

**THE DIFFICULTIES FACED BY STUDENTS IN UNDERSTANDING
NARRATIVE TEXT
(A Case Study at SMP Muhammadiyah 1 Banda Aceh)**

THESIS

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BANDA ACEH
1434 H / 2013 M**

THESIS

**Submitted to Tarbiyah Faculty Muhammadiyah Aceh University
Banda Aceh as A Partial Fulfillment of the Requirement
for Sarjana Degree (S-1) on Teacher
Education of Tarbiyah Faculty**

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Of Tarbiyah Faculty

On:

Tuesday, August 20th, 2013 M
Syawal 13th, 1434 H

at

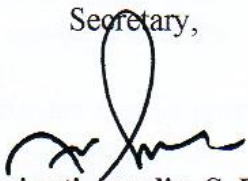
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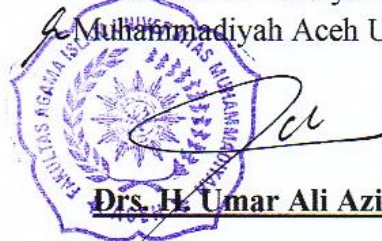
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Kata Persembahan

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillahirabbil alamin...
Akhirnya aku sampai ke titik ini,
sepercik keberhasilan yang Engkau hadiahkan padaku ya Rabb
Tak henti-hentinya aku mengucapkan syukur pada Mu ya Rabb
Serta shalawat dan salam kepada idola ku Rasulullah SAW dan para sahabat yang mulia
Semoga sebuah karya mungil ini menjadi amal shaleh bagiku dan menjadi kebanggaan
bagi keluargaku tercinta
Ku persembahkan karya mungil ini...
untuk bidadari surgaku yang tanpamu aku bukanlah siapa-siapa
di dunia fana ini Ibundaku tersayang (Marliah)
serta orang yang menginjeksikan segala idealisme, prinsip, edukasi dan kasih sayang
berlimpah dengan wajah datar menyimpan kegelisahan ataupun perjuangan yang tidak
pernah ku ketahui,
namun tenang temaram dengan penuh kesabaran
dan pengertian luar biasa Ayahandaku tercinta (Alm. M. Yusuf)
yang telah memberikan segalanya untukku
Dan juga....
Untuk belahan jiwaku, suamiku dan anakku tercinta...
yang selalu menemani setiap langkahku,
yang karena merekalah menjadi pengibar semangatku...
Kepada Keluargaku (Nurhayati), (Khadijah), (Basri), (Khairul), (Zubaidah),
(Saiful), dan (Nurlatifah)
terima kasih tiada tara atas segala support yang telah diberikan selama ini dan
semoga segala kebaikan kalian selalu tercatat di sisi Allah..
Kepada Sahabatku (Dyanti, Mentari, Nur 'asyariah, dan Nursela)
syukran atas supportnya baik itu moril & materil*

*Akhir kata, semoga skripsi ini membawa kebermanfaatan. Jika hidup bisa
kuceritakan di atas kertas, entah berapa banyak yang dibutuhkan hanya untuk kuucapkan
terima kasih... :)*

Wassalam,

Murniati

ACKNOWLEDGEMENT



First of all, I would like to express my gratitude to Allah SWT who has given me the strength and good health to finish this thesis. Greeting and pray, love and longing, I present to our beloved prophet Muhammad SAW, his family and friends.

In this occasion, I would like to extend my sincere gratitude to both Ika Kana Trisnawati. M.Ed and Erry Zul Akbar, S. Pd. I for their kindness to be my supervisors and advisors, for their guidance and valuable suggestion.

My appreciation is also forwarded to the teaching staffs of Muhammadiyah Aceh University, especially to all lecturers of English Department.

My thanks is also addressed to the head of English Department, Elfia, M.A (Ling) and the principal of SMP Muhammadiyah 1 Banda Aceh, Nurhayati, S. Pd who have kindly allowed me doing this research at SMP Muhammadiyah 1 Banda Aceh and also the students who directly involved and helped me in this study.

May Allah SWT bless them all. Aamiin ya rabbal'alam.

