

An Analysis Reading Difficulties of Narrative Text in Online Learning at the Tenth Grade Students of SMKN 4 Jambi in Academic Years 2019/2020

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ABSTRACT

Reading is the process of receiving interpreting information in language from via the medium of print. The purpose of this research is to analysis reading difficulties of narrative text in online learning by using Edmodo. The objective of this research is to identify the students' difficulties. The research conducted at SMK N 4 Jambi in academic years 2019/2020. The population of this research is tenth grade students of fashion class II. Type of the research is qualitative the data were obtained by using online interview. Overall, the result of this research is most of the students have difficulties in understanding narrative text by using Edmodo application which the students argued that the explanation of the generic structure, language feature, finding main idea of the narrative text and students' vocabularies are limited. But the difficulties could be solved by Edmodo communication tools which the teacher and all students could make the discussion about their difficulties, especially in learning reading narrative text.

Keywords: *Reading difficulties, Narrative text, Online Learning.*

INTRODUCTION

In English, there are four skills. They are listening, reading, reading and speaking. Reading and reading are aspects that need much improving because both are the primary skills in English. Reading is one of the language skills having an important role in learning process. It is vital mental capacity by which students understand and take part in the world around them. Reading is more than merely hearing words. Amer (1992) Stated that while reading is not two only reading, but also including the added dimensions of understanding, paying over attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard. (Momeni, 2016) states that many people get stuck when they read. Students are getting stuck in reading when they do not understand the vocabularies and the plot of the text, not only that, but also they do not understand the grammar which is used in the text, it can help the students understanding in timing of sentence. Also they do not know about the generic structure of the text.

Furthermore, they argue that reading is one of the bored activity, they do not think that

by reading, they could open their mind and get the lot of information. In this case, related to the education life which the students hard to understand the text especially in English text such as narrative text that they always find in their materials. They make the same mistakes over and over. It almost happens to everyone include students and it causes students lack motivation to read. (Khoirunnisa, 2019) Suggests that an English teacher should not remain passive or give up all efforts to make improvement. In my opinion, the text can stimulate the students' understanding to catch the whole message of spoken narrative text better. Reading the narrative text "Malin Kundang" is one of the example from narrative text. By giving this text, hopefully the students will be motivated to read especially in reading a narrative text which the researcher take the folk legends "Malin Kundang" is as the aim focused on my research. By reading such text, the students can find many kinds of the information. If they often practice comprehending the text of narrative, it will help them to understand its story. Reading a lot will help them to comprehend other text easily. This is because,

reading is one of the complex subjects, which has many kinds of ways for students to comprehend the text. For example, it has the generic structure of the text and the grammar's forms are used.

To learn this subject easily. Nowadays is getting more difficult, because, we are now in the pandemic which is called Coronavirus Disease (Covid-19) all over the world including Indonesia. Yuliana (2020) state in her journal, Coronavirus Disease (Covid-19). In 2020, a new type of coronavirus (SARS-CoV-2) was spread, called a disease called Coronavirus disease 2019 (COVID-19). This virus was discovered in Wuhan, China for the first time and has infected 90,308 people as of March 2, 2020. Even more, this virus is affecting to education field including English Lesson. In Indonesia, English is as foreign language which must be taught effectively. For instance, the students practice the reading a loud and comprehend the text in the classroom with many students and English teacher. However, the education system now is students and teachers do learning activity by E-Learning. Besides, this condition is affected to students understanding materials or lesson which the teacher explain English lesson in reading subject more complex which need long explanation and many kind of practices that students must do, while the teacher cannot give the feedback directly.

THEORIES OF READING

Reading skill has many kinds of theories in different experts. First and foremost, according to (Vaezi, 2006), stated the Reading is the process of receiving interpreting information in language from via the medium of print. However, to (Team Of Five, 2002) Reading is practice of using text to create meaning. In addition, reading skill has some models, they are; according to (Ngabut, 2015) the models can be placed in one of the three categories: bottom-up, topdown, and interactive. Bottom-up models of the reading process view reading as basically a translating, decoding, or encoding process.

THEORY OF TEACHING READING

According to Carrel (1991), a reader's background knowledge can influence reading comprehension. Background knowledge includes life experience, education experiences, knowledge how texts can be organized rhetorically, knowledge of how one's first language works, and so on.

