

The Analysis of Students' Difficulties in Reading Comprehension on Narrative Text at Eleventh Grade Students of SMAN 2 Muaro Jambi

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ABSTRACT

The purpose of this study was to determine the students' difficulties in reading comprehension on narrative text at Senior High School 2 Muaro Jambi. This research was conducted at Senior High School Number 2 Muaro Jambi. This research is categorized as a quantitative research design with a descriptive qualitative approach. The subject of this research was 30 students of class eleventh. This research instrument used questionnaires to collect the data. The questionnaire contains 25 statements of the 25 statements. The result of this study is that the students of eleventh grade at Senior High School Number 2 Muaro Jambi in reading comprehension on narrative text have difficulty in making inferences, identifying references, finding specific information, and the understanding meaning of words or vocabulary.

Keywords: *Reading difficulties, reading comprehension, narrative text.*

INTRODUCTION

Reading is a fundamental skill that is closely related to another fundamental skill, which is writing and applying knowledge so that students can learn the material and achieve good results. According to Clarke et al. (2014), reading is a process that is very difficult to understand, therefore it is not surprising that some children have difficulty becoming proficient readers.

According to Klinger et al in Yuliana (2018), reading comprehension is a multi-component, highly complex process that involves much interaction between readers and what they bring to the text as well as variables related to the text itself. Reading is a significant aspect of language because students will get information, knowledge, or ideas. It can explain reading is a combination of words, training focus, and emotions which are interrelated with

knowledge and understanding of a reading text. in addition, reading is important for students to learn the information provided in the text.

Reading is an active process that involves the interpretation of parts rather than just receiving messages that they are unable to understand. Because it will facilitate their acquisition and enrichment of knowledge, students who have a solid grasp of English reading will benefit. As a result, the researcher thinks it's critical to research this subject while keeping in mind that every student may experience learning English texts differently. A lot of students struggle with reading comprehension. Usually, they have trouble understanding the text, because understanding text while reading is an important skill and indicator of students reading achievement.

REVIEW OF THE RELATED LITERATURE

Definition of Reading

Reading is beneficial for language acquisition. Suggested that students should be able identify what they read and that the more they read the more proficient they will become furthermore, reading benefits student's "vocabulary information, spelling, and writing skill." On the other hand, reading will positively influence the students' second language. Reading can help people become more proficient in speaking, listening and reading.

According to Daiek (2004) reading is the process of deriving meaning from written communication. it is responsible for structuring

and organizing the thought process in the mind. The process of giving written messages meaning is known as reading. it is what arranges and molds the mental process of organizing ideas.

According to Nuttal (2000), reading is the result of the writer's and reader's minds interacting. During this process, the reader makes an effort to understand the writer's meaning. additionally, readers learn by deducing the main idea from the text they are reading. In addition, they continue to hone their fundamental speaking, listening, and writing abilities. Reading is a key component in developing critical thinking skills. Lems, Miller, and Sorro (2010:65) state that "word recognition is the process of accessing and finding individual

words.” comprehension is a process of knowing the meaning and digesting information.

In sum, reading is an activity that involves looking at writing with the goal of comprehending the text’s content in order to gather information and understand the text’s meaning, students can gain knowledge from reading that is not taught by teachers in the classroom.

Reading Comprehension

Reading comprehension is the process of obtaining an interpretation of the meaning of written text. according to Lehr (2013), reading comprehension is the development process that extracts meaning through interaction and information with a simultaneously written language.

According to Zhi-Hong in Yuliana (2018:15) “Says that the process of understanding written or printed materials is known as reading comprehension. It implies that the reader shapes their interpretations of texts or that proficiency in reading comprehension is necessary for success. Reading comprehension is a complex task that requires the coordination of numerous different cognitive skills and abilities (Oakhill 2015:1).

Reading comprehension is more than merely retrieving information from a text and returning it to the reader. In addition to information gleaned from readings, reader-processed information also serves to demonstrate different readers’ active participation in meaning-making. Additionally, demonstrates that different readers will likely create different interpretations or understandings from the same reading as the one that you may have formed.

Reading Comprehension Aspects

Nuttall (2018) states that there are four components of reading comprehension that students should be proficient in. These include identifying the main idea of the text such as determining the main idea, finding specific information (scanning), making inferences, and understanding the meaning of words or detailed information which considered as student’s difficulties in understanding the text. These elements are thought to have been challenges the pupils had when understanding the book. The

following four reading comprehension components show how much difficulty :

1. Determining the Main Idea

The main idea is the key to understanding a reading text. Typically, the first sentence contains the main idea, which may also appear in the middle or last sentence. this can make it difficult for readers to find the main idea. It is possible that every student has difficulty determining the main idea of a reading text, sometimes even unable to find where the main idea is located. The main idea in a paragraph is a special skill or ability that is important for someone in language knowledge or reading text.