Banda Aceh, December 24th, 2014

The Writer,

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ABSTRACT

The title of this study is “*The Difficulties Faced by Students in Understanding Narrative Text at SMP Muhammadiyah 1 Banda Aceh*”. The objectives of this study are to find out the students’ ability of SMP Muhammadiyah I Banda Aceh in understanding narrative text and to investigate the problems solving of the difficulties faced by the students in understanding narrative text. The population of this study was the all of the students of SMP Muhammadiyah I Banda Aceh, which is 133 students. The sample of this study is all of the class VIII₂ students which is 14 students. The instruments of this study are observation, interview, questionnaire, and test. The instruments are analyzed by using descriptive qualitative. The result of this study shows that the students’ ability of SMP Muhammadiyah 1 Banda Aceh in understanding narrative text is classified of enough category. It is proved by mean score of the students, which is 65. It means, the students have some difficulties in understanding narrative text. Based on the result of this study, the difficulties that frequently faced by the students are the difficulty in mastering grammar and vocabulary. Therefore, the problem solving of difficulty in understanding narrative text that come from the English teacher of class VIII₂ are by giving the emphasis on learning grammar and telling the students about the meaning of some difficult vocabularies by writing them down on the white board.

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the most essential skill to be mastered in language learning. It is a wonderful habit and can bring many benefits. One of the benefits of wide reading is a broad store of information. Being able to read English is essential, because there are many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by fact that reading has become a part of our daily life.

Reading can develop and improve others student's English skills such as writing skill, vocabulary mastery, etc. Usually, the more students read the better their vocabulary would be. It is caused in teaching reading generally the teacher integrates it with other language skills. As sated by Edward David Allen and Rebecca M. Valette that:

“Reading and writing activities can be easily coodinated. The answering of question and the writing of resumes are obviously example of written work. Reading selection can be used for oral practice in several ways. Sentences from the reading that contain difficult grammatical patterns may become model for rapid patterns drills with the teacher giving the cues”.¹

Furthermore, reading enables the students to understand the messages presented in written form. They read because they want to get something from writing such as; fact, ideas, or enjoyment. Obviously, reading has important roles for the students because it can give some benefits and knowledge for them.

¹ Edward David Allen & Rebecca M. Valette. *Classroom Techniques; Foreign Language and English as a Second Language*. (New York: Harcourt Bracce Jovanovich, Inc, 1979), P. 267.

Concerning the roles of reading, all of the education levels carry reading activity as competence standard of English course. Reading activity that focuses on the understanding of context and getting new information of text is reading comprehension. This is the highest level of reading activity is carried out in Junior High School.² Moreover, it is stated in competence standard of KTSP curriculum that students are expected to master reading comprehension of short functional text and short essay in the form of narrative, descriptive, procedure, and recount in daily context.

As stated above, the students are expected to master reading comprehension. Indeed, the expectation is caused by the importance of reading comprehension its self. As stated by Stoodt in his book “*Reading Intruction*”, a student’s success in reading is evaluated by his or her ability and extend of understanding the content being read.³ Based on the statement, it can be assumed that reading comprehension is very important to mastered by a students in learning English, especially in learning reading skill. By mastering reading comprehension, a reader can comprehend well the throughout information that told by the writer in a text.

However, learning reading comprehension is not an easy thing. Based on the writer’s experience during learning reading at Junior High School, there were some difficulties that the writer faced such as in determining main idea, in finding topic sentence, and even in comprehending throughout the text. Those

² BNSP. *Standard Kompetensi Lulusan*. Available online in: <http://bsnp-indonesia.org/id>. Retrieved on December 7, 2013. (Translated)

³ Stoodt, B. *Reading Instruction*. (Boston: Houghton Mifflin Company, 1981), P. 163.

difficulties were caused by the lack of vocabulary mastery. Actually, vocabulary mastery is very important component in learning a foreign language. As stated by H. G. Tarigan, “the quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have a skill to use the language”.⁴ By mastering vocabulary, students will be avoided of making mistakes in understanding the text.

Moreover, based on the writer’s experience during teaching practice at SMP Muhammadiyah I Banda Aceh, the writer found that the students were also felt difficult in learning reading. It could be proved by following facts. Each time the writer taught reading in their class, they did not have spirit in learning. When the process of brainstorming about the information of a reading passage that had been read were done, most of them keep being quiet whereas the others did not give the correct answer. Besides, when the writer asked them to accomplish the test which dealt with reading a text, most of the students could not accomplish the test on time. Moreover, the students could not answer mostly questions. Even, when the writer discuss the answers with them, they also did not give any statement. They were just silent.

