

**STUDENTS' DIFFICULTIES IN READING COMPREHENSION A  
NARRATIVE TEXT AT THE ELEVENTH GRADE OF  
SMA NEGERI 7 PADANG**

**THESIS**

*Submitted as Partial Fulfillment of the Replacements to Obtain Bachelor of  
Education (B.Ed.) in Language Education*



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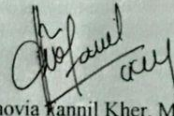
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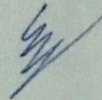
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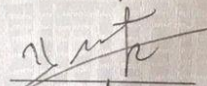
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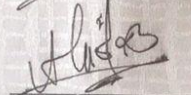
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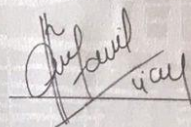
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## ABSTRACT

**Azral, Latifah Nurmeina. 2023.** *Students' Difficulties in Reading Comprehension A Narrative Text at the Eleventh Grade of SMA Negeri 7 Padang.* Skripsi. Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This study designed to find out the difficulties faced by eleventh grade students of SMA Negeri 7 Padang in reading comprehension and to find out the factors that most cause the students' difficulties in reading comprehension a narrative text. The study conducted through a descriptive quantitative method. This sample was 40 students chosen by using simple random sampling. Furthermore, the data collected by using a reading comprehension test and by distributing a questionnaire. The finding of the study indicated that the majority of students faced difficulties in reading comprehension of narrative text. The mean of students' scores from the reading comprehension test was 49.7, it was categorized into very less categories. The difficulties faced by eleventh-grade students were unable to identifying references (67.5%), understanding the meaning of word/ vocabulary (58.8%), determining the main idea (52.5%), identifying generic structures (50.8%), finding specific/ factual information (50%), and making inference/ moral value (46%). Then, the factors that most cause students' difficulties are lack of a good reading strategy (3.59), lack of knowledge about grammar (3.56), and lack of vocabulary knowledge (3.40). These four factors categorized into very high categories.

**Keywords:** Reading Comprehension, Narrative Text

## ABSTRAK

**Azral, Latifah Nurmeina. 2023.** *Students' Difficulties in Reading Comprehension A Narrative Text at the Eleventh Grade of SMA Negeri 7 Padang.* Skripsi. Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dirancang untuk mengetahui kesulitan-kesulitan yang dihadapi oleh siswa kelas XI SMA Negeri 7 Padang dalam pemahaman bacaan dan untuk mengetahui faktor-faktor yang paling menyebabkan kesulitan siswa dalam pemahaman membaca teks naratif. Penelitian dilakukan melalui metode deskriptif kuantitatif. Sampel berjumlah 40 siswa yang dipilih dengan menggunakan simple random sampling. Selanjutnya data dikumpulkan dengan menggunakan tes pemahaman bacaan dan dengan menyebarkan kuesioner. Temuan penelitian menunjukkan bahwa sebagian besar siswa mengalami kesulitan dalam membaca pemahaman teks naratif. Rata-rata nilai siswa dari tes membaca pemahaman adalah 49.7, termasuk dalam kategori sangat kurang. Kesulitan yang dihadapi siswa kelas XI adalah tidak menguasai dalam mengidentifikasi referensi (67.5%), memahami makna kata/kosakata (58.8%), menentukan gagasan utama (52.5%), mengidentifikasi struktur generik (50.8%), menemukan spesifik/faktual informasi (50%), dan membuat inferensi/nilai moral (46%). Kemudian, faktor yang paling menyebabkan kesulitan siswa adalah kurangnya strategi membaca yang baik (3.59), kurangnya pengetahuan tata bahasa (3.56), kurangnya pengetahuan kosa kata (3.40). Ketiga faktor tersebut dikategorikan ke dalam kategori sangat tinggi.

**Kata Kunci:** Reading Comprehension, Narrative Text

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The researcher is conscious that this thesis has not been perfect. For that reason, productive suggestions needed for the improvement of the next study. The researcher expects that the findings of this study will be valuable to the English Education Department and the readers. May Allah SWT steer us everyone and grant us everyone joy.

Padang, May 2023  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Reading is a crucial part of language proficiency because is most useful in daily life. According to Zaim (2016), reading is important and becomes increasingly important at a time when developments in various aspects of life occur very quickly. The process of reading will provide the reader with a wealth of useful information. Nunan et al., (2003) clarified that reading is a process where readers produce meaning by fusing textual information through prior knowledge. To come to the point, reading is crucial for improving students' information and knowledge.

