CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. It presents the background of the research, setting of the research, limitation of the research and formulation of the research. This research also discusses about purpose of the research, significance of the research and the definition of key terms.

1.1. Background of the research

English skills are important to students at university. Those skills are either receptive or productive skills. Receptive skills are reading and listening while productive skills are of writing and speaking. Students acquire receptive skills by receiving the language from oral or written material. In this case, students decode the meaning to comprehend the receptive material. The importance of reading as a language skill can never be underestimated. It is one of the essential means through which information can be obtained especially for educational purposes. Reading serves as one of the most commonly utilized language proficiency skills across the globe. In addition, lack of reading ability results in poor academic performance among students. They also face various challenges outside the academic environment due to reading deficiency (Mundhe, 2015).

Reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences (Grabe and Stoller, 2002).

Reading is a process of reacting and understanding a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. It is important to comprehend genre in order to catch the information and message in written text. Text comprehension is related to reading skill, as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading newspaper, instruction, rule, book, advertisement, magazine etc. Reading is not the activity to read aloud but to comprehend the message and information in the text. Reading is very important to be given as a skill in English lesson.

Narrative text is one a kind of texts that uses simple past tense. According to Syafi'I (2016), Narrative text is a narration or storytelling tells a true or fiction story. A narrative text gives a story of one or more experiences. As a result, this text can be enjoyed to read or to write. In other words, it is not easy for the students to comprehend a narrative text. They have to recognize all the elements of the text such orientation, complication, resolution and reorientation.

At senior high school, teaching reading intends to develop students' skill in reading comprehension. All schools implement a curriculum which is relevant to the needs of their specific pupils. Curriculum is more positive in nature, which could achieve the objective of motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. Nowadays, most schools implements Curriculum 2013 as the current curriculum.

Based on the observation, the researcher find out problems of the students in SMK Islam Inayah. Firstly, the students' are confused and felt difficult when read the text. They don't understand about what they read. Every read text they felt difficult. The text is too long so that make the students' difficult in reading text. Moreover, not all of students' that like reading. In summary, the students' still difficult in reading text and to added their knowledge, they must be diligent in reading anything text, especially English text.

Secondly, the student's don't understanding about generic structure and language features of narrative text. When the researcher ask to the students', all of they silent and no response. The students' still ask to the researcher where the located of generic structure and all of that used in narrative text. In conclusion, the students' should be learn more about the generic structure of the text in English text. Especially in comprehending narrative text.

Thirdly, the students' still difficult to translate from English to Indonesian. Sometimes, they only can little by little not all. It means that, the students' vocabulary still low so that, they difficult to translate. Beside that, the students' can't the dictionary. It is also make them difficult in translate. As a result, the students' mastering vocabulary, they also must bring English dictionary every subject English.

From some description above, the researcher is interested to carry out a research dealing with topic related to problem. The researcher is curious to know the students' difficulties in reading comprehension, especially in narrative text. This idea encourage Based on the description, the researcher decided to the

research with the title: "***Factors Contributing To Students' Difficulties In Comprehending Narrative Texts At The First Grade Of Smk Islam Inayah***".

1.2. Setting of the research

The researcher conducted this research at the first grade students of SMK Islam Inayah in January 2020. It is located at Pematang Tebih street, Ujungbatu sub-district of Rokan Hulu Regency.

1.3. Limitation of the research

After identifying the all problems faced by the students, the researcher limited the problem only at the first grade students of SMK Islam Inayah.

The researcher would like to analyze the factors contributing to students' difficulties in comprehending the narrative text at the first grade students of SMK Islam Inayah in Academic Year 2019/2020.

1.4. Formulation of the research

Based on the background of study above, the research could draw the main problem to make easy in the theoritical review. The statements of problems is : What factors that contribute to students' difficulties in comprehending narrative texts at the first grade of SMK Islam Inayah?

1.5. Purpose of the research

The purpose of this research was find out students' difficulties in comprehending narrative text at SMK Islam Inayah in Academic Year 2019/2020.

1.6. Significance of the research

The researcher expected that the findings of the study will be significant for:

1. The students:

> As source of information to solve their problem and improve their reading competence.

2. The teacher:

> As a reference to improve reading, teaching and learning process and choose the most appropriate teaching method based on his students problem.

3. The researcher:

> As additional information and knowledge of experience in education, especially in teaching reading for a better future English teacher.

1.7. Definition of the key terms

a. Reading

Reading is a construct process of guessing (Grellet, 1985; 81: 7); Reading is an active process of deriving meaning (Goodman, 1976, Smith, 1978). Mackey (1979: 15) states that reading is an active process because it involves an interaction between thought and language. Reading as an active skill, where the reader interacts with the text, and to some entent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

b. Reading Comprehension

Reading comprehension means that a reader acquires from reading. It is highly related to the conceptual background of the reader. In reading process, a reader

utilizes vision, perception, comprehension, and reaction (Brown, 1982: 6). Reading Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schema (background knowledge of context) in order to get meaning of printed symbol. Simanjuntak (1988).

c. Narrative Text

Narrative text defined as text which function is to amuse, entertain, and to deal with actual or various experience in different ways (Curriculum 2013). Narrative deals with problematic events lead to a crisis or turning point of some kind in turn finds a resolution. It means that narrative text is the text tells about story to entertain the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter disscuses about related theories of the research. The review of related theories was very important to disscuss. Because of that, the research interested to explain more in this chapter to make clear in understanding reading comprehension. This chapter consists of review of related theories, reading, reading comprehension, narrative text, review of related findings, and conceptual framework.

2.1 Review of Related Theories

2.1.1 Reading

Reading is an activity to get ideas between the writer and the reader to understand what they read. In English Foreign Language (EFL) reading is one of the most important factors in assessing learners linguistic competence. However, it is skill for reader should be master in good reading skills to get information or ideas from the act of communication. According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with text in order to recreate meaningful discourse.

Nuttall (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to match their perception with the author's perception.