NARRATIVE TEXT

Narrative text is to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative text also has a powerful story to entertain readers. However, to (Amer, 1992) Narrative is not simply about entertaining a reading audience, although it generally always does so. It means Narrative is any written English text in which text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

THEORIES OF TEACHING ONLINE LEARNING

Online learning actually has been famous in several years ago. but in recent year the online learning is one of the tools to do the learning activities especially in this conditions which is all over the world faced the pandemic COVID19. So there are several organization of education arrange the learning activities on online learning by some applications, such as, google classroom, zoom meeting, google meet, and edmodo. In addition, teaching in Online Learning Context, 2000) stated that online learning creates an opportunity for flexibility and revision of content in situ that was not provided by older forms of mediated teaching and learning, the vast educational and content resources of the Net, and its capacity to support many different forms of interaction, allow for negotiation of content and activity, and a corresponding increase in autonomy and control.

RESEARCH METHODOLOGY

Related to the aims of this research, namely to investigate the effect of prediction toward students' reading comprehension on descriptive text, this research, the researcher

uses qualitative design. (Creswell, 2014) He stated that Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The instrument used to collect the data is reading test. It consists of 10 questions which consist to ten questions related to the text of *The Legend of Malin Kundang*. The type of questions was essay. The students should answer the questions by their comprehending of it text and by their own language. This text was available in English students' book in page 172-173 (Utami Widiati, 2016). Also, students will answer the questions which are related to the text "Malin Kundang" from the text which the researcher will arrange this exercise. The data is getting from students' difficulties of the text, answering the question, interview guidelines, photos and analysis results. In collecting the data, the researcher uses some techniques. They are Observation, interview and documentation. (Creswell, 2014) He said that the data collection procedures in qualitative research involve four basic types, they are Observation, Interview, Document, Audio-Visual materials. (Creswell, 2014) He stated the there are several kinds of interview, such as, structured interview, semi structured interview and unstructured interview. There are several reasons why the researcher uses this technique. Such as, the researcher can get the wide information from the English teacher and students about the difficulties in teaching and learning English. In addition, the researcher can get the detail and the variety of students' difficulties. The researcher used these types, which the researcher will interview students, which relate to the student difficulties in understanding of reading narrative text in "Malin Kundang Story". Also, the researcher will interview the English teacher about what the teacher faced while in teaching reading narrative text "Malin Kundang".

FINDINGS

Question 1: What do you think about the generic structure and language feature of narrative text especially in "Malin Kundang" text?

Student 1: Many believe that a story can teach a society certain moral value. Most stories are built in narrative. Because it is a narrative story it must consist of complication. That complication in fact, is the moral value which like to be taught

Student 2: The difficulty of learning is I think there is anything else about malin kundang, but that makes it hard to read the text is too long.

Student 3: In my opinion, the generic structure in the Malin Kundang text is very good because it is a series of stages in a neat arrangement so that it builds the story content of the text for its linguistic characteristics. This text uses the past, it also has several conjunctions, liaison sentences such as "before, after, soon etc. ". And also in this text using dialogue so that the reader feels really real

Student 4: Students do not understand the question.

Student 5: In my opinion, the structure and characteristics of the Malin Kundang narrative text are in accordance with existing learning.

Student 6: The generic structure is good and based on the characteristics of the narrative text. The word used is the third form, and uses the past perfect tense.

From the interview's result above, it is about students' difficulties in learning generic structure and language feature of narrative text. Most of students which are 4 students (students number 6, 5, 3, 2) said that they do not understand the generic and language feature of the text. On the other hand 2 students said that the tenses in Malin Kundang text is used past tense. This is mainly because, the students will be difficult to understand the text correctly.

Question 2: What are the students' difficulties in learning narrative text (Malin Kundang text)?

Student 1: The difficulty is that sometimes students are lazy to read, because there are too many stories of the material.

Student 2: The difficulty of learning is I think there is anything else about malin kundang, but that makes it hard to read the text is too long.

Student 3: My difficulty is that the text is too long, there are many vocabularies that I don't know, the text is too long so I don't really understand the contents of the text.

Students 4: The difficulty in learning narrative text is the difficulty we have to better know what narrative text is, but as students sometimes we don't know what narrative text is.