According to Tarigan (2014), the primary goals of reading include getting information, recognizing the content, also understand the meaning of what has been read. Line with it, Grabe & Stoller (2019) said that the capacity to understand the content of the text and interpret it appropriately based on the meaning of the text is known as reading comprehension. Therefore, students must have the ability to reading comprehension. Students can understand the text by the process of capturing the meaning and ideas can transfer information from the written text that has been read. According to Townend (2003), reading comprehension means that students must fully understand all aspects of the text. He added that English is used as a second language in Indonesia, because of that students learning this language will likely find it difficult to understand the text. Therefore, students must understand what they read. The level of

knowledge and mastery required for each English skill varies. Students have difficulties understanding the reading's content.

According to Westwood (2008), the difficulties for most readers are because they do not know effectual strategies to aid them understand the meaning of the text. Additionally, many EFL students are still having trouble reading comprehension because of inadequate reading strategies, the length of passages they read, and the limitation of vocabulary knowledge (Alderson, 2000). It can be said that reading English-language text has several issues for students for which English is not the first language. These issues comprise difficulties in understanding the meaning of the text, making inferences, identifying and understanding vocabulary, understanding sentence structure, and understanding the meaning of words in the text (Saraswati et al., 2021). According to Collingwood (2015), the difficulty is something complicated to achieve or comprehend. Every learning or emotional issue to impair or significantly influence a person's ability to learn also referred to as a difficulty. It means that students' learning difficulties are situations in which they find it difficult to understand or to do the lesson and task during the learning process.

A curriculum has developed by the Ministry of Education, Culture, Research, and Technology. Nearly all schools, for the senior high school level, adopted the 2013 curriculum (K13) including schools in Padang. The text emphasized in the curriculum as an English subject. Text types utilized in senior high school reading include recount, process, narrative, exposition, explanation, report, and descriptive text (Lamadi, 2020). Based on the

assessment data of class XI English lessons at SMA Negeri 7 Padang obtained from subject teachers, students' reading skills was still relatively low. Their reading ability score did not reach the KKM, especially the achievement score of narrative text material. The KKM in this school is 80. Therefore, the related SMA Negeri 7 Padang was chosen based on the phenomenon seen from the student's achievement scores.

Many studies have undertaken that concentrate on finding students' reading comprehension of narrative text. These studies addressed difficulties in reading comprehension. The first example of a study conducted by Sapitri et al., (2020) about students' difficulties in comprehending narrative text. She conducted research related to students' difficulties. The focal point of this research is only to discover students' difficulties. This research did not analyze the factors of difficulties faced by students. Second, the study held by Marzona and Ikhsan (2019) conducted a study about students' reading comprehension of narrative text. This research based on the student's problems in X IPS 1 of SMAN 1 Talamau in comprehending narrative text, such as determining main ideas, and topics of the text, understanding the meaning of words, understanding disguised information, and understanding generic structure. They found that students still experienced many difficulties in understanding a text, particularly in narrative texts following appropriate regulation. Next, the research conducted by Warnidah (2014) about students' difficulties in making inferences in reading narrative passages. The subjects of this research were the eleventh grader's students of SMAN 1 Curup. The purpose of this research was



to discover only the students' difficulties in making inferences in reading narrative passages.

The other study by Khoirunnisa & Widodo (2019) entitled "Students' Difficulties in Comprehending Narrative Text". The goal was to investigate the students' difficulties in reading text at primary school in Batu. The sample was 29 students. 10-items of the close-ended questionnaire used as the instrument. The finding found that students faced difficulties in the effort to comprehend the structure and the factual of information in the text. This study focused on the difficulty in comprehending narrative text. There was no explanation of how factors of students' difficulties in understanding the narrative text.