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According to Brown (2000, p. 232), a course that deals with reading skills, then will also deal with related listening, speaking, and writing skills. Reading is also one of the four language skills which is very important to the students in order the students can synthesize information from the text. And then, Grabe and Stoller (2011, p. 187) stated that, reading is the primary means for independent learning, whether the goal is performing better on academics tasks, learning more about subject matter, or improving language abilities.

According to Patel and Jain (2008: 113-114) states that reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.

According to Maarof & Yaacob (2011) reading is individual process; interactive cognitive process of extracting meaning from the text which explains

the different   interpretations of different readers. So, the students active participant, constructing meaning from clues of reading text and the students have to explore strategies that will be used to address reading difficulty among them senior high school. Because the main factors such as poor met linguistic and non-linguistic cognitive awareness in reading comprehension.

Grabe (2009:14) defines reading as a comprehending process. Readers read to comprehend what the writer intended to convey in writing. They also want to figure out about the text and what information they can get from the text. Therefore, Nuttall (1996:11) adds that reading as an interactive process. It means that while a reader reads a text to comprehend the writer's intention, the text provides information that the writer wants the reader to understand in certain ways.

Nunan (1999:249) said that: Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and efforts is spent teaching reading in elementary and secondary schools around the world. In fact, it is probably true to say that more time is spent teaching reading than any other skill. For hundred years, being literate has been the mark of educated person.

According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

According to Pang, Bernbardt and Kamil (2003:6), they mention that: Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Harmer (2007:99) defines reading is useful for language acquisition. Reading is a skill that has to be possessed by a learner in learning a language. Reading language is a tool of communication, so in communication it needs information. For getting information, the learner or user must have communicative competence. By having communicative competence, the learner or user can get prompt information.

According to Abdullah, Sabapathy, Theethappan, and Hasan (2012, p. 233), reading is the most integral part in language learning. Additionally, Bean (1996, p. 133) states that many of today's students poor readers, overwhelmed by the density of their college textbooks and baffled by the stangeness and complexity of primary source and by their unfamiliarity with academic discourse.

The other theory said reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Clark and Silberstein,1987: 2). Anderson (1999) also states that reading is an active, fluent processwhich involves the reader and the reading materials in building meaning. Meaningdoes not reside on the printed page, nor is it only in the reader. From those theories, it can be said that reading always deal with printed materials and it is an active process of the reader to interpret the meaning of the text.

From the explanation above, there are a lot of definitions about reading. It can be concluded that reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information.

2.1.2 Reading Comprehension

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means.

Reading comprehension is essentially defines as the ability to understand the information which has been read. Clarke (2014: 2) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. He

states reading is central to teaching and learning and it is vital to consider the circumstance in which the developing students is required to extract and apply meaning derived from text. He also states reading comprehension skills become more important as children progress through the educational system. However, reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts and perspectives can be encountered that challenge and enhance existing knowledge.

Nuttall (1982: 14) states that reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

Grellet (1998: 7) states that reading is an active skill. She mentioned that reading involves guessing, predicting, checking, and asking oneself questions. It means that reading is not passive skill, when readers read theythink and search for meaning. Moreover, Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. On the other word, reading comprehension is the degree to which one understands what students read.

Reading comprehension means that a reader acquires from reading. It is highly related to the conceptual background of the reader. In reading process, a

reader utilizes vision, perception, comprehension, and reaction (Brown, 1982: 6). Reading Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schema (background knowledge of context) in order to get meaning of printed symbol. Simanjuntak (1988).

Rubbin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meaningsand verbal reasoning. Without word meaning and verbal reasoning, there could be reading comprehension; without reading comprehension, there would be noreading. From these concept basically, it can be understood that reading needcomprehension. Reading and comprehension are regarded as one activity thatcannot be separated. It means that reading comprehension is an activity to extractthe meaning of written materials with fully understanding.

According to Basaraba (2013) states that reading comprehension is a complex process that requires different building-block skills. One model of reading comprehension proposes that understanding what we read is really the result of three levels of skills: literal comprehension, inferential comprehension and evaluative comprehension. Wherein, these levels could be useful in identifying the level communication skills of the students.

According to Linse (2005) states that reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read. Reading without understanding what has been

useless. Without comprehending the text the reader gets nothing from the reading process.

According to Hasibuan (2007), he says that reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish to the reading, the purpose for reading and type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.

According to Khoiriyah (2010:1), reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

According to Brassell (2008), says that reading comprehension is the ability of the way to demonstrates knowledge or understanding of the information from written text. The comprehension occurs when a reader able to act, respond or transform the information from the text. It means the reader is asked can take the conclusion of the text. The reader can also give their response to of which has been read.

According to Woolley (2011, p. 15), reading comprehension is the process of making meaning from the text. The goal is to gain an overall understanding of what is described in the text.

Harvey (2012, p. 2) states that comprehension is a process that involves thinking, teaching, past experiences, and knowledge. Reading comprehension requires the reader to actually know and understand what they are reading. Brassell and Rasinski (2008, p. 17-18) stated that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

According to William Grabe (2009) in "reading in a second language" Reading comprehension is critically dependent on the reader's fluency in identifying priented words, as reflected in the reader's accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression. Fluent reading depends heavily on a great deal of practice in reading, spelling and writing. It also depends on reading and rereading material at an appropriate level of difficulty.

From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

2.1.3 Factors contributing Reading Comprehension

Reading is one of the basic communicative skills, but it is very complex process. In the process of reading, there are some factors, which influence reading

comprehension. According to Harris and Smith (1997:27) some factors contributing reading comprehension are background experience, language abilities, thinking abilities, reading purposes, and affection (motivation, interest, attitude, belief, and feeling).

1. Background experience

The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author's message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In summary, readers must have ability to relate the text to their own background efficiently.

2. Language abilities

Reading and language are two things that can't be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the abilities of students in using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

3. Thinking abilities

Thinking abilities refer to students' ability to link their new experience with their previous one. In this case, the readers should be think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

4. Reading purposes

The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

5. Affection

Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on student's reading comprehension.

