

**AN ANALYSIS OF STUDENT'S DIFFICULTIES IN READING COMPREHENSION ON  
NARRATIVE TEXT AT NINTH GRADE STUDENTS OF MTS MUHAMMADIYAH 01  
RANDUBLATUNG**

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**Abstract**

*This study aims to describe the difficulty of reading comprehension of narrative texts, to find out the factors that cause students' difficulties in understanding reading in narrative texts and to find out the teacher's strategy in overcoming students' difficulties in reading comprehension in narrative texts. The method of this research is qualitative by using a qualitative descriptive approach. The population in this study were ninth grades students of Mts Muhammadiyah 01 Randublatung academic year 2021/2022 with totaling 25 students and English teacher in Mts Muhammadiyah 01 Randublatung. Collecting data using the method of test and interview. Based on the results of tests that have been carried out by students, it shows that as many as 11.08% of students who had difficulty in answering to find the main idea. There are 29.55% of students who have difficulty answering to find certain information (scanning). There are 30.40% of students who have difficulty answering to find conclusions / making inference. There are 11.93% of students who have difficulty answering to find references. And lastly, there are 17.05% of students who have difficulty answering to find an understanding of the meaning of the word. From the results of interview data analysis, the researchers found five factors causing students' difficulties in understanding reading in narrative texts. These factors are: lack of motivation, inadequate instructions given by the teacher, lack of vocabulary, home environment and school environment. So it can be concluded that grade IX students of Mts Muhammadiyah 01 Randublatung have difficulty in understanding narrative text readings.*

**Key Words :** Student Difficulties, Reading Comprehension, Narrative Text.

**Abstrak**

*Penelitian ini bertujuan untuk menjelaskan kesulitan membaca pemahaman teks narasi, untuk mencari tahu faktor-faktor yang menyebabkan kesulitan siswa dalam memahami membaca dalam teks narasi dan untuk menemukan strategi guru dalam mengatasi kesulitan siswa dalam membaca pemahaman dalam teks narasi. Metode penelitian ini kualitatif dengan menggunakan pendekatan deskriptif kualitatif. Populasi dalam studi ini adalah siswa kelas sembilan dari Mts Muhammadiyah 01 randublatung tahun akademik 2021/2022 dengan total 25 siswa dan seorang guru Bahasa Inggris di Mts Muhammadiyah 01 Randublatung. Pengumpulan data menggunakan metode tes dan wawancara. Berdasarkan hasil tes yang telah dilakukan siswa menunjukkan bahwa sebanyak 11,08% siswa yang mengalami kesulitan dalam menjawab untuk menemukan ide pokok. Ada 29,55% siswa yang mengalami kesulitan menjawab untuk mencari informasi tertentu (scanning). Terdapat 30,40% siswa yang kesulitan menjawab untuk menemukan kesimpulan/membuat kesimpulan. Ada 11,93% siswa yang kesulitan menjawab untuk mencari referensi. Dan terakhir, ada 17,05% siswa yang mengalami kesulitan menjawab untuk menemukan pemahaman arti kata. Dari hasil analisis data wawancara, peneliti menemukan lima faktor penyebab kesulitan siswa dalam memahami bacaan dalam teks naratif. Faktor-faktor tersebut adalah: minimnya motivasi, instruksi yang diberikan oleh guru tidak memadai, minimnya kosakata, lingkungan rumah dan lingkungan sekolah. Sehingga dapat disimpulkan bahwa siswa kelas IX Mts Muhammadiyah 01 Randublatung mengalami kesulitan dalam memahami bacaan teks narrative.*

**Kata Kunci :** Kesulitan siswa, Membaca mendalam, Teks narasi.

## **INTRODUCTION**

Reading is one of the skills learned in the language learning process. By reading, students can improve their skills and increase their knowledge. By reading students can also find out new things that they have never known before. In addition, according to Sarwo (2013), the purpose of reading is to grasp an idea from a writer as well as how a writer communicates with his readers through written or printed words. According to Monika (2018), reading consist of two processes, there are: word recognition and comprehension. These two aspects are very the important to learn in order to recognize the sound of words and also to understand information in the text.

