	Student 7	The sentences are too long
		The words are not familiar
5	Student 8	lazy to open the dictionary
		The words are too difficult
6	Student 10	did not understand the contents of the text
7	Student 11	unfamiliar vocabulary
		difficult to translate and understand the meaning of the word
8	Student 13	lack of vocabulary mastery
9	Student 15	did not know the meaning of the words
		Lack of students' motivation in learning reading
10	Student 18	confused or do not know or understanding the material text
		Poor vocabulary
11	Student 19	The text is too difficult
		Cannot relate the meaning
12	Student 21	Do not know the grammar
		The subject is boring
13	Student 22	Cannot relate the idea
		Unfamiliar words
14	Student 25	Cannot process the information

		Cannot get the meaning

Discussion

In this discussion, researcher discusses about the difficulties in understanding andcomprehending narrative text and factors contributing difficulties in comprehending narrative text at the eight grade students of SMK Telkom 2 Medan. In this research, researcher found that there were 14 students have difficulties in reading comprehension. Those 14 students the interviewed by the researcher in order to know their problems in reading comprehension text.

After conducting an interview, the researcher then concluded the students' problems in reading comprehension as stated below:

1. The first problem of the students was the students' difficulty in their vocabulary knowledge. The students found that their lack vocabulary knowledge due to from the conditions of the limitation word they have.
2. The second problem the students have was the unfamiliar words they found when the read the text.
3. The third problem was text's unfamiliarity. The students' lack of the subject matter about narrative text caused them to have problem in reading narrative text.
4. The fourth problem the students have was lack motivation of reading
5. The fifth problem was the level of difficulty of the text. The students said that the narrative text is rather a difficult text. It was because the text was too long.
6. The sixth problem is lack of effective reading strategies. The researcher found that the lack of students' motivation in reading narrative text is

the lack of the suitable reading strategies the teachers applied when teaching this subject.

Conclusion

From the data found during research and followed by the analysis of the research, the researcher drew a conclusion that the eight grade students of SMK Telkom 2 Medan still have problems in reading narrative text. The problems are lack of vocabulary, unfamiliar words they faced, text's unfamiliarity, lack of motivation in reading, level of difficulty of the text and lack of effective reading strategies.

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