When a person is reading a piece of writing, his background experience will engage with his language abilities. Through his thinking abilities, he will comprehend according to his purpose in reading. Meanwhile his interest, motivation, beliefs and feeling will influence the results of comprehension.

Moreover, Alexander (1988:161-162) states that the following factors influence reading comprehension; they are the reading materials, the total program of reading instruction, and the childs' own personality. From the explanation above, the writers assumes that motivation is one of the important factors towards reading comprehension.

Some factors of causes of poor comprehension followed by Westwood (2008) are:

1. Limited vocabulary knowledge

 Vocabulary is the most important component in creating meaning. That is because the texts consist of several words namely vocabulary. Is a student has difficulty understanding what he or she is reading, it is worth consider whether

there is a serious mismatch between the students' own knowledge of word meanings and the word used in the text.

2. Lack of fluency

Some students often find these difficulties because they are not reading well. Students who read very slowly or faster often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low level processing of letters and words rather than allowing full attention to be devoted to higher order ideas and concepts within the text. But very fast reading may result in accurate word recognition and important details being overlooked.

3. Lack the familiarity with the subject matter

Commonly, at the first meeting the teacher directly gives apperception from the school text book. Whereas it is better to provide information first by other terms like video, posters, mini lecture, etc. But in fact, many teachers give introduction theory use school textbook directly. It makes the students poor in comprehension.

4. Difficulty level of the text (reliability)

The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. It means that the students have to read based on their level. For example the students at first grades are taught narrative text, it also taught at the second grade. But the level of the text is different.

5. Inadequate use of effective reading strategies

This causes of difficulties which always happened in teaching and learning process. Actually the students need variety strategies from the teacher, because the teachers as the facilitator and the manager in the classroom. Strategy in reading in extremely needed for enhancing their comprehension. Unfortunately, there is evidence that reading is not being taught as a thinking activity and many teachers do not spend much time instructing students in the use of comprehension strategies.

6. Weak verbal reasoning

This difficulty is caused by poor students' connection between new information and their existing knowledge. But it depends on the students' ability to reason while reading process. It determined by an individual's level intelligence.

7. Problems with processing information

Everybody has different working memory capacity. Whereas in reading process, the reader should has enough memory for receiving message. In order to maintain the meaning of text as the sentence and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connection between ideas. Therefore, the implication of teaching are that slow readers should be encouraged re read the material, several times if necessary, in order to process the information successfully.

8. Problems in recalling information after reading

Recall depends on the students giving adequate attention to reading task and knowing that is important to remember details. Commonly the students found

these problems which make the difficulties in comprehending the text. That is because students poor in attention while reading. Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the texts. Using mind map or graphic organizer can help students to recall information from the texts.

According to Bond (1984) there are some factors influencing reading comprehension, as follows: internal and external.

a. *Internal factors*

These factors come from the learners themselves. These factors comprise:

1. Physiological condition

This factor has some influences on one's learning activitis. A learners who has good health usually achieves higher degree of success than a weak one.

2. Psychological condition

Some major psychological factors which have influence on learning process and achievement are as follows:

a) Intelligence

Intelligence is a very important factor in learning something. A learner with high intelligence quotient is usually more successful than the one with lower IQ.

b) Talent

It is undeniable that when a learner learns a subject suitable to his talent his possibility to achieve success is greater.

c) Interest

If a student learners a subject with a strong interest, he is usually successful. On the other hand, if he does it without an interest or with low degree of interest, he usually fails.

d) Motivation

Motivation can be described as the students' need to learn or the driving force that makes them work hard. If the students' have reasons in doing something, they will learn more rapidly and effectively. Their motivation may come from the students themselves, or may be environment encourage them to do so.

e) Emotion

Unstable emotion such as being easily offended and easily depressed will decrease the possibility to achieve success. While ease and freedom will facilitate learning.

f) Cognitive ability

This ability refers to ability in understanding or comprehending terms. The higher the cognitive ability a student has, the higher degree of success he will achieve.

 b. *External factors*

These factors come from outside the learner:

1) Setting

a) Natural setting is natural condition which affects the success of learning. For instance: weather, seasons, temperature and other natural phenomena. Learning proccess usually become more effective under fresh air.

b) Social setting includes family and other social situations such as traffic, crowds, etc.

2) Instrument factors

These factors can be manipulated in order to achieve learning goals. These factors are curriculum, programmer, facilities and teachers.

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the vocabulary, materials, syntactical structure, and the appearance of print.

a. Vocabulary

One of the important factors in here; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in areading selection is familiar to the readers.

b. Concept of the material

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.

c. Syntactical structure

Another factor can probably provided barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a

reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of students' oral language.

d. The appearance of print

The format of reading materials can influence the case in comprehending them. The number of word per page, the print and spacing style are necessary. It is considered that a high density of words and printed in small size on a page can discourage the less capable readers. On the others hands, the primer offensive materials can make the older reader bored.

Therefore, Wainrigh in Marlyna (2007:13) said that there are some factors affects the comprehension of a reader, they are:

a. Speed and perception

Some readers are quickly to grasp the meaning while the others are not. Those who are slower usually have difficulties and take longer to comprehend comparing with the fast ones. This can happen due to the regression marked by the reader and the narrow vocabulary range.

b. The accurate of perception

A reader who perceives the ideas or message of a passage wrongly will affect his comprehension. It leads him/her to misunderstanding to the whole passage.

c. Memory and ability to recall information

A reader may understand the reading materials even though he/she is not able to remember much of the actual content. In order to have a good memory of the material, retention is needed. So that he/she can locate some points which required checking.

d. Motivation or purpose in reading

A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about when he/she is going to read accordingly he/she comprehend easily.

e. Concentration

Full concentration is necessary for good comprehension. However, it can be affected either from external distractions factors, such as anxieties wandering attention, noises or movement.

As a result, to improve their reading comprehension the researcher should give the motivation to them. So that they are also interested in reading English text, especially on narrative text. With reading, they also get knowledge and information from the text.

