Students' Difficulties in Reading Comprehension of Narrative Text at the Eleventh Grade of SMA Negeri 7 Padang

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Abstract

This study purposed 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 causing the students' difficulties in reading comprehension of narrative text. This study was conducted through a descriptive quantitative method. This sample was 40 students chosen by using simple random sampling. Moreover, the data were collected from using a reading comprehension test and by distributing questionnaire. The finding of this study indicated that the majority of students faced difficulties in reading comprehension of narrative text. The mean of students' score from reading comprehension test was 49,7, it was categorized into less category. The difficulties faced by eleventh grade students were in identifying reference (67,5%), understanding meaning of word/ vocabulary (58,8%), determining 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 causing students' difficulties are lack of a good reading strategy (1,41), lack of knowledge about grammar (1,44), lack of vocabulary (1,60) and speed reading (2,50). These four factors were categorized into very low and low category.

INTRODUCTION

Reading is an essential skill that is closely connected to other skills such as speaking, listening, and writing. Reading is a very important component of language skills because it is the most useful skill in everyday life. According to Djiwandono (1996), reading is important and becomes increasingly important at a time when developments in various aspects of life occur very quickly. The reader will get a lot

of meaningful knowledge that the reader can take through the reading process. Reading is a process in which readers produce meaning by fusing information from a text with their background knowledge (Nunan, 2003).

Moreover, reading is thought to be a skill of considerable value to the student since it offers him admission to a lot of additional language experience and opens a gateway to the typical ways of pursuing higher education (Streven, 1997). In conclusion, reading is really important to enhance the student's knowledge and information. According to Tarigan (1987) said that getting information, understanding the contents, and comprehending the meaning of the reading that has been read are the three main purposes of reading. The capability to comprehend the information in a text and take to mean it suitably according to the meaning of the text is referred to as reading comprehension (Grabe, W., & Stoller, 2019). Students can comprehend a text with the process of capturing meaning and ideas and can transfer information from written text that has been read. According to Townend (2003), comprehension means that students must fully understand all aspects of the text. Since English is a second language in Indonesia, it is likely that English language learners may find it challenging to understand the material. Students must therefore comprehend 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 (2004), the difficulties for most readers are because they do not have and do not know effective strategies to aid them comprehend the meaning of the text. In addition, many EFL students are still having trouble reading comprehension because of reading strategies that are not appropriate, the length of passages they read and limitation of vocabulary knowledge (Alderson, 2010). It can be said reading text written in English presents a number of challenges for students whose first language is not English. These issues consist of difficulties in understanding the meaning of the text, identifying references, making inferences, understanding sentence structure, identifying main idea, and understanding the meaning of words in the text (Saraswati, Dambayana, & Pratiwi, 2021). Difficulty means something that is not simple to do or understand (Cambridge Dictionary, 2003). 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.

The Ministry of Education, Culture, Research, and Technology has established an educational curriculum. At the level of Senior High School, Almost all schools including schools in Padang use the 2013 curriculum (K13). The curriculum focuses on the text as an English subject matter. There are specific types of text that are employed in senior high school, including procedure, recount, exposition, narrative, report, descriptive, report, and explanation 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 are 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. Some students of class XI SMA Negeri 7 Padang have problems when comprehend narrative text.

Accoding to Latifa (2018) said that narrative text can be an imaginary story or based on a real event. Furthermore, narrative text is a story that is produced in a constructive format that describes a order of fictional or non-fictional events (Sulaiman et al., 2019). Based on the 2013 curriculum (K13), students must be competent to comprehend the main idea, generic structure, moral value and language features of the narrative text. This phenomenon is due to some students have difficulties such as determining the structure of the narrative text or they do not understand what they read. Each student possibly will have different difficulties in understanding English reading texts. Teachers can find teaching strategies to help students improve their reading skills by being aware of their students' difficulties.