Reading comprehension means comprehending or understanding new information and ideas presented in the form of printed pages and using them as an application of interaction between reader and author (Marliasari & Okta, 2018). It is means reading comprehension is comprehending new information or ideas from a text. In addition, according to Nuttal (1982), there are five aspects of reading comprehension that students must understand to understand a text well. These aspects are: Finding specific information (scanning), Determining the main idea, Understanding the meaning of word, Identifying reference and Making inference.

There are many types of texts taught in Junior High School, such as recount text, report text, narrative text, descriptive text and

procedure text. However, the focus of this research is narrative text. Monika (2018) stated that narrative text is the text that tells something imaginatively or something that is just a fantasy that the aims to entertain to the reader. There are several types of narrative text : fairy story, mysteries, science fiction, slice of life, romances, fable, horror stories, myth, historical narrative ballads, and personal experiences. Reading difficulties can be faced by everyone, including a student. The difficulty is the basic from error (Daryanti, 2017). At school, reading difficulties arise because students are confused or do not know about the material being taught. According to Rahim (2006), factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments.

The aim of the research are: to describe the difficulties in reading comprehension on narrative text of ninth graders at Mts Muhammadiyah 01 Randublatung and to find out the factors that cause student difficulties in reading comprehension on narrative text.

## **METHODS**

In this research, the writer uses descriptive qualitative research. According to Miles & Hubermen in Larasati (2019), a qualitative research is a collection, analysis and interpretation of comprehension narrative and visual data in order to gain insights into a particular phenomenon of interest. By the descriptive qualitative research, the writer

focuses on knowing the difficulties students experience in English studies, especially in reading comprehension on narrative text. In addition, the author also wants to know what factors make it difficult for students to read narrative texts comprehensively.

The sample of this research are 25 students in ninth grade of Mts Muhammadiyah 01 Randublatung in the academic year 2021/2022. To collect the data, the researcher using: 1. Test., 2. Interview. In addition, the source of data are: 1. Students' Worksheet are used to see that the students have difficulty or not.. 2. Students' Answer in the Interview, this interview is used to find out the factors that cause students to have difficulties.

The data analysis technique are : 1. Data reduction, the researcher chooses the important data that had been collected. 2. Display data, researcher will present the data in narrative form. 3. Conclusion and Data verification, the researcher drawing conclusions and verification.

## **FINDINGS AND DISCUSSION**

### ***The difficulties in reading comprehension on narrative text***

After collecting and analyzing the data, there were 352 difficulties from students' reading comprehension in narrative text. This 352 difficulties were classified into these following :

- a. Determining Main Idea = 39
- b. Finding Specific Information = 104
- c. Making Inference = 107

- d. Identifying Reference = 42
- e. Understanding the meaning of words = 60

All difficulties made by students will be analyzed here. The researcher calculates the frequency of difficulties by using Sudijono's formula:

$$P = \frac{F}{N} \times 100$$

Notes :

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

#### a.) Determining Main Idea

From 352 difficulties, the students' made 39 incorrect answers of determining main idea, therefore frequency of difficulties of determining main idea is :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{39}{352} \times 100\%$$

$$P = 11.08\%$$

#### b.) Finding Specific Information (Scanning)

From 352 difficulties, the students' made 104 incorrect answers of finding specific information (scanning), therefore frequency of difficulties of finding specific information (scanning) is :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{104}{352} \times 100\%$$

$$P = 29,55\%$$

## c.) Making Inference

From 352 difficulties, the students' made 107 incorrect answers of making inference, therefore frequency of difficulties of making inference is :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{107}{352} \times 100\%$$

$$P = 30.40\%$$

## d.) Identifying Reference

From 352 difficulties, the students' made 42 incorrect answers of identifying reference, therefore frequency of difficulties of identifying reference is :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{42}{352} \times 100\%$$

$$P = 11.93\%$$

## e.) Understanding the meaning of words

From 352 difficulties, the students' made 60 incorrect answers of understanding the meaning of words, therefore frequency of difficulties of understanding the meaning of words is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{60}{352} \times 100\%$$

$$P = 17.05\%$$

Table 4.2

The Result Types of Difficulties, Frequency, Percentage.