The problems absolutely has to be concerned in order to make the teaching learning process can be better and surely to make the students not to lose motivation in learning, especially in learning reading. Therefore, it is very important to know what difficulties are that completely make the students can not

⁴ Henry Guntur Tarigan, *Pengajaran Kosakata*. (Bandung:Angkasa, 1986), P. 2. (Translated).

understand a text or a passage well then to find the solutions that are expected be able to improve their ability in understanding a text.

However, in this research, the writer focuses on narrative text. According to Wardiman et al, “narrative texts deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a solution”.⁵ Meanwhile, Nafisah et al say “narrative text is the text that can encourage writers to use their activity and power of observation to develop stories that can capture readers’ imagination. Some examples of narrative text are fiction, fables, folk tales, fantasies, legends, etc”.⁶ It can be concluded that narrative is a text that tells a story, it can be true or imaginative story.

Based on the above problem, the writers tries to find the difficulties that faced by students in understanding narrative text through a research that entitled “*The Difficulties Faced by Students in Understanding Narrative Text*”.

B. Terminology

1. Difficulty

Difficulty is a word derived from morp “difficult” (adjective) which means not easily or readily done, requiring much labor, skill, or planning to be performed successfully and added by suffix “y” becomes a new word “difficulty” (noun). Furthermore, Logan states “difficulty is a condition or state of affairs almost

⁵ Wardiman, Artono & Madsuki, B. Jahur. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), P. 54.

⁶ Nafisah, Nia, & Eri Kurniawan. *English for General Communication*. (Bandung: UPI Press, 2007), P. 87.

beyond one's ability to deal with and requiring great effort to overcome".⁷ In this research, the difficulties mean the problems that the students have in understanding narrative text.

2. Narrative Text

According to Rebecca, "narrative is a text which relates a series of logically, and chronologically related events that are caused or experienced by some factors".⁸ Besides, Onega et al state that "narrative text is not only a series of events but also representation of a series of event".⁹ In addition, Anderson et al explained that narrative is a text that tells a story that can entertain the audience.¹⁰

Based on the statements above, it can be assumed that the definition of narrative text is a kind of text which contains the story about chronology of a series of events that has happened, with the purpose to entertain the reader.

⁷ Logan, Frank, A. *Fundmental of Learning and Motivation*. (Duburque, Lowa: Wn Brown, 1996), P. 132.

⁸ Rebecca. *Narrative Text in Teaching English*. Teaching English 4 All. Available online. Retrieved on December 6, 2013.

⁹ Onega & Landa, Garcia. *Naratology: An Introduction*. Available online. Retrieved on December 6, 2013.

¹⁰ Anderson, M & Anderson, K *Text Types in English 2. PTD LTD* (Australia: Macmillan Education, 2003), P. 90.

C. Research Questions

Based on the background of study, the problems of this study can be formulated as follows:

1. What is the students' ability of SMP Muhammadiyah I Banda Aceh in understanding narrative text?
2. What are the problems solving of the difficulties faced by the students in understanding narrative text?

D. The Aim of Study

1. To find out the difficulties faced by students of SMP Muhammadiyah I Banda Aceh in understanding narrative text.
2. To find out the teacher's way to minimize the students' difficulties in understanding narrative text.

E. Methodology

1. Research Design

In the research, the writer uses descriptive qualitative method. Descriptive research is a research conducted to determine the value of an independent variable, either one or more variables (independent) without making comparisons, or connect with other variables.¹¹ While qualitative is a research to obtain data in forms of words, schemes, and pictures.¹² Thus, Descriptive qualitative means a research procedure which uses descriptive data that is obtained in forms of written

¹¹ Sugiyono. *Metode Penelitian Bisnis*. (Bandung: Pusat Bahasa Depdiknas, 2003), P. 11. (Translated).

¹² *Ibid*,...P. 14.

or oral information , and behaviour that can be observed from the subject of the research itself.

In this research, the writer would analyze the data that is obtained through observation of teaching learning process, through interview with principal, English teacher and students, and through questionnaire.