Student 5: The difficulties vary depending on the person's personality. In my personal opinion, the difficulty in understanding this narrative text material is only when connecting the story line.

Student 6: Because of using tenses, students may misunderstand existing words.

The second question of interview's result is students have many difficulties in learning narrative text. The students could not connect the story in each paragraph of the text. this statement supported by interview result from 4 students (students number 6, 5, 4, 1). While, the other said that the students have lot of unfamiliar vocabularies. These are also the crucial difficulties on students learning narrative text which could be impacted to students understanding on narrative text.

Question 3: How is the online learning process on English lesson especially in Narrative Text? What is your opinion? Is it effective?

Student 1: The process I understand the material works by debriefing, my opinion since there is no direct explanation of the material in particular is the statistic text, ineffectively.

Student 2: Teacher give out material and immediately give out assignments. It is not effective, because it is difficult to understand matter without explanation.

Students 3: In my opinion, the online learning process about learning English, especially in narrative text, is very effective because online

we can have time to complete assignments and online we can read this text as joyfully as possible.

Students 4: The process of learning English with narrative text is currently less effective face-to-face, learning English is difficult, what's more, online and face-to-face, the teacher explains irtu much more clearly and is not limited if online is limited so I think it's a little difficult to understand. But again, this is the best decision from the government so that the learning process can continue even though it is online.

Student 5: First is the limited quota, this has a big impact on the smooth running of the ongoing online learning process. Both networks of some students often have difficulty accessing the internet, this can affect the implementation of online learning.

Student 6: I think learning narrative text online is not optimal and can be difficult.

In addition, in this point, most of the students answered that online learning is not effective. this because the teacher do not give detail explanation which Edmodo application do not provide the part for sending video and Edmodo also needs strong internet signal and pulse. Not only that, but also the students could ask the question directly to the teacher.

Question 4: What is your opinion about the 10 questions which had answered based on the Malin Kundang Text? Are those difficult? What are your difficulties?

Student 1: I think it's cool to work that way, no trouble because the answer have clue there, nothing

Student 2: I think some answers are difficult and some aren't. The trouble is having i'm having trouble understanding the story because it's too long.

Student 3: The questions are quite difficult, with these 10 questions my lack of understanding in reading the Malin Kundang text is due to the lack of time and my lack of vocab.

Student 4: In my opinion, of the 10 questions the Malin Kundang text is not difficult because the words used in these questions are words that are often heard so that they are easy to understand to answer.

Student 5: In my opinion the story is interesting not too difficult.

Student 6: Books are very useful and quite fun to learn. I think the difficulty with using Edmodo so far lies in the smooth network / not.

Actually, the 10 questions which are related to the text is effective to add the students understand in the text. But most of students do not understand the words of question, so that, students could not answer the questions. Moreover, they do not understand the text.

Question 5: What do you think about Edmodo application ?

Student 1: This application could send a photo adding comment and study materials through files.

Student 2: I think it's easy to understand the material, to know the schedule etc.

Student 3: My opinion is that the Edmodo application is effective in using the current learning process because the current online learning situation is currently being used by the government, one of which is Edmodo which is easiest to understand when the learning process is taking place.

Student 4: In my opinion, the edmodo application is one of the applications used in schools to keep the learning process online or online because by using this application students, including myself, can collect assignments without having to go to school.

Student 5: Good, because it helps with the assignments the teacher gives when the teacher is away.

Student 6: The edmodo application is very useful for learning, especially when you are

required to learn online, but also the use of the edmodo application must be used properly so that learning runs smoothly.

From 6 students who have answer the interview question number 5, they argue that Edmodo enjoyable and useful to online learning activities especially in English lesson. While, one student said that it does not effective because Edmodo do not provide photos and column of comments.

Question 7: Is it useful and enjoyable to study by its ? do you find the difficulties in using Edmodo application to study English ? if yes, what are your difficulties ?

Student 1: Yes, enjoying being able to study while at home, the dificulties edmodo can only send regular files and not be able to chat directly.

Student 2: Yeah its a fun, difficult because of the errors in dispatch.

Student 3: The book that is studied is very useful, because there is fun English material where there are pictures as well as the size of the writing and the colors in this book are interesting so that it adds to my learning interest in this book, I also find difficulties in using the Edmodo application for learning English, My difficulty in using Edmodo is because the internet connection is sometimes weak, which makes us unable to respond fast and its use in Edmodo still uses English and Edmodo cannot be connected to other social media such as Twitter etc., and Edmodo cannot send learning videos.