Determining Main idea	39	11.08%
Finding specific information (scanning)	104	29,55%
Making Inference	107	30.40%
Identifying Reference	42	11.93%
Understanding the meaning of words	60	17.05%
<b>TOTAL</b>	<b>352</b>	<b>100%</b>

## 1. Determining Main Idea

Based on the data above, the researcher described that most of the students had difficulty in determining the main idea of the text. The students' difficulties in the determining main idea were in number "9. What the main idea from the first paragraph?". Most of students answered incorrectly, such as "Minsa dead", while the correct answer was "Misna is beautiful but she had envious heart".

## 2. Finding specific information (scanning)

Based on the data above, the researcher described that most of the students had difficulty in finding specific information (scanning) of the text. The students' difficulties in the finding specific information (scanning) were in number "1. Who was Ah Tim?". Most of students answered incorrectly, such as "The young woman's brother and nephew", while the

correct answer was “The young woman’s brother’s son”.

### 3. Making Inference

Based on the data above, the researcher described that most of the students had difficulty in making inference of the text. The students’ difficulties in making inference were in number “5. From the passage we learn that the villages were?”. Most of students answered incorrectly, such as “Located in one huge area”, while the correct answer was “Separated by untamed jungles”.

### 4. Identifying Reference

Based on the data above, the researcher described that most of the students had difficulty in identifying reference of the text. The students’ difficulties in identifying reference were in number “17. The sparrow welcomed them..., the bold typed word refers to the...” Most of students answered incorrectly, such as “sparrow”, while the correct answer was “kind man and woman”.

### 5. Understanding the meaning of words

Based on the data above, the researcher described that most of the students had difficulty in understanding the meaning of words of the text. The students’ difficulties in understanding the meaning of words were in number “11. She is beautiful but she had envious heart. What is the synonym of the underlined word?”. Most of students answered incorrectly, such as “ambiguous”, while the correct answer was “Jealous”.

## *The factors of causing the students difficulties*

Based on the results of interviews with 5 students and an English teacher at Mts Muhammadiyah 01 Randublatung on April 6 – 9, 2022. Researchers can conclude several factors that cause students to have difficulty in reading comprehension. Factors that cause students to have difficulty in reading comprehension such as:

#### 1. Lack of Motivation

The first factor of students’ difficulties in reading comprehension was lack of vocabulary. Based on the interviews with the students and English teacher found an answered.

The researcher : “*Kalau di rumah kamu sering belajar bahasa Inggris? Bagaimanacara belajarmu? “*

Student 1 (AR) : “*Tidak sering sih kak, Cuma waktu ada tugas saja. Belajarnya ya cuma mengerjakan tugas dari sekolah saja”*

The Researcher : “*Kamu suka membaca buku/ novel/ teks dalam bahasa Inggris? “*

Student 3(DLA) : “*Tidak kak, saya malas. Lagian sama saja saya tidak paham artinya ”*

The researcher : “*Soal pembelajaran bu, bagaimana siswa saat proses pembelajaran? Apakah aktif atau pasif? “*

English teacher : “*Tidak terlalu aktif mbak, ...”*

Based on the interview above, it can be concluded that students' motivation is

lacking. Students do not have motivation in reading, especially English texts because they do not know the meaning. In addition, students also only learn when there are assignments, this shows that students' motivation in learning or reading is very low. And that is the reason why students have difficulty in reading comprehension.

2. Inadequate Instruction Presented by Teacher

The second factor of students' difficulties in reading comprehension was inadequate instruction presented by teacher. Based on the interviews with the students and English teacher found an answered.

