

THE DIFFICULTIES OF READING NARRATIVE TEXT ONLINE FOR NINTH GRADE STUDENTS

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Abstract

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This research aims at finding out the difficulties of reading narrative text online for ninth grade students at SMP Muhammadiyah 01 Jember in 2020/2021 Academic Year. The researcher used descriptive qualitative research and conducted data from interview and documentation. In this research, researcher interviewed 15 students about difficulties in reading narrative text and strategies to overcome these difficulties. Then, the researcher also gave open questionnaire to English teacher and took documents form material of narrative text to competed data. The research result, there some difficulties in reading narrative text online faced by ninth grade students of SMP Muhammadiyah 01 Jember in 2020/2021, they were tired eyes easily, difficulties to concentration in reading a text, and difficulties to underline important words, difficult to understand narrative text because had a lot of vocabularies, uses past tense, and difficult to find moral value. Therefore, the strategies of students to overcome the difficulties to form learning group to concentrate in reading and to do scanning.

Keywords: *Reading, Narrative Text, Students' Difficulties in Reading Online.*

Introduction

Reading is an activity that people do to get some information. According to

Harmer (2007, p. 99) reading is useful for language acquisition. It provided that students more or less understand what they

read, the more they read, the better they get at it. Reading is very important for people because by reading students can get knowledge, information and phenomena that are happening now and in the past.

Since primary school or even when people have not started formal education, people start learning to read from childhood. Because reading makes it is easy to get accurate information.

According to Cline (2006, p. 2) that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system including into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Therefore, the use of suitable books, strategies and the material use must be appropriate with the standard criteria that could involve the student's competence in reading, so that the students feel comfortable and understand the content of the books or the

material the teachers give. In today's development, electronic media can be used to help students disseminate information, get information, and write some information.

The use of electronic media for online reading in reading and making it easier for teachers or students to teach and learn. It is supported by Hartman, Morsink & Zheng (2010) stated that rapidly developing technology and the ubiquity of the Internet have changed people's reading practices, rendering the traditional view of literacy insufficient. It is undeniable that there are many difficulties faced by students when reading text online. just as the light on a smartphone is too bright, causing their eyes to have problems and it can hurt the eyes. Then, when students experience network problems, the bad network keeps the text from showing up completely. Many things become difficult when students read the text online that can be found such as the light of the

smartphone or laptop that can hurt their

eyes.

Method

According to Ary (2010, p. 420) qualitative inquiries seek to understand and interpret human and social behaviour as it is lived by participants in a particular social setting. This implies that, qualitative research is a research method of the social sciences, human behaviour by selecting data and analysing the data with the form of verbal words and written rather than numbers. According to Huberman, Miles & Saldana (2014, p. 1) qualitative data are a source of well-grounded, rich descriptions and explanations of human processes. In addition, qualitative research is in the form of description of human action and specific information about the form of opinions, values, behaviours and social contexts.

Based on the statement above, the researcher conducted a research by applying qualitative research. The results

of this research in the form of descriptions of the interview with the students and teacher regarding the difficulties of reading narrative text online and strategies done to overcome these difficulties.

There are data collecting, data reduction, data display, and conclusion. Which is the data taking by an interview with ninth grade students. Here is the list of questions of the interview:

The interview for Students and Teacher

List of Questions
1. What do you think about online learning?
2. What do you think about online English learning at this time?
3. What kind of media application or media do you usually use in reading text online?
4. What are the difficulties you face when reading narrative text online?
5. What strategies do you use in reading narrative text online in learning?

Result and Discussion

After collecting data the researcher tried to reduce the data used in this research. There were some data that are used by the researcher those were; interviews with an English teacher and 15 students, and documents. Therefore, the data reduction obtained is the interview sheet with 15 students that researcher chose purposively, and documents in the form of photos and learning materials.

The data display that displayed in the form of interview from the ninth grade students and the English teacher on 04th and 05th June 2021. The interview was in the form of questions about difficulties that students faced and what strategies are used when reading online. After finding some data, both from the results of research in the form of interview and document sheets, the researcher analyzed existing findings and modify existing theories then build new theories and explain the implications of the research results about students' difficulties of reading text online and the strategies used

of reading online text for ninth grade students. Here is the discussion of the result; In the findings of data conducted by researcher to interview English teachers can be drawn conclusions about teaching reading online learning. Based on the data findings the teacher mentioned that online learning is good to be implemented in class because it is free and reachable, it means that there are no boundaries in teaching and learning process. It is also supported by Coiro (2011, p. 355) online learning are broadly conceived to include information presented via one or more elements such as hyperlinks, animation, images, video and audio within an online networked system or internet that is continually expanding and, thus, largely unbounded. There are a lot of ways in teaching and learning using online learning that teachers can apply in classroom, based on the findings the English teacher already applied the use of technologies in online learning such as the use of WhatsApp to share some information and assignment to

students, Google Meet to presented the material such as video, PPT, etc. Those were the media or application that the teacher used in learning and teaching activities during pandemic outbreak. However, there were difficulties teacher faced during teaching reading online learning at some points, those were lack of internet connection, students were not participating in class fully because they not concentration and got distract easily such as the notification on their smartphones. It is supported statement by Nieslen and Pernie (2010) online reader distracted by advertisements, notification that made them difficult to concentration. Therefore, the teacher had the strategies to overcome those kinds of situation. Zhang and Duke (2008) examined the different reading strategies used by students, Internet readers while reading on the Internet for three different purposes, including seeking specific information, acquiring general knowledge, and being entertained. They found that readers reportedly adopted

different patterns of familiar, printed and new Internet reading strategies for different reading purposes. Students acquire knowledge when they work on their understanding and relate new ideas and ways of thinking to their existing view of the world (Barnes, 2008; Kukla, 2000). These means, new reading strategies included generating digital queries, applying prior knowledge of search engines and websites, app usage and monitoring one's reading pathways and speed in relation to one's online reading purposes.

Conclusion

Based on the result finding, the researcher concluded that the following are the difficulties faced by ninth grade students of SMP Muhammadiyah 01 Jember in 2020/2021: students feel their eyes are easily tired when exposed to the light of a laptop or smartphone, student find it difficult to concentrate while reading text and underline important words. Especially, in narrative text which

has a lot of vocabulary that must be understood, it is difficult for the students to use past tenses and find the moral value. The strategies built by students to overcome their difficulties are by forming discussion groups to discuss the text and do assignment together. Furthermore, concentrating and scanning in reading help students comprehend the text quickly and save their eyes from prolonged exposure to the light of laptops and smartphones. Last but not least, the effective strategy students use is by reading a lot of narrative texts both online or in prints

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