

# **DIFFICULTIES IN COMPREHENDING ENGLISH NARRATIVE TEXT OF THE NINTH GRADE STUDENTS OF SMPN 1 TANJUNG BATU**

**A Thesis by**

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**Students Number 06011381520062**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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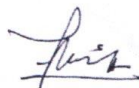
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**DIFFICULTIES IN COMPREHENDING ENGLISH NARRATIVE TEXT OF  
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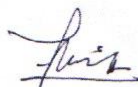
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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "Difficulties in Comprehending English Narrative Text of The Ninth Grade Students of SMPN 1 Tanjung Batu" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia, Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2020

The undersigned



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## **DEDICATION AND MOTTO**

This thesis is dedicated to:

- Allah SWT., the Almighty who has blessed, guided, and given me the opportunity to complete this thesis.
- My beloved parents, Sazili Yusuf and Mala Deri, who have been very supportive, encouraging, patient with me during the writing process of this thesis. Thank you for the unconditional love that you have given me, and for always praying for my well being. Thank you for everything.
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## **MOTTO**

“Be a first rate version of yourself, not a second rate version of someone else.” –  
Judy Garland

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Palembang, December 2020

The Writer,



Bunga Syukurni

## **Difficulties in Comprehending English Narrative Text of the Ninth Grade Students of SMPN 1 Tanjung Batu**

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### **ABSTRACT**

The objectives of this study were to find out: (1) the students' achievement in reading narrative text, (2) the difficulties faced by the ninth grade students of SMPN 1 Tanjung Batu in comprehending English narrative text, (3) the factors causing the difficulties faced by the ninth grade students of SMPN 1 Tanjung Batu in comprehending English narrative text. Seventy students were chosen as the sample using purposive sampling. The data were collected through questionnaires and reading test. The scale from Arikunto and Sudjono was used to analyze the obtained data of reading test and the formula of percentage from Sudjono was used to analyze the data of questionnaire. The result showed that the students had difficulties in comprehending English narrative text such as the difficulties in understanding the vocabulary, the generic structure, the setting, the character, the plot and finding the information in narrative text. From all the difficulties, understanding the character in narrative text is the most difficult elements. In addition, there were factors that cause students' difficulty in reading narrative text. They were, the students' limited time in learning English, the students' low interest in learning English and reading narrative text, the students did not understand the meaning of narrative text especially in connecting the meaning of each vocabulary, most of the students said that there was nobody who could speak English in their home and the last was the students say narrative text is complicated and they have difficulty in understanding the V2.

**Keyword:** *Difficulties, Narrative text, Reading.*

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A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

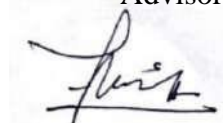
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# **DIFFICULTIES IN COMPREHENDING ENGLISH NARRATIVE TEXT OF THE NINTH GRADE STUDENTS OF SMPN 1 TANJUNG BATU**

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents: (1) background, (2) research questions, (3) Research Objectives, and (4) the significants of study

#### **Background**

Reading is one of the four English skills that need to be learnt by the students and also need to be mastered. Jain and Patel (2008) state “Reading is certainly an important activity for expanding knowledge of a language.” Harmer (2007) states “Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.” From the explanation above, reading is an important activity that need to be learnt by the students because by reading they can expand their knowledge.

Reading comprehension is an ability to read a text and understand information in it. Gilakjani and Sabouri (2016) say that reading comprehension is an understanding about the text rather than to get the meaning of the sentences or words. Alyousef (2006) states “Reading comprehension is a combination of identification and interpretation skills.” According to Klingner, Vaughn and Boarman (2007), “reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency.” It can be concluded that reading comprehension is not only about reading a text then finding the meaning of each word or sentence, but reading comprehension is the ability to read a text, understand it and get the information by coordinating a number of complex processes.