2. Instrument

In this research, the writer applied some instruments to collect the necessary data. The instruments are observation, interview and questionnaire.

a. Observation

In this research, observation is used to collect data based on the fact of condition at school, especially at class during teaching learning process is going on. The writer observes the teacher's way in teaching, the students' attitude, their interest in learning, their response to the teaching-learning process, their optimism, their enthusiasm, their excitement, their focus, and their verbal participation.

b. Interview

Interview is used in this research in order to get the necessary information dealing with this research, from the principal, English teacher and the students. For the principal, the writer would ask him the 10 questions to get data about profile, teaching learning facilities, curriculum, the teachers and the students of the school. Moreover, the writer would interview the English teacher to find out the method and the media that used by the teacher in teaching, the students' motivation in learning reading comprehension, the obstacles during teaching, and the efforts to improve students' achievement through 15 questions.

Furthermore, the writer would also interview the students with the aim to know the difficulties that they faced in understanding narrative text and their expectation in learning reading comprehension, especially reading narrative text. Those information will be asked by the writer through 10 questions too.

c. Questionnaire

In this research, the writer would also obtain the data dealing with the difficulties of the students in understanding narrative text by distributing questionnaire to the students. In this research, the writer uses closed questionnaire which consists of 15 questions. Closed questionnaire is a kind of questionnaire that is designed to choose one of the optional answers that have been available.¹³ The questions of questionnaire deal with the kinds of difficulties that the students face in understanding narrative text, the caused factors of the difficulties, and the most difficulty that they experienced during learning reading narrative text.

d. Test

In this research, the writer would also obtain the data dealing with the difficulties of the students in understanding narrative text by giving a narrative text completed by 10 questions. The students' answers of the test indicated their ability in understanding narrative text. In this case, the writer could analyze what difficulties are that the students faced in understanding narrative text.

¹³ Drs. M. Subana, M. Pd. *Statistik Pendidikan*. (Bandung: Pustaka Setia, 2000), P. 31. (Translated).

3. Technique of Data Analysis

After collecting data, the writer analyzes the data by using the suitable techniques in accordance with the instruments that used in this research. To know the difficulties that faced by students in understanding narrative text, the writer analyzes the data that obtained through observation during teaching learning process at school, through interview with the English teacher and the students, through questionnaire to the students, and through a test.

To know the teacher's ways to minimize the students' difficulties in understanding narrative text, the writer will also analyze the data that obtained from the interview that conducted by the writer with the English teacher and the students.

In analyzing the data that obtained through observation, the writer reads well the observation list that will be checked during observation process. In analyzing the data that obtained through interview, the writer will concern carefully the answers from the English teacher and the students, then identifying the data in order to get find the answers needed dealing with research questions.

In analyzing the data that obtained through questionnaire, the writer used the percentage formula as follow:

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

Where:

P = Percentage

F = Frequency

N = Number of Students

100% = Constant value.¹⁴

In analyzing data obtained by test, the writer used statistical procedures, namely frequency distribution score and arithmetic mean. The formula of arithmetic mean is as follow:

$$\bar{X} = \frac{\sum fx}{n}$$

Where:

$\bar{X}$ = Mean of the middle of score

F = Frequency

$\sum fx$ = The multiplication of f and x

N = The number of sample.¹⁵

¹⁴ Suharsimi Arikunto. *Procedur Penelitian, Suatu Pendekatan Pendek*, ed revisi, cetakan.13 (Jakarta: PT. Rineka Cipta, 1997) Page. 56. (Translated)

¹⁵ *Ibid*,...P. 130.

F. Population and Sample

According to Sudjana, “population is the totally of all possible values both quantitatively and qualitatively on the particular characteristics learn”¹⁶. It means , the writer takes all of the students of SMP Muhammadiyah I Banda Aceh, which is 133 students.

Meanwhile, sample is understood as a part of population that represent the totally of population. According to Suharsimi, “sample takes in valid: if sample of study in constant as much as 15%. Interpretation sample be effective if subject less than 100, so take all for population and if object bigger so take 10-15% or more”¹⁷. In this research, the writer takes all of the students of class VIII₂ those are 14 students, as the sample. In taking sample, the writer use a technique, which is purposive sampling. It means the sample is determined based on a purpose. The purpose of choosing class VIII₂ as the sample is because between both class of eight grade, those are VIII₁ and VIII₂, the students of class VIII₂ has lower achievement than the students class VIII₁.

¹⁶ Sudjana, *Metode Statistika (Edisi ke enam)*, (Bandung: Tarsito, 2005), P. 19. (Translated).

¹⁷ Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Rineka cipta 1993), P. 123. (Translated).