According to Rockets (2003) there are some indicators of difficulties in comprehending narrative text, as follow :

a. Poor knowledge

b. Lack of vocabulary

c. Internal factor and external factor

d. Low mood

e. Low motivation

Based on the research, the researcher found that indicators of students' difficulties in comprehending narrative text. As a result, indicators of difficulties is lack of vocabulary. Lack of vocabulary itself can be help the students in comprehending the text.

2.1.4 Difficulties in reading comprehension

According to Bean (1996, p. 134-137) there are ten factors of reading difficulties, there are misunderstanding of the reading process, failure to adjust reading strategy for different purposes, difficulty in perceiving the structure of an argument as they read, difficulty in assimilating the unfamiliar, difficulty in appreciating a text's rhetorical context, difficulty seeing themselves in conversation with the author, lack of cultural literacy assumed by the text's author, inadequate vocabulary, difficulty in tracking complex syntax, and difficulty in adjusting reading strategies to the varieties of academic course.

Sadtono (1995) in Ismayanti (2015) offers that the reading difficulties in two major categories. They are linguistic problem and non-linguistic problems. The linguistic areas stand for the problems in the structure and vocabulary, as well as the problem of understanding sentences, phrases, paragraphs, and longer discourse. The while in non-linguistic sections come to some factors such as:

learners factors, the instruction factors, instructor factors, evaluation, opportunity to learn, and the college admnistrators and socio cultural factors.

Westwood (2001: 31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon theincoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text.

The reading difficulties are not the result of generalized developmental delay or sensory impairment, therefore, a student with a reading difficulty shows difficulties in reading skills that are unexpected in relation to cognitive ability, intervention, quantity and quality of instruction, and age (Lundberg and Hoien, 2001).

Reading difficulty is a subtle and difficult condition to describe. This is true since there are no two cases which are exactly alike so that they do form a distinct group in the educational scene. Not all students who cannot read well are disabled readers. Just some of them are. On the other hand, some of the students who are seemingly progressing fairly well are in reality reading difficulty cases (Al-Khuli, 2000).

Reading difficulty has many characteristics such as: difficulties in single word reading, initial difficulties decoding or sounding out words, difficulties

reading sight words, insufficient phonological processing; the understanding that sentences are comprised of words, words are made up of syllables and syllables are made up of individual sounds or phonemes, expressive or receptive language difficulties and difficulties with comprehension. The processing difficulties may also be revealed in spelling and writing. Written expression disability and mathematics difficulty are commonly found in combination with a *reading difficulty* (Paris, 2005).

Regarding Oberholzer (2005) stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive." If the students find difficulties in comprehending the text, it will affect their study. They will have difficulty in understanding the texts in the future. The students will also not please with English.

Reading difficulties nearly occur on a continuum, meaning that there is a great number of students who experience reading difficulties. There are those students who are diagnosed with a learning difficulty. Also there is an even larger group of students, who do not have diagnoses, but who need good reading assistance. Many students make effort and struggle with reading. A study estimated that about 10 million student have difficulties in reading. The good news is that 90 to 95 percent of reading impaired student can overcome their difficulties if they receive good and suitable remediation at early ages. (Kibby and Hynd, 2001, p.123).

Reading difficulty can be solved by dividing the material or skills into small units. After the reader has responded to each unit, he refers to the answer to see if he is correct. The material may be workbooks, textbooks or worksheets. After each response, the student checks his answer. Thus, the readers are given a chance to correct their errors as soon as they make them (Torgesen and Mathis, 2010).

Reading difficulty refers to problems associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). In this study, the researcher use the term reading difficulties which mean the problems that are faced by the students in comprehending English reading text.

According to Tromp (2009), any student with a reading difficulty faces a complicated cycle of difficulty: he can't read so he does do not like to read. When reading is difficult and unsatisfying, a student will avoid it. Over time his comprehension skills decline and he becomes a poor speller and writer. What probably began as a problem with word recognition becomes a general weakness with both written and spoken language. Effective instruction can stop and repair the learning gap and can impart the skills an older reader missed in the earlier grades. It is possible for a student to catch up completely in one or two years.

According to Lesley (2003), many reading difficulties can be forestalled. Others can be corrected in their initial stages by the classroom English teachers at a time when correction is really easy. The prevention implies, at

least, three kinds of emphasis on instruction: (a) a thorough going reading readiness program in preparing the student for initial reading and for reading at successive higher levels; (b) prober adjustment of instruction to individual differences; and (c) systematic developmental programs at all levels.

According Rohmatillah (2014), there are some factors causing difficulties in learning vocabulary (1) the difference between written form and the spoken form in English, (2) the large number of words students have to learn or master, (3) the limited knowledge about words, (4) the complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students" native language. From the factor number 3, it is clearly stated that knowledge of vocabulary is really important in the process of mastering vocabulary.

Reading difficulties vary from minor to very serve. When minor difficulties occur and are not recognized and promptly corrected, their deleterious effects become cumulative and frequently result in a severe difficulty (Hosp and Reschly, 2003).

Reading difficulties are sometimes the result of unrecognized, predisposing conditions within the child, but for the most part, they are caused by elements of the child's environment at home, at play and in school. Without appropriate guidance or proper instruction given at the right time, the student

will fail to acquire the skills needed to develop normal reading ability (Hosp and Reschly, 2003).

A type of learning disability that specifically impairs a learner's ability to read. These learners typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, common characteristics among learners with reading difficulty are difficulty with spelling, phonological processing (the manipulation of sounds), or rapid visual-verbal responding (Commeyrars and Inyega, 2007).

Decoding is the process by which a word is broken into individual phonemes and recognized based on those phonemes. For example, proficient decoders separate the sounds "buh," "aah" and "guh" in the word "bag."   A student who has reading difficulty especially (decoding difficulty), may not differentiate these phonemes. "Buh," "aah" and "guh" might be meaningless to them in relation to the word "bag" on the page. There are many signs of decoding difficulty for example; reading without expression, confusion between letters and the sounds they represent, slow oral reading rate (reading word-by-word), ignoring punctuation while reading and trouble sounding out words and recognizing words out of context (Klinger, 2011).