The researcher : *"Bagaimana cara gurumu mengajar materi narrative text?"*

Student 5 (MYI) : *"Ya, seperti biasa kak, menerangkan materi lalu member latihan soal."*

The researcher : *"Bagaimana cara anda mengajar materi reading?"*

English teacher : *"Pertama-tama saya akan menjelaskan tentang materi yang akan diajar, setelah itu saya akan ajak siswa bersama-sama memahami tentang teks, setelah itu biasanya saya akan beri soal untuk mereka..."*

Based on the interview above, it can be said that the teacher's role is very important in the process of student understanding. But the way teachers teach is less varied and tends to make students bored, therefore a teacher is required to be creative and

innovative so that lessons do not become boring.

3. Lack of vocabulary

The third factor of students' difficulties in reading comprehension was lack of vocabulary. Based on the interview with students and English teacher found an answered.

The researcher : *"Bagaimana cara kalian untuk menambah kosa kata Bahasa Inggris?"*

Student 2 (ADP) : *"Saya tidak pernah belajar itu kak."*

The researcher : *"Apakah vocabulary siswa sangat rendah, Bu..."*

English teacher : *"Biasa dikatakan cukup rendah ya, karena mereka ini saat di SD tidak diajarkan Bahasa Inggris, jadi ketika masuk SMP dan harus berhadapan dengan materi yang cukup kompleks cukup kuwalahan dan tentu saja kosa kata yg mereka miliki cukup terbatas..."*

From the results of the interviews above, it can be concluded that students have less vocabulary and this is the cause of students having difficulty understanding English texts. The lack of vocabulary possessed by students can also be caused by several things, one of which is a lack of practice.

4. House environment

The fourth factor of students' difficulties in reading comprehension was house environment. Based on the interview with

students and English teacher found an answered.

The researcher : *“Apakah di rumah kamu suka belajar bahasa Inggris atau sekedar membaca buku atau mendengarkan lagu bahasa Inggris?”*

Student 1 (AR) : *“Tidak pernah, saya belajar bahasa Inggris jika ada tugas saja.”*

The Researcher : *“Apakah orang tuamu mendukungmu untuk ikut les atau kursus bahasa Inggris?”*

Student : *“Tidak pernah kak, karena lesnya mahal”*

The researcher : *“Menurut Ibu, seberapa penting peran lingkungan rumah dalam proses pembelajaran siswa?”*

English teacher : *“Sangat penting, karena lingkungan rumah itu adalah lingkungan pertama mereka... Tetapi kan kita lihat lagi, kebanyakan anak-anak tinggalnya di desa yang sudah pasti bahasa yang digunakan adalah bahasa sehari-hari, bahasa Jawa atau bahasa Indonesia. Tidak banyak juga orang tua mereka yang memberi perhatian khusus kepada anaknya soal kemampuan berbahasa Inggris, jikapun ada juga hanya satu dua.”*

Based on the interview above, the home environment is an important factor in the growth of students' interest in learning English. But in reality at home students never use English as their everyday language, they also rarely study at home, not even from their parents, not many of

them are aware of the importance of learning English in today's era. There are only one or two parents who are aware and finally enroll their children in English courses or tutoring.

##### 5. School environment

The last factor of students' difficulties in reading comprehension was school environment. Based on the interview with students and English teacher found an answered.

The researcher : *“Menurut kamu fasilitas yang ada di sekolah apakah sudah cukup lengkap?”*

Students 5 (MYI) : *“Belum sih kak, buku-buku di perpustakaan kurang lengkap dan tidak ada kantin dan tidak ada lab.”*

The researcher : *“Menurut anda apakah infrastuktur di sekolah sudah dapat menunjang proses pembelajaran dengan baik?”*

English teacher : *“Untuk dikatakan benar-benar menunjang sih belum, seperti tidak adanya proyektor di masing-masing kelas, jadi ketika saya mau mengajar menggunakan proyektor harus sedikit repot untuk membawa ke kelas, lalu untuk laboratorium bahasa juga belum ada jadi ya harus sedikit bersabar...”*

Based on the interview above, it can be said that the school environment including the facilities in it is quite a factor that causes students to be less than optimal in learning. Such as the absence of a language

laboratory and complete reading books. In addition, because the facilities are incomplete, it can make learning monotonous or less varied.