CHAPTER II

REVIEW OF LITERATURE

A. Reading Skill

1. Definition of Reading

As one of the skills of language learning, reading plays role as learner media to get input. Reading is a tool of learning. It means, students need a variety of reading skills to understand textbooks, reference materials, magazines, newspaper, etc. Thus, if the students does not read them, they will miss the latest information of science and technology.

According to Steven, “reading is a skill of great importance to student because it provides him to access to great quantity of further experience of the language and gives him a window into the normal means of continuing his personal education”.¹⁸

Meanwhile, William stated that reading is an interactive process, in reading process the students need to practice to make understanding of meaning, understanding the relationship in the text through lexical and grammatical cohesion devices and indicators in discourse, understanding important points and reading efficiently through surveying the text, chapter/article, paragraphs, skimming for gist or general impression.¹⁹

¹⁸ Steven, Peter. *New Education in Teaching of English*. (Oxford: Oxford University Press, 1997), P. 26.

¹⁹ William, 1984. *Reading (EFL Journal)*. (online). <http://www.EFL.org/journal/.htm>. Retrieved on June 12, 2014), P. 353.

Moreover, reading is regarded as one of skills that need relatively mechanical skills. In line with this, Elizabeth B. Bernhardt stated that reading is viewed as not merely taking written information on the printed matter but also attributing a meaning-extracting process as the essence of the act of reading.²⁰ It means, reading is not only a skill which is useful to get information from the passage or the text passively but also to process it on mind to understand the meaning. Likewise, Rubin also cites that “reading is the conveying of meaning and the processing the printed word symbols to decode the words and to know the meaning of the selections”.²¹

Based on the statements above, it can be summarized that reading is an activity that need a use of eyes and mind together at the same time to get information of a reading object. When the process of reading is running, there is an interaction between a reader and an author. It means, when a reader is reading, he or she has to catch the meaning of the text. At the same time, the author gives understanding through the words. Thus, there is no meaning if a reader just reads without comprehending and catching the information from the passage or the text which is being read by the reader.

²⁰ Elizabeth B. Bernhardt. *Reading Development in a Second Language: Theoretical, Empirical, and Classroom Perspective*. (New Jersey: Ablex publishing, 1991), p. 5.

²¹ Rubin, Dorothy. *A Practical Approach to Teaching Reading*. (New York: CBS, 1982), P. 8.

2. The Purpose of Reading

In daily life, a reader generally read something because they want to or have a desire to do something. No matter what material which is read, she or he reads them on objective. When people read a comic, a novel, or a magazine in their free time, it does not mean that their reading does not have a purpose. They read to spend their time or to get rid of boredom because we have nothing to do. It means, their reading purpose is for pleaseure. It is different when they read a textbook, a recipe, or a timetable. They read because they need the information. It means, their reading purpose is to get information.

As stated by Grellet, there are two main purposes of reading, namely reading for pleasure and reading for getting information (to find out something or in order to do something with information you get).²²

Meanwhile, Harris revealed the purpose of reading as follows:

“Just as the reader must adapt his reading to meet various purpose, he must also adjust his reading rate. The answer to a specific question concerning supporting detail will require the reader to skim for the right section and then read the section carefully for the correct answer. Following directions calls for slow, careful reading, as does an account of a spesific experiement. Reactional reading and newspaper reading often call for a rapid rate, but usually not as fast as skimming”.²³

Moreover, dealing with the purpose of reading for foreign language learning, reading appears very crucial to language improvement. It is an effective means of extending our command of language. According to Nunan, the authentic

²² Grellet, Francoise. *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*. (United Kingdom: Cambridge University Press, 1996), P. 4.

²³ Harris, Larry A. *Reading Instruction: Diagnostic Teaching in the Classroom*. (new York: Richard C. Owen Publisher, 1980), P. 51.

purposes of reading for the foreign language student are often submerged by the purposes of language improvement, which is the central objective of language learner.²⁴

In addition, William also revealed elaborated the purpose of reading in foreign language. He said that reading is an invaluable skill for foreign language learners because through reading: (1) they can have further practice of the language that they have already met through speaking and listening; (2) they can learn how to make sense of text, in order to extract the information they need from them; (3) they practice language in order to re-use it in writing; and (4) they get pleasure from it.²⁵

Based on the statements above, it is clear that people read for many purposes. Some of them read for pleasure, some read for getting information, and some read for language improvement in which different objective is gained from different technique used. However, No matter the readers' techniques that used in reading, it aims to convey the message of the text. Dealing with this, Nuttal states:

“whatever your reasons for reading (excluding any reading for language learning), it is not very likely that you were interested in the pronunciation of what you read, and even less likely that you more interested in the grammatical structure used. You read because you wanted to get something from the writing.”²⁶

²⁴ Nunan, David. *Second Language Teaching and Learning*. (Boston: Henley, 1999), P. 67.