2. Specific Information (scanning)

Students must search for specific information by looking for concepts or detailed information in a reading material. As a result, while trying to locate specific information in a reading book, pupils occasionally struggle to discern between relevant information. readers can locate information by scanning without having to read the complete text.

3. Making Inference

Through inference, students are able to comprehend the reading material and identify statements that are included in the text will assist pupils in formulating ideas, presumptions and conclusions. For them to respond to those queries. The reader will be able to accomplish this by using the word’s appearance context to determine its meaning.

4. Understanding the meaning of words or vocabulary.

To understand the meaning of a word students need to understand the meaning of the sentence or read the text to understand the meaning of the word according to the context. Vocabulary is an important element for understanding the text.

Factor Causing Difficulty in Reading Comprehension

Difficulty can be defined as something difficult to do or understand, something that causes work or annoyance, or something that requires skill and perseverance to overcome, complete, or achieve. The difficulty level is confusing. This can

also be seen from the mistakes and errors made by students during the learning process. In fact, many high school students often have difficulty understanding reading. This question causes students to perform poorly on reading comprehension tests. Some factors of causes of poor reading comprehension followed by Westwood (2008) are :

1. Limited vocabulary knowledge

Vocabulary is the most important element in creating meaning. This is because the text consists of several words or vocabulary. If students have difficulty understanding what they are reading, it is worth considering whether there is a significant difference between their knowledge of the meaning of words and the words used in the text.

2. Lack of fluency

Some students often experience such difficulties because they cannot read well. Students who read very slowly or quickly often do not understand well. Slow readers tend not to be able to pay enough attention to high-level ideas and concepts in the text and limit their cognitive abilities to low-level letter and word processing.

3. Lack of familiarity with the subject matter

The teacher usually gives insight into the textbook at the first meeting. However, it is better to provide information first through other terms such as videos, posters, mini-lectures, and others. But in reality, many teachers give an introduction to theory or use textbooks as they are. This affects students' understanding.

4. Difficulty of the text (Reability)

The level of text difficulty is an important factor that affects whether or not a material is easy to read. Complex texts in terms of concepts, vocabulary, sentence length, and structure are difficult for readers to process. That is students must read at their level.

Narrative Text

A narrative text is a story that involves a complex problematic problem or event and attempts to find a solution to solve the problem. Narrative texts tell stories and problems that occurred in the past. According to Mcwhorter (1992), narrative text refers to a series of events that often occur in the form of a story. Anshari (2007) states that the purpose of narrative texts is to entertain students, create emotions, stimulate, motivate, guide and teach moral values.

General Structure

The structure of a narrative text consists of the story's beginning, middle, and end. According to Ningsih (2019), the narrative text has a generic structure that explains the plot of the narrative text. This form allows for the inclusion of multiple tale episodes including characters, a setting, a problem, an objective, actions, and a conclusion or solution.

The following is the general story text structure: Mislaini (2015)

1. The orientation provides details on the location and time of the story's recent events, as well as an introduction to the characters and plot points.
2. Complication that describes the start of the challenging situation that brings the main character's climax or crisis.
3. Resolution refers to finding a happy or sad way to terminate a crisis or situation.
4. Re-orientation is a closing remark to the story which consists of a moral lesson and advice for the readers. Reorientation is the story's final line, offering readers guidance and a moral lesson.

METHODOLOGY

This research is qualitative descriptive research. Qualitative descriptive research is a research process that produces results in descriptive data in the form of written words of people and behavior that can be observed. According to Mc Cusker, K., & Gunaydin, S. (2015), The qualitative descriptive method is a method used to answer the question about the "what", "how", or "why" of a phenomenon.

According to Vanderstoep & Johnshon (2009) qualitative descriptive research focuses on the meanings of experiences by investigating how people define, explain, and interpret these experiences metaphorically. Gathering and analyzing data through an explanatory strategy that emphasizes words over numbers is how qualitative research provides an in-depth, analytical account of each individual through the collection of personal experience data.

The Setting of this research is SMA N 02 Muaro Jambi still took the seventh grade of the academic year 2023/2024. The subject of this research is XI IPS 4 of students at Senior High School 2 Muaro Jambi. The research was all

students in IPS 4 eleventh grade at Senior High School Muaro Jambi.

In This Research, the Researcher used purposive sampling. Purposive sampling is a non-random sample technique in which the researcher ensures that the illustrations are accurately captured by a method that determines appropriate special identities. The goal of the research is such that it is expected to put an end to the research. Under the purposeful description, there are two items in this sample. According to Sugiyono (2015) data collection techniques are the most important step because the main aim of research is to obtain data. Without understanding the correct data collection techniques, researchers will not meet data standards. The researcher used questionnaire data collection techniques.