Student 4: Recruit me this book is useful and fun, my difficulty in using the Edmodo application I feel there is a difficulty, namely where my students and I must first use the application, sometimes we are first pressed for time to collect assignments but sometimes the network greatly affects if the network is not good then tasks are not collected so that it makes it difficult for us to learn.

Student 5: The difficulty with Edmodo, in my opinion, is that the notification notifications

often don't come in until sometimes they are late in learning and also in sending large files, they often fail.

Student 6: Books are very useful and quite fun to learn. I think the difficulty with using Edmodo so far lies in the smooth network / not.

In addition, edmodo has some weakness, such as 4 students (number 5, 4, 3, 2) said that Edmodo do not provide the video and there is no notification and could not connected to other social media. these weaknesses have big impact to students learning activities which Edmodo has a lot of the crucial weaknesses.

DISCUSSION

The researcher arranges the grouping of the students' difficulties in two main point categories. First category is, based on the difficulties in reading Malin Kundang text. Students have some difficulties, such as, students have limited vocabularies that they know in the text. Here some vocabularies that students unfamiliar with. to catch, caught, raided, band of pirates, defeat, the merchant, wealthy, huge, trading goods, ran, sailing, sadness, denied, pleaded, refusing, crews, anger, enraged, apologize, wrecking, avoid, curse. Based on the vocabularies above, the researcher argues that those vocabularies unfamiliar with the students, because these vocabularies are spoken rarely, moreover the students' daily language is not English. Then, the students could not find the main idea of the text, it is because the text is too long and also the students do not understand a part of the paragraph and generic structure of the text which consist orientation, complication, sequence of event, reorientation. Here is the Malin Kundang text which is divided into the part of generic structure.

Furthermore, the students do not understand about the tenses are used in Malin Kundang text, this is because they do not know the verbs which changed into past tense, the students think that the changing the verbs are the new vocabularies which have other meaning and they do not know the meaning of the verbs. These are the main problems students' difficulties to understand the Malin Kundang

text. In example, caught, denied, pleaded, enraged, raided.

The second category is students' difficulties in learning English by using Edmodo application. They are, Edmodo does not provide the sending video which the students cannot send the video in Edmodo application otherwise the teacher cannot send the learning video which could make the students getting more explanation about the text. The other difficulty is, Edmodo application has not the notification when the teacher sent the material or task, which the students are late or failed to submit the tasks. This is one of the main problems in Edmodo application. Moreover, the language which is used in Edmodo application is English, some of the students do not know how to operate the Edmodo application even in English lesson. The last, opening the Edmodo application, the students should have strong internet signal and data which most of them have limited signal and data.

CONCLUSION AND SUGGESTION

This research focuses on students' difficulties on reading narrative text in online learning by using Edmodo application at the tenth grade students in vocational school 4 Jambi city. The main problems in this research are in understanding sentences or narrative text, vocabularies and finding detail information or finding main idea of Malin Kundang text. Based on the result of the research, students have some difficulties in reading narrative text in online learning by using Edmodo, such as, the students have limited vocabularies to read Malin Kundang text, and they do not understand the generic structure of the text which they argue that the text is too long. Not only that are, but also they do not understand the tenses used in the text which they could not understand the time of the text.

Furthermore, online learning by using Edmodo application has some difficulties which could obstruct the students' learning process especially in reading narrative text. They argue that to open the Edmodo application should have the strong signal which sometimes in their home

have limited signal. In addition, Edmodo has not the notification when the teacher sent the material or tasks, this make the students late to follow the learning process and to collect the tasks.

With regards to this research, the researcher proposes some suggestions for English teacher and other researcher as follows.

1. For English Teacher

It is important to the teacher that making learning video for additional explanation to make sure that the students understand clearly. Also, the teacher should give the difficult vocabularies related to the text which are unfamiliar with the students.

2. For Other Researchers

This research focuses only in students' difficulties in reading narrative text in online learning by using Edmodo. Therefore, other research may conduct the research on teacher difficulties in online learning process by using Edmodo. To find the solution both of students and teacher which this solution could give the contribution in online learning process by using Edmodo effectively.

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