There have been several studies that spotlight on discovery students' reading comprehension of narrative text. For example, a study was hold by Sapitri et al., (2020) about students' difficulties in understand a narrative text. She conducted a study related to students' difficulty. The spotlight of this study is only to carry out students' difficulties. This study did not analyze the factors of difficulties faced by students. Second, the study was held by Marzona and Ikhsan (2019) conducted a study about students' reading comprehension of narrative text. This study is based on the student's problems in X IPS 1 of SMAN 1 Talamau in comprehending narrative text, such as determining the main ideas, and topics of the text, understanding the meaning of words, understanding implicit information, and understanding general structure. They found that students had experienced many difficulties in understanding a text, more than ever in narrative texts following relevant rules. Lastly, the study conducted by Warnidah (2014) about students' difficulties in making inferences in reading narrative passages. The subjects of this study are the eleventh grader's students of SMAN 1 Curup. Only the students' difficulties in making inferences from narrative texts are the focus of this study.

As explained above, the preliminary studies focused on difficulty in reading comprehension of narrative text. Those studies are quite similar to this study but focused in the students' achievement and difficulty in reading comprehension only. Meanwhile, this study not only focuses on the difficulties but also on the factors that make it difficult to read and comprehend narrative text.

RESEARCH METHOD

This study was aimed to find the students' difficulties in reading comprehension of narrative text at the eleventh grade of SMA Negeri 7 Padang. The research is quantitative desrciptive reseaech. Creswell (2015) explained that quantitative research recognizes research problems following trends that tend to occur in the field or the need to explain why something happens. The data was collected by reading comprehension test and questionnaire. The reading comprehension test aimed to find the students' difficulties in reading comprehension of narrative text. It is carried out for 90 minutes with a total of 25 questions. The reading comprehension test in the form of multiple choices consisting of seven indicators of narrative text; determining main idea, finding specific/ factual information, making inference/ moral value, identifying reference, understanding meaning of word/ vocabulary, identifying generic structures, and identifying language features.

The questionnaire aimed to find the factors which caused the students' difficulties in reading comprehension of narrative text. In this research used a Likert scale questionnaire. In analyzing the questionnaire data, Likert scale was suggested by Gay (2000), Likert scale requires a person to answer a series of questions showing if she or she is always (SL), often (SR), rarely (JR), or never (TP). The questionnaire contained 34 statements which were divided into two indicators; linguistic factors (lack of vocabulary knowledge, lack of knowledge about word classes, and lack of knowledge about grammar), and non-linguistic factors (lack of a good reading strategy, lack of background knowledge, text length, lack of working memory, and speed reading).

RESULT AND DISCUSSION

Findings from data analysis clearly identified the answers to the research questions. Finding out students difficulties in reading comprehension of narrative text and finding out the factors which caused the students' difficulties.
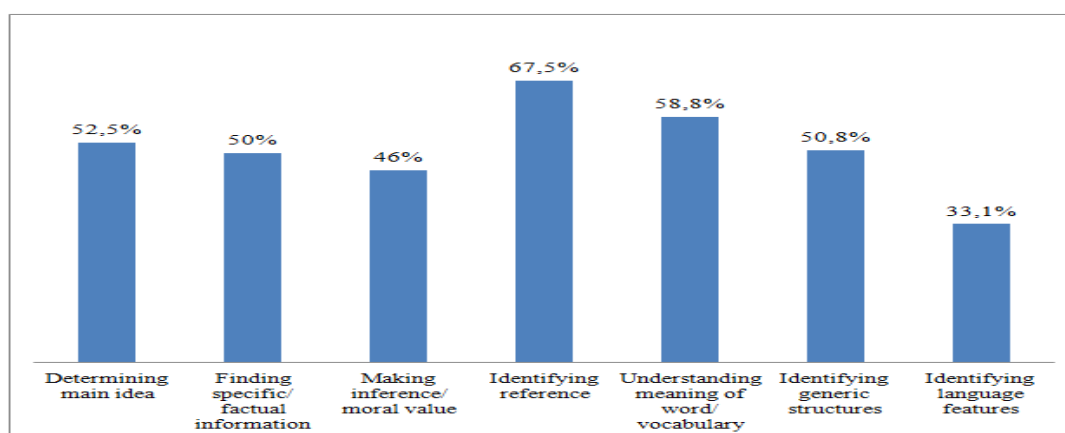
Finding 1 Reading Comprehension Test of Narrative Text