²⁵ William, E. *Reading in the Language Classroom*. (Londres: Macmillan, 1984), P. 24.

²⁶ Nuttal, Christine. *Teaching Reading Skills in a Foreign Language*. (London: Mcmillan, 2005), P. 3.

To sum up, the purposes of reading mentioned above is to understand or to comprehend the reading passage from the printed text whether there is an action or not after reading a text. It emphasizes on reading is not a general ability. Dealing with the purpose of reading itself, it embraces a wide variety of tasks, activities, skills, and mental process.

3. The Types of Reading

According to Wright, there are four types of reading skills, they are as follows:²⁷

a. Skimming

Skimming is a type of reading where the readers glance rapidly through a text to determine its general content. For example, quickly glancing through an article to see if it interest or not. It means, in skimming, the readers are able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to possess. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purposes rather than to read all material in detail.

b. Scanning

Scanning is a type of reading where the readers read to locate specific information. For example, locating telephone number on directory. It means, in scanning, the readers are able to search through material rapidly with given purpose in mind, in order to find a specific fact or an answer to particular question

²⁷ Wright, Andrew. *Picture for Language Learning*. (Cambridge: Cambridge University Press, 1999), P. 159.

plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all materials around it.

c. Intensive Reading

In intensive reading, the readers try to adsorb all the information given by the author. For example, reading dosage instruction for medicine.

d. Extensive Reading

In extensive reading, the readers deal with longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning. For example, reading a newspaper article, short story, or novel.

Each type of reading skills that has been explained above are used for certain purposes. Each also requires different approach and technique to achieve its goal. For example, skimming and scanning are usually used by readers when they read selection when take a reading test. By using these types, they may be able to find the information that they need without reading all sentence of the passage.

B. Reading Comprehension

Reading is a complex process in getting meaning or in understanding the message of a passage or a text. It is commonly what we call as reading comprehension. As stated by Farris, reading comprehension is the process of understanding the message that the author tries to convey.²⁸

Actually, comprehension is defined as the process in getting the information. According to Richard, "Comprehension is the process by which a

²⁸ Farris, Pamella J. *Teaching Reading: A Balanced Approach for Today's Classroom*. (New York: McGraw-Hill, 2004), P. 321.

person understands the meaning of written or spoken language”.²⁹ It means, the reading comprehension is the process by which a reader understands what she or he is reading to extract information and represent it without changing the meaning in anyway. In other words, reading comprehension is an activity to grasp written material with full understand. Show then, points out some activities involved in reading comprehension.

Meanwhile, According to Ur “Reading Comprehension is an exercise dominated by eyes and the brain, the eyes receive message and the brain has to work out the significance of the message”.³⁰ Moreover, Oneil reveals “Reading comprehension is the process to acquiring the information from the context and combining desperate element from the element into the new whole”.³¹

Based on the statements above, the writer assumes that in reading process, a reader has to involve the cooperation of eyes and mind as the main tools in understanding the whole information which is told by the author in the text or passage which is being read by the reader.

According to Mayer “Reading comprehension is techniques for improving students’ success in extracting useful knowledge from text”.³² The text presents letters, sentences, and paragraph that encode meaning. The reader uses

²⁹ Richard, Jack C. *Error Analysis: Perspective on Second Language Acquisition*. (England: Longman Group Limited, 1974), P. 43.

³⁰ Ur, Penny. *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 1996), P. 139

³¹ Oneil, 1992. *Reading Comprehension*. (online), [http:// www. Nclrc .org/ essentials/ reading/ comprehension .htm](http://www.Nclrc.org/essentials/reading/comprehension.htm). Retrieved on June 12, 2014) P. 200.

