

**FACTORS AFFECTING THE  
DIFFICULTIES IN  
COMPREHENDING NARRATIVE  
TEXT ON THE TENTH GRADE  
OF SMK AL-FURQON  
BONDOWOSO**

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**Abstarct**

Narrative is a story that is created in a constructive format (written spoken, poetry, prose, images, song, theater or

dance) that describes a sequences of fictional of non fictional events, Rosidah (2009, p 59). The result of this research were factors affect the difficulties of students in comprehending Narrative text of the students at tenth grade of SMK AL-FURQON Bondowoso was the students were difficult when they read a long text in the story to understand the main idea and the words. This research was conducted in SMK AL-FURQON on July, 2022 that was located in Bondowoso. The participants were the students of SMK AL-FURQON which was 25 students. The problem of this research is formulated as what are factors affect the difficulties of students in comprehending Narrative text of the students in the tenth grade of SMK AL-FURQON Bondowoso. In this research, the researcher used descriptive qualitative. Qualitative research was a kind of educational research in which the researcher focused on students' problems in learning English the views of participants; asked general questions and the participants experience; collected data consisted words from the participants; described and analyzed that words and conducts it is subjective (Creswell, 2013, p.236). Researcher used qualitative research to obtain data to be collected by observing and also used interviews as a tool to obtain information about what will be delivered. Researchers used interview to obtain the data that used, after obtaining data through interviews

the researchers then transmit the data obtained from interviews conducted during the research process conducted with research participants involved in this research.

**Key word : Reading, Comprehending, Difficulties**

Reading is the information from the text, either in the form of text or from a picture or diagram, or combination of it all. There are so many definitions of reading. Linguistics give definitions about reading in various ways.

Reading is process to get, to understand, to catch the content of reading. According to Smith (2016,p. 3) reading is seen as a creative and constructive activity having four distinctive and fundamental characteristics namely is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly control.

Narrative text is a kind of text which can give a lesson to the readers.

Moreover, there were previous studies done by Herlina and Melati (2020) is studied showed that An Analysis of Students' were difficulties in Finding the Character Values of Narrative Text. There was also a study done by Marzona and Ikhsan (2019) the results of study showed that study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities. There will be difference between the previous studies, here the researcher will discuss the ability and the difficulties students find in reading narrative text. Another previous research conducted by Khoirunnisa,

Widodo in (2019). The research is about Students' Difficulties in Comprehending Narrative Text at SMP Manalagi Batu.

From some description above, it was interested in carrying out research dealing with the topic related to the problem. It was curious to explore the students' difficulties in reading comprehension, especially in narrative text.

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**METHOD**

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### The Instrument of Collecting Data

#### Interview Guide

According to Arikunto (2010, p.203) instrument of the research was a tool used in collecting data. Such kind of research instruments were, observation check list, questionnaires, interview, and etc. The research used one instrument to gather the data. The researcher used less structured alternative interview also known as semi structured interview. Semi structure interview was in the middle, between structures and unstructured interview. In semi structured interview the questions were more flexibly worded or the interview was a mix of more and less structured questions Merriam & Tisdell (2016. p,111). Usually, specific information was desired from all the respondents, in which case there was a more structured section to the interview. But most of the interview was guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions was determined ahead of time. The researcher used opening ended questions which were to give free thought, suggestion, recall information learnt, or detailing

answered from the respondents (Leo 2002, p. 72). This format allowed the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic. There was interviewing guide which was explained the topics of questions and the number of questions.

The interview guide based on previous study done by Yi Yang & Linda Cornelius (2004, p.861) about students' perception toward the quality of online learning: a qualitative approach and Magdalena Kartika sari (2018) entitled Students' Perception on Blended Learning in English Listening and Speaking Class.

**Table 3.1 Interview sheet**

No	Topics/ Indicators	Example of the questions	Answer
1.	The difficulty in comprehending narrative text	You are confused when you read the long sentence then you get difficult where the main idea located is?	

2.	The difficulty in comprehending narrative text	Do you get difficult when you are asked to tell the authors' point about the topic?	
3.	The difficulty in comprehending narrative text	Do you get difficult when you read and find a new word that unfamiliar?	
4.	The difficulty in comprehending narrative text	Do you understand and the prediction from the context when you find a new word?	
5.	The difficulty in comprehending narrative text	Do you understand, how to make inference?	

6.	The difficulty in comprehending narrative text	Do you know where is the place to find inference?	
7.	The difficulty in comprehending narrative text	When you read the story what kinds of clue do you find it?	
8.	The difficulty in comprehending narrative text	What the people call it when you read a story and know who the character is?	