It was found that the answer of the first research question seemed that most students had difficulties in reading comprehension of narrative text. As a matter fact, the average score of the eleventh grade students of SMA Negeri 7 Padang is 49,7. It was categorized into *very less* category.

Table 1
The Students' Score of Reading Comprehension Test

Students Code	Score	Categories
S1	56	Less
S2	52	Less
S3	68	Enough
S4	60	Enough
S5	44	Very Less
S6	52	Less
S7	24	Very Less
S8	72	Good
S9	52	Less
S10	40	Very Less
S11	52	Less
S12	52	Less
S13	56	Less
S14	44	Very Less
S15	32	Very Less
S16	40	Very Less
S17	44	Very Less
S18	68	Enough
S19	52	Less
S20	44	Very Less
S21	72	Good
S22	48	Very Less
S23	52	Less
S24	56	Less
S25	52	Less
S26	44	Very Less
S27	52	Less
S28	40	Very Less
S29	44	Very Less
S30	48	Very Less
S31	40	Very Less
S32	52	Less
S33	64	Enough
S34	52	Less
S35	32	Very Less
S36	40	Very Less
S37	56	Less
S38	52	Less
S39	40	Very Less
S40	48	Very Less
Total	1988	
Mean	49, 7	Very Less

In addition, the table also shows that there are actually 2 of students acquired *good* score, and 4 students acquired *enough* score. Therefore, 16 of the students got *less* and 18 of the students acquired *very less* score in test.

Figure 1 Percentage of the Students' Difficulties in Reading Comprehension of Narrative Text

The figure above shows distribution of students' difficulties in reading comprehension of narrative text. From seven indicators tested, it can be clearly see that students mostly had the difficulties on identifying reference while identifying language features was the least.

Finding 2 Questionnaire

The answer to the second research was discovered that the factors most caused students' difficulties in reading comprehension of narrative text.

Table 2

The Result of Questionnaire

INDICATOR	SUB INDICATOR	Mean Sub Indicator	Mean Indicator
Linguistic Factors	Lack of Vocabulary Knowledge	1,60	1,75 (very low)
	Lack of Knowledge about Word Classes	2,53	
	Lack of Knowledge about Grammar	1,44	
Non-Linguistic Factors	Lack of a Good Reading Strategy	1,41	2,48 (low)
	Lack of Background Knowledge	2,69	
	Text Length	3,13	
	Lack of Working Memory	2,74	
	Speed Reading	2,50	

The results of data processing regarding the factors causing of students' difficulties in reading comprehension of narrative text seen from linguistic factors obtain the mean of score was 1,75. It was categorized into *very low* category. According the table, it can be seen from the proposed sub-indicator items, the highest score is knowledge about word classes with the mean was 2,53, it was categorized into *high* category. The vocabulary knowledge with the mean was 1,60, it was categorized into *very low* category. While the lowest score is knowledge about grammar with the mean 1,44, it was categorized into *very low* category.

The results of data processing regarding the factors causing of students' difficulties in reading comprehension of narrative text seen from non-linguistic factors obtain the mean of score was 2,48. It was considered into *low* category. According the table 17, it can be seen from the proposed sub-indicator items, the highest score is text length the mean was 3,13, it was categorized into *high* category. The working memory with the mean was 2,74, it was categorized into *high* category. The background knowledge with the mean was 2,69, it was categorized into *high* category. The speed reading with the mean was 2,50, it was categorized into *low* category. While the lowest score is reading strategy with the mean was 1,41, it was categorized into *very low* category.