Regarding the importance of reading, Indonesian students still have problems in reading. According to OECD (2018) Program International Students association (PISA, 2015), Indonesian students' reading score is still low. The data

mean score showed that reading of Indonesian students just reach 397 points and it placed Indonesia on the 65<sup>th</sup> of 72 countries. It means that the reading skill of Indonesian students' is still out of satisfactory. Another data supported by Kementerian Pendidikan dan Kebudayaan (2016), the result of National Examination for English shows that the average score for South Sumatera was 44,14 and it placed Sumsel in 31<sup>th</sup> rank of 34 provinces in Indonesia. In Palembang the English average score was 48,56 and it placed Palembang in 1<sup>th</sup> grade while in Ogan Ilir the average score was 40,45 and it placed Ogan Ilir in 14<sup>th</sup> rank of 17 city/regency. From the data above, it can be concluded that students in Ogan Ilir still have problems in English. As we could see from the result of English national examination, we might conclude that students in Ogan Ilir might also have problems in their English reading.

However, based on an interview with the English teacher of SMP N 1 Tanjung Batu, it was found that the students' reading achievement in Narrative text are not good enough. This was caused by less attention to the lesson and they felt difficult in pronunciation, spelling, and vocabulary. Besides, some students had difficulties in word meaning and also in understanding the structure of reading narrative text. The other factor is the students' difficulties in understanding the text although the teacher taught them clearly. They cannot implement their knowledge and confused while they read the narrative text.

Based on the K13 curriculum for Junior High School, there are five types of text that should be learnt by the students. They are Descriptive text, Recount Text, Narrative text, Report text, Procedure text. For the ninth grade students, there are three types of text that should be learnt by the ninth grade student. They are Procedure, Narrative and Report. According to syllabus of Junior High School (2013 curriculum), student should be able to compare social function, text structure and language feature in the form of spoken and written (PERMENDIKBUD, 2016). K13 curriculum also requires the students to be accustomed in reading and understand the text.

Narrative text is a genre which is very interesting to be observed than other genre. Herlina (2012) as cited in Alderson and Anderson (2003) state “Narrative text is a text, which is related to a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, theme, characters, events, and how they relate.” The social function of narrative text is to tell stories or past event and also to entertain, gain an interest of the reader and also a thing that make narrative differ from other genre. In narrative texts, there are one or more problems which must be resolved. This statement is supported by *Apriliani, Khulaifiya and Fitra Elia (2014) state:*

Narrative is one of the most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction or non-fiction. Narrative relationship with the reality of experiences, imaginary, or the event intricate that aim to the crisis that is finally find resolution. For example folktale, legend and fable (as cited in Mayer, 2005).

Based on some previous studies, students have problems in reading narrative texts. Among causes are limited vocabulary, lack of knowledge and grammatical and structure, less motivation to read, their inability to employ appropriate techniques of reading and lack of prior knowledge about text that they read. Ismaya (2017) conducted a study entitled “Students’ Difficulties in Understanding Reading Narrative Text : A Case Study at The Second Grade Students of MTsN 3 Mataram in Academic year 2017/2018.” She found that the first most difficulties that the second grade students of MTsN 3 Mataram faced in understanding narrative text is that the students cannot find the information from the text, understand the context of the text and read the text quickly and also there were three factors causing the students’ difficulties in understanding English reading narrative text. They concern with learners’ background, teacher’s technique, and the learners’ environment.

From some descriptions above, the researcher is curious to know whether the students at SMPN 1 Tanjung Batu also have problems in reading narrative text and find the causes. Therefore, the researcher will conduct a research about “Students difficulties in comprehending English reading narrative text of the ninth grade students of SMPN 1 Tanjung Batu.”

### **Research Questions**

1. How is the students' achievement in reading narrative text?
2. What are the difficulties faced by the ninth grade students of SMPN 1 Tanjung Batu in comprehending English narrative text ?
3. What are the factors causing the difficulties faced by the ninth grade students of SMPN 1 Tanjung Batu in comprehending English narrative text ?

### **Research Objectives**

1. To find out the students' achievement in reading narrative text.
2. To find out the difficulties faced by the ninth grade students of SMPN 1 Tanjung Batu in comprehending English narrative text.
3. To find out the factors causing the difficulties faced by the ninth grade students of SMPN 1 Tanjung Batu in comprehending English narrative text.

### **The Significants of Study**

The significant of the study are for the researcher, the teacher and the students.

1. The researcher  
The researcher hopes that from this study she will gain more information, experience and knowledge as a future English teacher especially in teaching reading.



2 The students

This study is expected to know the students' difficulties in comprehending their English narrative text.

3 The teacher:

The researcher hopes that this study can help the teacher to find the reason why students have difficulties in reading narrative text. So that they can provide a proper way to teach narrative reading text to the students.

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