Comprehension depends on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been   read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding. Comprehension difficulties have many signs, for instance; inability to connect ideas in a passage, lack of concentration

during reading, confusion about the meaning of words and sentences, omission of, or glossing over detail and difficulty distinguishing significant information from minor details (Haager, 2003).

Retention requires both decoding and comprehending what is written. It depends on high level cognitive skills, including memory and the ability to group and retrieve related ideas. Students are expected to retain more and more of what they read as they become in higher levels. From low levels, reading to learn is basic in classroom, by high school it is an important task. Difficulty connecting what is read to prior knowledge is one of retention difficulty signs. Moreover, there is the difficulty in applying content of a text to personal experience and trouble remembering or summarizing what is read (David, 2007).

Al-Ageel (2006) showed that the most important reasons for reading difficulty among students are the weak foundation from the first stages of school, the lack of interest by parents to the develop the reading skill for their children, the lack of cooperation between the parents and the school. Also he indicated that one of the most important reasons for the reading difficulty among pupils is the lacking of school libraries.

Davoudi and Yousefi (2015) have listed a number of EFL learners' reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties (Samad, Jannah & Fitriani, 2017).

Rahman (2007) found reading difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and students' lack of interest.

Based on the explanation above, it can be found that reading is the most important learning skill. However, there are many students who have serious difficulty with reading. Therefore, reading difficulty is a demanding condition that must be solved and taken into consideration.

2.1.5 The assessment of reading comprehension

Linse & Nunan (2005:138) said that assessment is the gathering of information for a specific purpose. They also (in Freeman and Freeman, 2004) said thet when assessing students, it's important to remember that assessment should be a measure of what students are able to do and what they know. Furthermore, Brown (2004:4) said that assessing is an ongoing process that encompasses a much wider domain. When a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously maes an assessment essay – is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgement may be. A good teacher never ceases to assess student, whether those assessments are incidental or intended.

The purpose of reading comprehension is to measure the students' ability in reading comprehension. The nature of the assesment of reading in classroom context is should be directly and intimately related to the nature of the instruction.

Many instructions is indeed assesment anyway, sometimes quit explicitly. So, as when homework assignments are marked an grades are recorded in some form of continues assesment. Much instruction may be assesment like, but learners may not be being directly evaluated on their performance, but rather a performance is being clicited in order to help learners understand or improve their understanding text.

King and Stanley (2004:8) explain that there are five aspects of processing of reading comprehension. They are finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences. The theory above can be described as follows :

a. *Finding main idea*. The main idea is the core of a text. To understand a text, a reader must be able to find the main ideas of the text effectively.

b. *Finding detail information of the text*. The readers must be able to find the factual information by scanning the specific details. There are many types of question of factual information can be found in the text such as; question of reason, purpose, result, comparison, means, identify, time, and amount.

c. *Guessing the meaning of vocabulary*. Th readers should develop their ability in guessing some unfamiliar words. They also need to understand the context of he words or sentence.

d. *Identifying references*. Word reference are known as pronouns, suh as she, he, it, this, those. By knowing the main subject of the text, the questions are easily can be answered. The readers need to identify the word reference as a substitution of pronouns.

e. *Making an inference*. The result of reading is comprehends to what the writer wrote. The reader is expected to get the messages of the text. In other words, a good reader is able to draw inference logically and make accurate predictions.

In conclusion, to understand a text material readers need to find the factual information by scanning the specific details, identify the main idea of a text, find the meaning of vocabulary in the context by developing their abilities in guessing some unfamiliar words, identifying the word reference, and able to makeinferences where the students are able take some messages in a text material.

According to Zainil (2005), to understand paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and references, paragraph developments such as coherence and cohesion in between and among the paragraph. From this opinion, it can be described that; topic, it is the word or phrase as the subject of the paragraph, and answer of the question "what is the whole the paragraph about", and main idea, it is the sentence that states the topic of the paragraph. It is the answer of the question "what does the author say about the topic of paragraph". In short, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

Based on experts' opinion above, it can be inferred that reading comprehension are one's ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer

and the reader. It involves the process, identifying the text elements such as; finding main idea, details, the meaning of vocabulary in context, identifying reference, and making reference. Then, those become indicators for reading comprehension of this research.

2.1.6 Narrative Text

a. Definition of Narrative Text

Narrative text is one of the texts beside another kind of text such as narrative, procedure text, recount text, analytical exposition, hortatory exposition, anecdote, spoof, etc. There are many definition of narrative text. In curriculum 2013 states that narrative text defined as text which function is to amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kinds in turn finds a resolution. Anderson (1997:8) states that narrative is a piece of text tell a story and, in doing so, entertains or inform the reader or listener.

According to Gorski (2008) a fictional narrative is the "story of the self" that people use to define who they are. Their history, memories, and beliefs are all parts of the fictional narrative. Fictional narrative presents an imaginary narrator's account of a story that happens in an imaginary world. Fictional narrative is appreciated for itsentertainmentand educational value, for providing a vision of characters who might exist or might have existed. Fictional narrative can attract the reader due to its ability to rise the whole parts of human emotion, such as to

make our mind confused, to give us hope, to make laugh, or to let us experience empathy.

The narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative text tells the story or problems that happened in the past. According to Mcwhorter (1992), the narrative text relates to a sequence of events, often in the form of a story. Regarding Anshari (2007) says the purpose of narrative text is to entertain, create, stimulate emotions, motivate, guide and teach the moral value to the students.

Gamble and Yates (2002, p. 20) stated that narrative text relates a sequences of event. Narrative is defined as the act, process or skill of telling a story. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Porter (2002: 19) defines narrative as "the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented." Some examples of narrative text are fantasy novel, historical fiction and stories.

According to Rebecca (2003) states that a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. A key to comprehending a narrative is a sense of plot, of theme, of characters, of events, and of how they relate. In addition, she explains that a narrative text is a text that has character, setting, and action.