³² Mayer. 2003. *Reading Comprehension*. (online), [http:// www. nclrc. org/ essentials/ reading comprehension /htm](http://www.nclrc.org/essentials/reading/comprehension/htm). Retrieved on June 12, 2014) P .34

knowledge, skill, and strategies to determine what that meaning is. In line with this, Burkat mentioned that the readers' knowledge, skills, and strategies include of four elements they are:³³

- 1) Linguistic competence, it is ability to recognize the elements of writing system, knowledge of vocabulary, knowledge of how words are structured into sentences.
- 2) Discourse competence, it is knowledge of discourse markers and how they connect parts of the text to one another.
- 3) Sociolinguistic competence, it is knowledge about different types of texts and their usual structure and content.
- 4) Strategic competence, it is the ability to use top down strategies.

Obviously, when the students are reading a text, they intend to find out the knowledge which is shared from the text in order to have the wider insight and it can be useful for them.

To sum up, reading comprehension is a process to understand the context of a passage or a text which is done by the readers to get information. It is given through written language and has the purpose to comprehend the meaning of the text.

³³ Burkat. 1998. *Element in Reading Comprehension (EFL Journal)*. (online), (<http://www.EFL.org/journal/.htm>). Retrieved on June 12, 2014) P. 45

C. Reading Narrative Text

1. Defintion of Narrative Text

According to Rothery (quoted in Tickoo), narrative text is essentially a story with events that constitute problem for one or more characters who are motivated to confront and solve the problem.³⁴ It can be understood that narrative text is the production of stories or personalessays which deal with problematic events, lead to decisive moments, and eventually resolved.

Moreover, narrative is also defined as a kind of texts in which the plot and characters of the story could be changed less or more by the writer from the previous time of period. As Parera states, "Narrative is one of the forms of developing writing, for example, characters told in the history of something based on the development of writing from time to time".³⁵

In the other reference, Gerrot and Wignell defined narrative texts as the texts that are used to amuse, entertain, and deal with actual or vicarious experience in different ways. Likewise, Anderson and Anderson explain,

"Narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem".³⁶

³⁴ Tickoo, mahkan. *Reading and Writing: Theory into Practice*. (Singapore: Sherson Publishing House, 1995), P. 15.

³⁵ Parera, J. D. *Menulis Tertib dan Sistematis. Edisi Kedua*. (Jakarta: Erlangga, 1993), P. 5. (Translated).

³⁶ Anderson, M. & Anderson, K. *Text Types in English 2*. (Macmillan Education Australia PTY LTD, 2003), P. 63.

Based on the statements above, the writer concludes that narrative text is a kind of text which presents a story or a series of events to entertain the readers where the story or the events divided into three parts, those are the beginning part as the introduction of characters involved, the middle part as the problems arisen, and the ending part as the resolution of the problem.

2. Generic Structures of Narrative Text

According to Wardiman et al, generic structures of narrative texts consist of three elements. The first element is orientation that is about the opening paragraph where the sets, the scenes and the characters of the story are introduced. It usually answers the questions who? When? Where? The second element is complication. It is a series of complication or where the problems in the story developed. The third element is resolution, which solves the problems in the story. The problems may be resolved for better or worse/happily or unhappily.³⁷

Meanwhile, Anderson and Anderson (quoted in Intan Karolina) explained five parts of narrative texts, that are as follow:

1. Orientation/exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when is talking place.

³⁷ Wardiman, Artona and Masduki B. Jahur. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), P. 31. (Translated).

2. Complication/rising action

This steps where crisis or problem arise. The characters are fronting a serious of events.

3. Sequence of event/climax

This is where the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback.

4. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it rarely left completely unresolved.

5. Re-orientation

At the last part, it is an optional closure of event.³⁸

In the other reference, Emilia also revealed five generic structures of narrative text, that are: (1) orientation which tells about the opening paragraph where the characters of the story are introduced; (2) complication which explains some problems or something happen in the story; (3) evaluation which highlights the significance of the events for character; (4) resolution which shows sort out problem for better or worse; and (5) coda as the optional elements which concludes lesson from the story.³⁹

³⁸ Intan Karolina. *Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMAN 1 Petarukan Pemalang*. (Semarang: Universitas Negeri Semarang, 2006), P. 28.

³⁹ Emilia, Emi. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris; Petunjuk untuk Guru*. (Bandung: Rizqi Press, 2011), P. 86-88.