In conclusion, lack of vocabulary knowledge, lack of a gooed reading strategy, lack of knowledge about grammar, and speed reading are the main reasons or the most factors why students in the eleventh grade at SMA Negeri 7 Padang have difficulties in reading comprehension of narrative text. This is evident from the average scores, which were divided into two categories: *very low* and *low*.

Discussion

In this section, there are two things that can be discussed; the difficulties faced by eleventh-grade students of SMA Negeri 7 Padang in reading comprehension of narrative text, and the factors most causing the students' difficulties faced by eleventh-grade students of SMA Negeri 7 Padang in reading comprehension of narrative text. The finding of this research indicated that eleventh grade students in SMA Negeri 7 Padang have difficulties in reading comprehension of narrative text. It is evident from the reading comprehension test's mean student score, which was only 49,7. 25 questions based on seven indicators were asked, and the outcome was obtained. The researcher also discovered that two students received *good* scores and four students received *enough* scores. As a result, in the reading comprehension test of narrative text, 16 of the students received *less* score, and 18 of the students had *very less* score.

The finding illustrated the first aspect was the most difficult aspect faced by eleventh grade students of SMA Negeri 7 Padang which was identifying reference which got 67,5% percentage of difficulty. Research conducted by Hidayati (2018)

showed the similar outcome that first-grade students at SMA N 1 Darrusalam had difficulty finding references because the percentage of difficulties on finding references was 71%, which was only 3,5 percent different from this study. The percentage of difficulty in finding references shows that students have high difficulties. The difficulties faced by students occur because students have poor grammar mastery, lack of vocabulary, understanding long sentences, and lack of learning media, lack of family's support, and lack of reading strategies (Saraswati et al., 2021). These difficulties were established based on student responses from the questionnaire.

The second aspect, it pursued by the difficulties in understanding the meaning of word/ vocabulary which got 58,8% percentage of difficulty. A study by Marzona & Ikhsan (2019) showed that the majority of students were difficult to understanding vocabulary, it got percentage of difficult was 65,22%. A study conducted by Nurjanah (2018) supported the finding of this research. In undesrtanding vocabulary was ranked as the most difficuly aspect of students' reading comprehension.

The third aspect was difficulties in determining main idea which got 52,5% percentage of difficult. The result was correlated to the study that was carried out by Saraswati et al., (2021) which shown the same outcome that was determining main idea was the highest percentage of difficult. A study by Mauli (2014) said that students difficult in formative main idea because of lack of vocabulary meaning, length of sentence, ignorant of paragraph component, lack of students' interest, grammatical confusion, and poor reading strategy.

The fourth aspect was difficulties in identifying generic structures which got 50,8% percentage of difficult. It is different with a study by Sucihati (2017) showed that the majority of students were competent to identifying generic structure, it got percentage of difficult was 18%. She added that there is no problems in identify the generic structure in the narrative text they are reading because students already have a good reading strategy, because with this students have predicted the contents of the text before reading the contents of the entire text.

The fifth aspect was difficulties in finding speciffic/ factual information which got 50% percentage of difficulty. At the study by Hidayati (2018) showed the percentage of difficult in finding specific/ factual information was 37%. According to Firman et al., (2021) said that the lack of reading strategy, lack of vocabulary, and unable to adjust the speed reading caused students also faced difficulties in detailing information from the text being read.

The sixth aspect was difficulties in making inference/ moral value which got 46% percentage of difficulty. A study by Warnidah (2014) revealed that the students had difficult to making inference. She added that infernce is very important in reading comprehension, and difficult in making inferences be able to pressure them

in understanding the text. Mikulecky and Jeffries (2004) also added that good readers commonly construct inference as they read. The lack of reading strategy and vocabulary caused the difficulties in building inference about the content of the text being read (Firman et al., 2021).