According to Doddy, Sugeng, Effendi (2008) Narrative text is the text to amuse, entertain and to deal with actual or vicarious experience in different ways. The narrative text includes fairy stories, fables, stories, science fiction, romance, horror, etc. Based on the theory above the researcher concludes the definition of narrative text is the text tells about the story to entertain the reader.

Meyers (2005:52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets you reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action details, and dialogue put the readers in these seem and make it happen for them.

According to Linda Gerot and Peter Wignell (1995:204) Narrative text focuses on specific and usually individualized participants. It also uses material processes, behavioral and verbal processes, relational and mental processes. It is also uses temporal conjctions and temporal circumstances. It always applies past tense in the narration.

According to Bonvilliain (2003, p. 94-95) defined narratives are stories or framed segments of ongoing discourse that relate or report events in chronological sequence. There are many kind of narratives: historical narratives that recount events in the history of a community or a people; mythic narratives that recount happenings in primordial times or in a realm other than our own; and personal narratives that relate events in the speaker's life (or in the lives of persons whom the speaker is describing). A narrative is not an exhausting recounting of every element of the reported experience but is the outcome of the narrator's editing.

According to Barwick, (2006: 4), a narrative relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but teaches, explains or informs. Through this type of text we can get some values not by force but by enjoyment. Narrative texts can teach us about honesty, braveness, friendship, loyalty, hard working, solidarity, and so on.

Thus, Narrative text is one kind of text that student learns in the school. The aim of the narrative text is the text only to amuse and entertain the reader and when students learn narrative text the students know about the example of narrative text such as fable, fairytale, legend, myth, folktale, etc.

b. The Generic Structure of Narrative text

Narrative has generic structure to make the reader easier to understand about the text. In curriculum 2013 states that the steps for constructing a narrative are: The first, Orientation. It is about opening the paragraph where the characters of the story are introduces (who, why, when, where). The second, Complication. This part tells the sequence of the story, where the problem of the story devolved. The third, Resolution. Where the problem of the story is solved. The fourth, Re-orientation (optional), tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in the narrative text. It gives more explanation in order to make the story clear and understandable.

According to Gerot and Wignell (1994: 204), the generic structure of narrative text is as follows: (1) Orientation: this element usually describes scene or the problematic events. It also tells the readers the characters who were

involved and where it was happened. (2) Evaluation: this element contained the sequences of events, which is talk about the activity or event on the past. (3) Complication: this element of an event that talks about the crisis that arises. (4) Resolution: this element contained of an event that talks about the crisis is resolved (problem solving); even it is for better or worse. (5) Re-orientation: this element contained of a brief summary, which is aimed to give or submit a moral lesson to the readers.

According to Anderson (2003, p.8), the steps for constructing the narrative text including (1) an orientation in which the narrator tells the audience about who is in story, when the story is taking place, and where the action is happening, (2) a complication that sets off a chain of events that influence what will happen in the story, (3) a sequence of events where the characters react to complication, (4) a resolution in which the characters finally sort out the complication, (5) a coda that provides a comment or moral based on what has been learned from the story.

According to Neo (2005:2), states that narrative has a structure, a shape or a pattern. It can be represented graphically in this way. (1) the composition , it establishes the characters and situation. (2) rising action, it refers to aseries of complication leads to the climax. (3) the climax is the critical moment when problem/conflicts demand something be done about them. (4) felling action is the moment away from the highest peak of excitemen. (5) the resolution consists of the result or outcome.

According to Gamble and Yates (2002, p. 39-40), stated that there are four elements in narrative text: (1) Exposition: the scene is set and characters are

introduced. (2) Complication: the characters' lives become complicated in some way. (3) Climax: this is the point in the story where suspense is at its highest. (4) Resolution: provides a solution for the complication.

According to Rukmini (2010:20), the generic structure of narrative text is orientation, evaluation, complication, resolution, and reprientation. Orientation sets the scene and introduces the participants involved in the text. Evaluation is stepping bact to evaluate the plight. Complication happens when a crisis rises. Resolution is when the crisis resolved for better or for worse. And reorientation is an optional one that contain writer's opinion or conclusion.

In conclusion, it would be described that narrative text has generic structure, as follows: orientation, complication, and resolution. It can make the readers understanding in reading narrative text.

c. Language Features of Narrative Text

Language features are important in a text, the narrative text has generic structure it same with the other genre. According to ministry of education (2010:98-106) the classification the feature of the narrative text are: usually use the simple past tense, using action verb in the story, using connectives, linking word do with time such as: once upon a time, next day, one day etc, adverb of time, and direct speech.

According to Haris (2010). There are some features that students should comprehend in narrative text; (1) Plot: What is going to happend? (2) Setting: Where will the story take place? When will the story take place? (3) Characterization: Who are the main characters? What do they look like? (4)

Structure: How will the story begin? What will be the problem? How is the problem going to be resolved? (5) Theme: What is the theme/message the writer is attempting to communicate

According to Gerot and Wignell (1994: 204) say that language feature of narrative text, a narrative focuses on specific and individualized participants with define identities; (1) They can be written in the first person or third person. (2) They use temporal conjunction and temporal circumstances that describe time and place. (3) They use past tense. (4) They use material process (action verb) and some behavioral and verbal process; Behavioral process usually describes process of physiological and psychological behavior, such as dreaming, smiling, breathing, and etc. verbal process is usually described as the process of saying, such as, telling, warning, talking, and etc. (5) They use relational process of doing or showing what happened and what someone do or what is done ; Relational process is a process of being and having that can be classified whether to identify something and to assign a quality of something; whereas, mental process is process of sensing, such as thinking, feeling, and perceiving.

The language features that are usually found in a narrative text are past tense, and adverb of time that only found in narrative as once upon a time, one day, etc. In addition, Anderson (2003, p.8) are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting.

In summary, the language features that are usually found in a narrative text are past tense, adverb of time, time conjunction, using action verb, using linking verb, and direct speech.

d. Purpose of Narrative Text

According to Derewianka (1991), the purpose of narrative text is to entertain, to teach or inform, to embodythe writer's reflections on experience , and to nourish and extend the reader's imagination.