According to Nuttal (1982), there are five aspects of reading comprehension that students must understand to understand a text well. These aspects are: Finding specific information (scanning), Determining the main idea, Understanding the meaning of word, Identifying reference and Making inference.

Therefore, the researcher uses five aspects as indicators to make reading test. Based on the result of test, the researcher found as many as 11.08% of students have difficulty answering to find the main idea of the questions it caused students were do not understand the content of the story and do not understand the meaning of narrative text, there are 29.55% of students who have difficulty answering to find certain information (scanning) from the question items it caused students were due to the lack of student focus in reading a text, there are 30.40% the students who are difficulties in answering to look for making inference of the question items this situation is caused because students cannot grasp the meaning or content of a text, there are 11.93% the students who are difficulties in answering to look for identifying reference of the question items it caused students were due to the lack of vocabulary that students have,

there are 17.05% the students who are difficulties in answering to look for understanding the meaning of words of the question items it caused students were due to the lack of vocabulary that students have.

According to Rahim (2006), factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments.

Therefore, the researcher uses the factors by Rahim (2016) as indicators to make interview questions. Based on the result of the interview, the researcher found several factors that caused students difficulties in reading comprehension. The first factor was lack of motivation, students lack motivation in reading English texts, students find it difficult and they do not understand the meaning of the text, therefore students feel lazy to read. The second factor was inadequate instruction presented by teacher, the teacher's role is very important in the process of student understanding. But the way teachers teach is less varied and tends to make students bored, therefore a teacher is required to be creative and innovative so that lessons do not become boring. The third factor was lack of vocabulary, vocabulary plays a very important role in reading comprehension. According to the test results and also the interviews that have been carried out, it can



be concluded that the students' ability to understand vocabulary is less. The fourth factor was home environment, home environment includes of external factors of reading difficulties. At home, English is never used, when at home students more often use Javanese or Indonesian. This is the reason why English is a foreign language for students because the intensity of its use is minimal. In addition, the majority of students come from villages and their parents are less literate about the importance of English language education for their children. The last factor was school environment, school environment includes of external factors of reading difficulties. Based on the interview above, it can be said that the school environment including the facilities in it is quite a factor that causes students to be less than optimal in learning. Such as the absence of a language laboratory and complete reading books.

## CONCLUSION

Based on the results of tests that have been carried out by students, This shows that 11.08% of students have difficulty in determining main idea, 29.55% of student have difficulty in finding specific information (scanning), 30.40% of students have difficulty in making inference, 11.93% of students have difficulty in identifying references and 17.05% of students have difficulty in understanding the

meaning of word. So, it can be said that the ninth grade students at Mts Muhammadiyah 01 Randublatung have difficulty in understanding the readings of narrative texts.

From the results of interview data analysis, researchers found five factors causing students' difficulties in understanding reading in narrative texts. The factors are: lack of motivation, the instructions provided by the teacher are inadequate, lack of vocabulary, home environment and school environment.

The first factor is the background of the students which causes their difficulties. There are students who are less interested in learning to read because they do not have the desire to read English texts and they are lazy and afraid to read English texts. This affects the students' lack of understanding to understand a text and also new vocabulary. Students are too lazy and rely on Google translate as a tool.

Students are less motivated to learn to read because reading is boring for them. English vocabulary and long texts make them less interested in reading English texts. Most of the students also said that the teacher's technique was monotonous and unable to create interesting activities in learning, making learning activities boring.

The last factor comes from the learners environment. There are two kinds of environment that cause difficulties. They are home and school environment. The majority of the students experienced lack of facilities in their school since it did not provide enough reading

material for them. They are said that lack of parental control in learning because they do not have enough motivation from the parent and lack of parents attention.

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