Questionnaires are used to identify students who have difficulty with reading comprehension. A Questionnaire is a data collection instrument that consists of a series of questions. As a result, a questionnaire serves as a method for gathering data in which a researcher asks students to assess themselves and respond to a series of questions regarding their beliefs, emotions, and attitudes. Additionally, the researcher uses two types of surveys in which students are asked to reply on a Likert scale. To determine the students are asked to reply on a Likert scale in order to determine the student's reading comprehension difficulties and their solutions for solving them. Students are asked to answer on a Likert scale that comprises "Strongly Agree", "Agree", "Neutral", "disagree" and "Strongly Disagree".

Researchers give questionnaires to students to determine problems in reading comprehension. By giving a questionnaire researchers try to find out whether students can answer the questionnaire to determine whether or not they identified questionnaire the problems. the researcher administers a reading comprehension questionnaire to gather data. the questionnaires that the researcher administered had 25 statements.

According to Miles and Huberman (Sugiyono, 2019) qualitative data analysis consists of data reduction, data display, and drawing conclusions. Researchers employ three data analysis methodologies. The actions are as follows:

1. Data reduction is the process of grouping and classifying data. The volume of information gathered in the field necessitates meticulous recording. Reducing data entails summarizing and selecting the most important information.
2. Data display involves organizing collected data into groups so that researchers can more easily comprehend and draw conclusions.

FINDINGS AND DISCUSSIONS

In collecting data, the study used questionnaires. The questionnaires were given out by the researcher to eleventh grades directly. After 30 students completed the questionnaires, the researcher examined the results. This is provided to gather precise information about the reading comprehension difficulties of narrative text by the students. To examine the eleventh-grade students' difficulties in reading comprehension, the researcher asked them to place their answers on a Likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly agree). The questionnaires consist of 25 statements.

Table 1

Analysis of Students' Difficulties in Reading Comprehension on Narrative Text at Eleventh-Grade Students of SMA 2 Muaro Jambi

No	Questionair Number	SA	A	N	D	SD
1	S1	8	6	16	0	0
2	S2	0	16	10	4	0
3	S3	0	6	19	1	4
4	S4	1	7	13	8	1
5	S5	1	13	12	4	0
6	S6	8	6	11	3	2
7	S7	8	8	4	9	1
8	S8	4	10	7	4	5
9	S9	3	4	14	7	2
10	S10	1	14	9	1	5
11	S11	1	13	13	2	1
12	S12	0	4	11	8	7
13	S13	3	6	16	3	2
14	S14	8	3	16	3	0
15	S15	0	7	15	7	1
16	S16	1	3	18	5	3
17	S17	5	9	14	2	0
18	S18	4	14	10	0	2
19	S19	1	12	16	0	1

20	S20	1	10	14	4	1
21	S21	3	13	12	0	2
22	S22	9	11	4	6	0
23	S23	1	6	21	0	2
24	S24	6	9	11	4	0
25	S25	5	11	10	2	2

Based on the table above it can be explained these difficulties are that students lack English vocabulary, lack of rigor in reading makes it difficult to find specific information in the text, and long texts make it difficult for students to make inferences because they have to read the entire text first, Students find it difficult to identify references because of limit knowledge about the text, Students have difficulty finding specific information in a long text, Students have difficulty interpreting the vocabulary contained in the reading, students need a long time to make inferences.

1. Students lack English vocabulary.

The first problem of the students was that students had difficulty in reading comprehension due to students lack of English vocabulary. The students discovered that their limited word selection was the reason for their lack of vocabulary knowledge. Lack of vocabulary among students indicates a tendency toward reduced reading (Cain & Oakhil,2011). Students have difficulty finding specific information

In this research, it was found that many students felt that they were not careful in reading. This usually happens because students want to read quickly without paying attention to their accuracy in finding specific information in the text they read.

2. Students have difficulty making inferences

Students have difficulty identifying references due to limited knowledge of the text they read is included in what type of the text, the vocabulary used in the text is in the past tense or not, and the structure of the sentences because the stories in them contain stories that have happened in the past, which sometimes makes it difficult to make references.

CONCLUSIONS

The findings of the study indicate that all of the students' reading comprehension difficulties analyzed in this study affect the students' comprehension as foreign language

students. According to the data analysis results, the eleventh-grade students at Senior High School 2 Muaro Jambi academic year 2023/2024 are having trouble understanding what they are reading. Although the majority of students recognize the value of reading comprehension, they yet struggle greatly with it. This might occur as a result of children not receiving enough reading comprehension instruction.

Furthermore, based on the results of this study, the eleventh grade especially in class XI IPS 4 students at Senior High School 2 Muaro Jambi have many difficulties in vocabulary, finding specific information, and making inferences. The conclusion based on indicators can be concluded that students have difficulty in making inferences, identifying references, finding specific information, and the understanding meaning of words or vocabulary.

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