Narrative has various purposes; Dietsch (2003 c.f Widianingsih, 2009) stated the purposes of narrative are to reflect, entertain, tell, clarify, or influence. However, using stories or narrative text is a better way to convey teachers' point or the meaning of what they are trying to teach. They stated that stories afforda more interesting way of getting students information and stories allow the teacher to have something to talk about with the student.

According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener.

The social functions of narrative text are to amuse, entertain and deal with actual and vicarious experience (Linda Gerot and Peter Wignell, 1995:204).

Based on the explanation above, it would be described that the purpose of narrative text is to amuse or entertain the reader or listeners about story. The story can be imaginative and factual. It can be folk tale, legends, fable, short stories and science fiction.

2.2 Review of Related Findings

There are some similar research which are intended to explain about 'students' difficulties in reading comprehension'. Firstly, Sarwo (2013) in his research entitled "Analysis on students' problem in comprehending narrative text" a research journal. The objective of the study is to know how well the students' ability in comprehending narrative text. Based on the research analysis of the research result, the writer describes that: (1) based on the research finding, the students are weak at comprehending narrative text by which the mean score for all item was 35,42. It means that the students have not been able to comprehend narrative texts so far. (2) the problems faced by the students are: first, the students vocabularies were weak at vocabulary. Second, most students were difficulties at all part of generic structures at narrative text.

Secondly, Siti Aisah Aminah (2017) in her thesis entitled "An Analysis of Students' Difficulties In Reading Comprehension On Narrative Text". The result of this research shows there are some difficulties that the students still find in reading comprehension on narrative text. The difficulties that students have can be seen from their result. The students' difficulties in Literal Comprehension is 27.31% and categorized into Low Level, The students' difficulties in Inferential Comprehension is 30.38% and categorized into Low Level. The students' difficulties in Critical Comprehension is 40.77% and categorized into Medium Level. So, the finding that the students' difficulties are on highest level, namely Critical Comprehension that is 40.77%.

Thirdly, Yuni Kartika Sari (2017) in her thesis "An Analysis of Students' Difficulties In Comprehending English Reading Text". The result of the research

shows that there are 54,66% students who have less level in understanding to look for the main idea of the text. Then, there are 66,22% students who have the average level of understanding to look for the details information of the text. Next, there are 59,09% students who have less level in understanding the vocabulary of the text.

Fourthly, Zuhra (2017) in her thesis "Senior High School Students' Difficulties in Reading Comprehension". The result of the research, the researcher found that the most difficult type of reading comprehension question faced by the students' was an inference question, and this type of question was also classified into the difficult questions based on the index of difficulty formula. The researcher also found most of students' failed to answer the inference questions correctly because they did not fully understand what was being asked and because of weakness in understanding the reading comprehension questions.

Fifthly, Ismaya, Novia Fanny (2017) in her thesis "Students' difficulties in Understanding Reading Narrative Text". The result of the research 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.

Sixth, Dasrul Hidayati (2018) in his thesis "Students Difficulties In Reading Comprehension At The First Grade of SMAN 1 Darrusalam Aceh Besar". The result of the test showed that the majority of the first grade students

of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find.

Seventh, Yessy Marzona in her journal "An Analysis Of Students' Reading Comprehension In Narrative Text At Second Grade At SMAN 1 Talamu". The result of the research, the researcher found that the ability to write students' in determining the main ideas and topics in the narrative text showed at the intermediate level of 14 people out of 23 students' (60,875%), the ability to understand the meaning of words in the narrative text shows at the intermediate level that is 15 people out of 23 students' (65,22%), the ability to understand the information implicit in the narrative text shows that at the intermediate level, there are 14 out of 23 students' (60,87%), the ability to understand the general structure and language features of narrative text shows that at the intermediate level, there are 16 out of 23 students' (69,57%). It means that, the students still many difficulties in understanding a text, especially in narrative text.

Eighth, Dian Anggraini (2017) in her thesis "An Analysis of Students' Difficulties in Reading Narrative Text at the First Grade of Senior High School 1 Tambang". The result of the research, the researcher found that the students still had difficulties to identify generic structure of narrative text and the factor that caused students' students' difficulties in reading narrative text was learners' background knowledge, because most of the students do not know about generic structure, and students have to lack background knowledge about narrative text.

The percentage of all difficulties was caused by learners' background 57,67%, teaching technique 16,17%, and learner's environment 21,70%. The highest percentage of factors that caused students difficulties in reading narrative text was the learners' background 57,67%, and the lowest percentage of the difficulties was caused by teaching technique.

Based on the researchers above, most of the researcher analyzed about factor contributing to students' difficulties. In this research, the researcher focussed in analyzing students' difficulties in comprehending on narrative text.

2.3 Conceptual Framework

Conceptual framework was the concept that researcher used to plan the research. A conceptual framework is an analytical tool with several variations and contexts. In this case the research analyzing about factor contributing students' difficulties in comprehending narrative text.
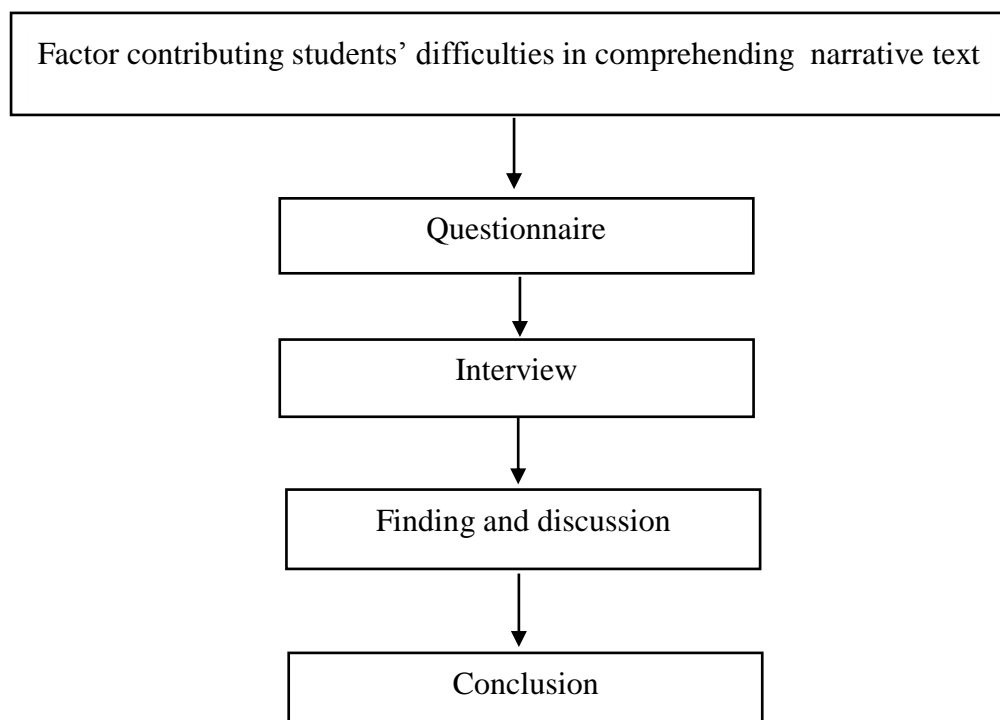
Factor contributing students' difficulties in comprehending narrative text