Next previous study was conducted by Aminah (2017) titled "An Analysis of Students' Difficulties in Reading Comprehension on Narrative Text (A Case Study at the Second Grade of MA Sholatiyah Petir-Serang District)". This study investigated students' difficulties in reading comprehension, mainly in narrative texts. This study expected to establish the percentage of students' difficulties through by students in reading comprehension in narrative texts. Students of class II MA Sholatiyah Petir-Serang were the subject of this study. This research method is qualitative. The data collection technique uses 25 multiple-choice questions as an instrument that has a correlation with the level of reading comprehension and supported by interviews with students. Data were determined using qualitative analysis. The results of this study indicated there are several difficulties that students still find in reading comprehension of narrative texts. The students' difficulties are

on highest level, specifically critical comprehension that is 40.77%. The difficulties experienced by students can be seen in the results they get. This study did not examine how these students could difficulties in reading comprehension.

Lastly, the study by Marzona & Ikhsan (2019) “An Analysis of Students’ Reading Comprehension in Narrative Text at Second Grade At SMAN 1 Talamau”. This study derived from issues discovered throughout the teaching and learning process in class IX IPS 1 SMAN 1 Talamau, explicitly addressing students' comprehension of narrative texts. The trouble discovered is that students are unable to find out the key concepts and topics in narrative texts, comprehend the meaning of words, comprehend suggested information, and comprehend the basic structure and linguistic elements of narrative writings. This research classified as quantitative descriptive research. This study's population consisted of 159 grade IX students from SMAN 1 Talamau, organized into four classes. The instrument utilized is an objective test. Students’ objective test results data were examined using indicators, then interpreted, and used as research findings. According to the study's findings, the students' ability to absorb the material in the narrative text was low. It discovered that students still had significant difficulties reading a text, particularly narrative texts that followed the appropriate rules. This study did not investigate what factors contributed to students' difficulties reading narrative texts.

As explained above, the preliminary studies focused on difficulty in reading comprehension of narrative text. Those studies are quite similar to this research but focused on the students' ability and difficulty in reading comprehension only. Meanwhile, this research not only focuses on the difficulties but also on factors causing the difficulties in reading comprehension of narrative text.

### **B. Identification of the Problem**

As mentioned in the background, reading skills are important language skills because it is the most useful skill. In reading activities, the important activity is reading comprehension. Students' possibility has trouble or difficulty in reading comprehension of a narrative text. These difficulties can be caused by certain factors related to reading comprehension of a narrative text.

### **C. Limitation of the Problem**

Regarding the identification of the problem above, this research is restricted to the analyze students' difficulties in reading comprehension a narrative text at the eleventh grade of SMA Negeri 7 Padang.

### **D. Formulation of the Problem**

Derived from the limitation above, the problem of this research devised as follows; "What are the students' difficulties in reading comprehension a narrative text at the eleventh grade of SMA Negeri 7 Padang?"

### **E. Research Question**

Derived from the formulation above, the research questions invented as follows;

1. What are the difficulties faced by eleventh-grade students of SMA Negeri 7 Padang in reading comprehension a narrative text?
2. What are the factors that most causing the students' difficulties faced by eleventh-grade students of SMA Negeri 7 Padang in reading comprehension a narrative text?

### **F. Purpose of the Research**

Derived from research questions above, purposes of this research are as follows;

1. To find out the difficulties faced by eleventh-grade students of SMA Negeri 7 Padang in reading comprehension a narrative text.
2. To find out the factors that most causing the students' difficulties faced by eleventh-grade of SMA Negeri 7 Padang in reading comprehension a narrative text.

### **G. Significance of the research**

The findings of this research expected to be beneficial, as follows;

1. Theoretically
  - a. The research reveals the students' difficulties in reading comprehension a narrative text.

- b. The research can provide a reference either for the literature or as a reference for the next researcher.

## 2. Practically

- a. For next researchers

As a reference for other researchers who are concerned to analyze the students' difficulties in reading comprehension a narrative text or other genres of text.

- b. For teachers

The research can be informative and important, for the most part as it relates to future teaching and learning techniques. The research can increase teachers' understanding of students' difficulties in reading comprehension.

- c. For students

The research helps students to overcome their difficulties in reading comprehension of the narrative text or their reading skills and to improve or advance students' ability in reading comprehension.

## **H. Definition of the Key Terms**

There are some key terms in this research. The definitions for them are as follows;

1. Reading comprehension is the ability to determine the main idea, find specific or factual information, make inferences, identify references, understand the meaning of words or vocabulary, identify generic structures, and identify language features of narrative text.

2. Difficulty is the problem that hinders students from understanding the narrative text.
3. Narrative text is a story that tells of events in the past.