The data instrument researcher used is an interview, the researcher took sample of tenth grade and there were 10 students that the researcher choose to be the interview. The researcher focused on individual interview and each interview had 5 minutes interview. Data analysis was a very important segment in the research it was the process of making sense out the data collecting. Drew (2008) believed that in the qualitative research data analysis probably carried more negative connotations than any other single part of the research process. This could be attributed to the fact that in qualitative research, data were usually recorded in the form of words descriptions, opinions and feelings rather than numbers. Ary (2006) explained that data analysis was the process that most differentiates quantitative from qualitative research. So, the researcher analyzed the data in the form of interview by using Miles and Huberman model the researcher did data reduction, data display and conclusion drawing/verification (Sugiyono, 2013, p. 246). As the following:

- a) Data analyze was a process to fill the framework of qualitative analysis such as the researcher made a steps to obtain the data which was be gave to the students started from an interview.
- b) Data reduction aimed to reduce the original data by choosing the important point, focusing on particular part of the topic so that the result can give the researcher a clear description. The researcher will take 10 students from tenth grade to be interview.
- c) Data display is finished after the researcher reduce the data. Thus, data display can be call as stage which provides qualitative data in short explanation. In this research, the interview w will be done by online interview or using Google Meet App.

The researcher will ask several types of questions to stimulate responses from an interviewee. Patton (2015) in Merriam & Tisdell 2016:118) suggests opinion and values questions. Here the researcher is interested in a person's beliefs or opinions, what he or she thinks about something. Following the preceding example of narrative learning class in pandemic outbreak. One could ask "What is your opinion as the students in narrative text". After the researcher reduces the data of interview questions and answers then the researcher will choose the important message or information that can be the result or findings to answers research questions. By displaying the data after data reduction it will be easier to understand and carry out the next step of analyzing data.

- d) Conclusion Drawing/Verification is a process after researcher get clear information and then drew the conclusion and verified the answer of research question done in displaying the data by selecting and describes it in the form of words. Thus, the researcher will get the conclusion about the students' difficulties in comprehending narrative text.

The researcher used triangulation as a matter to make the data be valid. Heigam and Croker (2009, p.323) explained that triangulation refered to the process, not only did the researcher shift among the step listed above, he might also shift among various source of data relating to a single issue in an analytical process known as triangulation. The researcher used triangulation technique. Denzin and Yvonna (2012, p.269) explained that technique triangulation was test the credibility of the data to the same source with different techniques. The concept did

by the researcher which data obtained with interviews and then checked by questionnaire

## **RESEARCH DISCUSSION**

### **Difficulties in Determining Main Idea**

In this research, the researcher found the similar category in interview sheet such as the difficulties in comprehending narrative text about determining main idea.

According to Harmer (2001) in Sarwo (2013) cited that skimming is used to quickly identify the main ideas of a text. When the students read the text, they were probably not reading it word by word, instead they were scanning the text. Skimming was done at a speed three to four times faster than normal reading. Students often skim when they had lots of material to read in a limited amount of time.

Iwan Fauzi (2018, P. 105) wrote ideas about speed reading strategies as “people who know how to skim and scan were flexible readers. They read according to their purposed and got information they needed quickly without wasting time. They did not need everything which was not important to read in order to increase their reading speed. Their skill lies in knowing what specific information to read and which method to read”. It meant the students who had the advantages of reading quikly without thinking twice to get an information without having to read all the contens of the story.

On the other hand, the researcher agreed that some students expeirenced some difficulties in was the most important element for reading comprehension because readers cannot comprehend the sentence without attaching the meaning to the word and Krashen, S.D., & Terrel, (1998) in Rika Susanti (2018) agreed that a passage with

many unfamiliar words causes difficulties in comprehension. Thus, it meant vocabulary was the important aspect in learning a foreign language. Then, Students improved much if they learn more words and expressions. vocabulary was one of major component reading skill which was too difficult for the students’ second or foreign language. Without understanding the meaning the words or had a limited vocabulary knowledge, it would make the students difficult to understand about the scanning and skimming to determine main idea.

### **Difficulties in Understanding Vocabulary**

In this research finding, the researcher applied the category the difficulties in comprehending narrative text that was identified in the students such as understanding vocabulary.

According to Huyen, Thanh, and Thu (2003, p.4) vocabulary was very important in learning English particularly in reading comprehension. The main reason for this was vocabulary used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

According to Carrel, Devine, & Eskey, Eword, in Rika Susanti (2018) knowledge content of text.

Based on the result of the research above the researcher could conclude that vocabulary was very important because in reading skill if the students did not have many understanding vocabulary, they would not understand the story. Here, some students had difficulty in understanding vocabulary, it could be said the students lack of vocabulary. So that, the students felt

confused for example they found unfamiliar word in narrative text.

## CONCLUSION

Based on the data it could be concluded that the problem of this research was formulated as what were factors affect the difficulties of students in comprehending Narrative text of the students at tenth grade of SMK AL-FURQON Bondowoso was the students were difficult when they read a long text in the story to understand the main idea and the words. This research was conducted in SMK AL-FURQON on July, 2022 that was located in Bondowoso. The participants were the students of SMK AL-FURQON which was 25 students.

## SUGGESTION

From the conclusion above, there was a suggestion that purpose by the researcher :

First, the teacher should give more attention to the students. So, the students would feel comfortable in teaching and learning process. Second, the students should be diligent to read some books or novels. So, the students would increase their vocabulary in reading skill. Third, this research might get useful for the knowledge and hopefully this research would be a reference of their research.

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