↓

Questionnaire

↓

Interview

↓

Finding and discussion

↓

Conclusion

Figure1. Conceptual Framework

From the conceptual framework above, the researcher gets factor contributing students' difficulties in comprehending narrative text. The researcher choose in comprehending narrative text at SMK Islam Inayah as a sample the research. After that, the researcher give questionnaire to students. Then, the researcher choose one student to interviewed. And then, the students will be given the task to answer question of narrative text. From the task, the researcher gets the research finding and will be make a conclusion about this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter disscuses about the research design methodology of the research. It consisted of research design. The researcher uses the descriptive qualitative method. This research also discusses about setting of the research, instrument of the of the research. This chapter also discusses about technique of collecting data and technique of analyzing data.

3.1 Research Design

In this research the researcher use the descriptive qualitative. According to Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data form quotes from documents, field notes, and interview or expects from videotapes, audiotapes, or electronic communications are used to presents the findings of the study.

Qualitative analysis is was also about form of data that was used, qualitative was usually explained through words. Qualitative was related with something implicit that cannot be counted in number. According to Ross, "Qualitative research is 'word view', not a single reality, based upon perceptions and change over time, within a given situation context".

3.2 Setting of the Research

This research was conducted on Januari 2020 and the location of the research was at Smk Islam Inayah Ujungbatu.

3.3 Population and Sample

 1) Population

  According to Sugiyono (2010:117) population is geographic generalization there are : object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The whole of research (Arikunto, 1998:115). In this research, the researcher take the population from first grade students of Smk Islam Inayah Ujungbatu. The total of population are 213 students.

 2) Sample

  According to Ary (2002:163) a sample is a group of a population. It means that good sample must be representative of the entire as possible, so that the generalization of the sample of this research. The researcher choose class X TPHP as a sample, which consist of 26 students. In this research, the sample used purposive sampling. Arikunto stated that purposive sampling is sampling technique that used if the researcher has certain judgment in taking the sample.

3.4 Instrument of the Research

  Research instrument was a tool that used to collect, examine, investigate problems, or collect, process, analyze and present data in a systematic and objective with the goal of solving a problem or test a hypothesis. These could support an investigation can be called research instruments. The research instrument used to measure the value of the variables studied.

  In this research, the researcher used some instruments :

 1) Questionnaire

The instrument for this research used questionnaire, which consist 15 items of questionnaire given to the students and considering that there were 30 minutes for the students to answer the questionnaire. Furthermore, the items of the questionnaire were translated into Indonesian language to avoid misunderstanding and misinterpretation. The answer of the questionnaire hopefully could help the researcher to find out the students' difficulties in comprehending narrative text.

2) **Interview**

Merriam (1988:71) says that the most common form interview is the person to preson encounter n which one person elicits information from another. In this study, interviewed one by one in order to gain their expression, thoughts, feelings, opinions, or perspective on the topic being studied, (Merriam, 1988:76). The interview was recorded to keep the data well.

3) **Observation**

Observation is one of technique which used by the researcher to get the data toward the activities of teacher and students during teaching learning process.

3.5 Technique of Collecting Data

The technique collecting data employed in this study and the individual instruments used to gather the data. In qualitative research, data collection approach includes in-depth interview, document analysis, observation, and audiovisual materials analysis (Creswell, 2012). Data of this research came from

interviews, observations, and document review, which was gathered through several techniques of data collection.

1. **Questionnaire**

The questionnaire was a technique of data collection technique in which the researcher gave the written question to the respondent for an answer. According to Sugiyono (2014), a questionnaire means the technique of collecting data by giving some questions to the respondent. The questionnaire is made to understand the experiences, beliefs, perceptions, and feelings of a given group of people. It consists of items to find out the participants' opinions or views about the factors students' difficulties in comprehending narrative text. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students.

2. **Interview**

Interview is one of the collecting data techniques in qualitative research. Interview is data collecting technique which use open form questions and it can be used toget more information about the cause and effect for each aspect in qualitative research (Setiyadi, 2006: 243). The researcher interviewed the students who have difficulties in reading comprehension on narrative text. The students answered the question with their own words and there was no alternative answer from the researcher.

The researcher will make an interview for the students in SMK Islam Inayah, Ujungbatu. There are three types of interviews: unstructured, semistructured, and structured. The researcher use closed interview. The purpose

of this technique is to know factors contributing to students' difficulties in comprehending narrative text. From the 26 students, the researcher just several student to interview.

3.6 Technique of Analyzing Data

According to Bogdan & Biklen, "Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing, searching for patterns". Discovering what is important and what is to be learned and decided what will others tell.

Creswell (1998) concurs with Leedy and Ormrod"s (2001) standard format on how to analyze data in a grounded theory research that includes open coding, axial coding, selective coding, and developing a theory.

According to Sugiyono (2008:245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.