The findings of this research both linguistic and non-linguistic factors caused students' difficulties in reading comprehension of narrative text. There are four most dominant factors that cause students' difficulties in reading comprehension of narrative text at the eleventh grade of SMA Negeri 7 Padang, it can be seen the results of students' responses explained that the mean is said to be very less. The most dominant factors causing of students' difficulties when comprehend the narrative text are lack of knowledge about grammar, lack of vocabulary knowledge, and lack of a good reading strategy, and speed reading.

In linguistic factors, the first factor is lack of knowledge about grammar was the most dominant factor causing students' difficulty in reading comprehension of narrative text. Mastery of grammar has a positive influence on increasing students' reading comprehension of narrative text (Ramdhan, 2017). Narrative text has distinctive language features that are different from other texts. Because it can be difficult for the reader to understand ideas if sentences are written in an ungrammatical manner, grammar is a crucial component of language. If the reader has some knowledge of syntax, they can easily rectify the sentence and retain the meaning (Yuliawati, 2018). Therefore students must have a superior understanding of grammar, in order to be able to understand narrative text.

Lack of vocabulary was the most dominant factor causing students' difficulty in reading comprehension of narrative text. According to Yuliawati (2018) vocabulary is the understanding of words in spoken and written language, as well as in creative and accessible forms, and their meanings. Specially, vocabularies consign to the types of words that students be obliged to recognize to read text that increasingly tough text with comprehension. Consecutively for students to comprehend the reading content, they need to have a sufficient vocabulary.

In non-linguistic factors, lack of a good reading strategy was the most dominant factor causing students' difficulty in reading comprehension of narrative text. Students do not predict the substance of reading before reading the entire text, students do not master skimming and scanning techniques, students are not able to describe the information contained in the text, and students never see questions related to the text to be read before reading the entire text. Those are some example of students' lack of reading strategy. Reading strategies can help learners improve their reading skills and reading comprehension performance extensively (Zare & Othman, 2013). They added some strategies include evaluating, paraphrasing, asking questions, checking for answers, translating, summarizing, and making predictions. Teachers can help increase student understanding through instruction in reading

strategies. It can be said that students can master reading strategies to advance students' skill in reading comprehension.

Speed reading was the most dominant factor causing students' difficulty in reading comprehension of narrative text. Speed reading gives best of benefits to students in reading comprehension of narrative text. Speed reading includes some techniques to advance students' ability in reading comprehension. According Wardani (2014) said that speed reading and comprehension increase with age, education level, acquired vocabulary, and reading intensity. Students occasionally have difficulties in reading texts appropriate to several factors that interfere with reading success, such as target comprehension and speed reading. Same line with Kasim & Raisha (2017), fast reading may cause details information and correct word recognition to be missed whereas slow reading have a tendency rather than allowing it to be entirely loyal to higher-order concepts and conceptions inside the text, to concentrate cognitive power on the low-level processing of letters and words. It can be said that students need to master speed reading techniques such as skimming and scanning sequentially to overcome the problems of slow reading and fast reading.

CONSLUSION

Based on the data analysis and findings above, it preserve be said that eleventh grade students in SMA Negeri 7 Padang had difficulties in every aspect of the narrative text being tested. Students' difficulties mainly came from their low ability to identifying reference, understanding meaning of word/ vocabulary, determining the main idea, identifying generic structures, finding specific/ factual information, and making inference/ moral value. . In addition, the most impectful factors causing the diffiulties came from lack of knowledge about grammar, lack of vocabulary, and lack of a good reading strategy.

In conclusion, reading comprehension of the narrative text of the eleventh grade students in SMA Negeri 7 Padang is said to be less because students have failed to answer correctly most of the question items that have been given. This is also because the supporting factors for students' reading comprehension ability must be increased, especially vocabulary knowledge, knowledge about grammar, a good reading strategy, and reading speed.

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