3. Language Features of Narrative Text

According to Emilia, the language features of narrative text cover on:

- a. Using cognitives that show a sequential times such as: *once upon a time, after a while, first, then*, etc.
- b. Using past tense
- c. Using action verbs that show what happen, such as: *swept* the floor, *watered* the flower, *cut* the vegetables, etc.
- d. There are dialogue using verbal processes, such as: *asked, said, and replied*.
- e. Using descriptive language in describing someone or something, such as: I made a *yummy* cake, They spent a *fun* holiday, etc.⁴⁰

Moreover, Gerrot and Wignell revealed that the language features of narrative texts include:

- a. Focusing on specific and usually individualised participants
- b. Using of material processes
- c. Using relational processes and mental processes
- d. Using temporal conjunctions and temporal circumstances
- e. Using past tense.⁴¹

4. Types of Narrative Texts

There are many types of narrative texts, as mentioned by Yimwilai, that the types of narrative include:⁴²

1. Realistic fiction, such as tales about children
2. Fantasy
3. Fairy tales, folk tales, and tall tales
4. Fables
5. Mysteries
6. Humor and language play
7. Historical fiction, set in a period in the past
8. Narrative poetry, poems that tell stories
9. Real-life adventures, and
10. Biographies and autobiographies.

⁴⁰ *Ibid*,.....P. 93.

⁴¹ Gerrot, Linda and Wignell, Peter. *Making Sense of Functional Grammar*. (Sydney: Antipodean Educational Enterprises (AEE), 1994), P. 204.

⁴² Yimwilai, S. *Using Narrative Text to Teach Reading*. (USA: NABT Conference, 2006), P. 9-10.

Meanwhile, it is almost same with Yimwilay, Neo revealed that narrative texts have many types or genres, among others; humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels, and adventure.⁴³ However, in this thesis, the writer tries to explain some of them.

- a. Humor, is one of narrative genres that aims to make audience laugh as a part of telling story.
- b. Romance; is a narrative genre that tells of two lovers who overcome difficulties to end up together.
- c. Historical feature, is a narrative genre which tells story in the past and the description of a period in history.
- d. The diary novel, is the narrative genre that is presented like diary entries.
- e. Fantasy, is the narrative genre that presents an imaginative and magical story.
- f. Science fiction, is a narrative genre which involve science and technology.⁴⁴

⁴³ Neo, Ernest. *Narrative for '0' Level*. (Malaysia: Longman, 2005), P. 58.

⁴⁴ *Ibid*,.....P. 58-60.

D. The Difficulties in Understanding Narrative Text

In learning English skills, either listening, speaking, reading, and writing, students must commonly face some difficulties. In this thesis, the writer discuss about the difficulties in understanding reading text, especially narrative text.

As stated before, narrative is a story that tell a series of past events to amuse the readers and to teach a lesson to the readers. However, the readers, especially students often get some difficulties in understanding reading texts which have been read. As stated by Beard, “most junior high school students encounter reading comprehension problems or difficulties”.⁴⁵

In addition, ramelan said that most SMA graduates are still very poor in their reading comprehension, since they cannot read or understand articles in English dailies.⁴⁶ It means, it is difficult to understand a reading text for the senior high school students, moreover the junior school students.

Dealing with this problem, Gillet and Temple classified the difficulties in understanding reading texts into three points as follows:⁴⁷

1. Difficulty in Mastering Vocabulary

Vocabulary is the most important thing in comprehending the text. Mikulecky & Jeffrines said that “Good comprehending depends on understanding the words you are reading. The more words you recognize and understand in a

⁴⁵ Beard, R. *Developing Reading*. (Oxon: Hodder and Stoughton, 1987), P. 71.

⁴⁶ Ramelan. *Introduction to Linguistic Analysis*. (Semarang: IKIP Semarang Press, 1992), P.3.

⁴⁷ Gillet, J W & Temple, C. 1994. *Understanding Reading Problem, Fourth Edition*. New York: Harper Collin College Publisher. P. 337.

text, the better your comprehending will be”.⁴⁸ Another way context can help you guess meaning is by giving you information about the grammar.

According to Gough” vocabulary is important because it is word which carry the content of what we want to comprehend. The more words you know, the more you will be able to understand the text. Vocabulary is not just words. When we talk about our vocabulary, we mean the words we know and our ability to use them.⁴⁹ Moreover, some elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meanings, usage/use, derivatives, idiom and special expression. Therefore, in order to comprehend the text the students should be able to master the vocabulary.

However, when a reader does not has many vocabulary mastering, it means the reader does not catch the correct meaning, it can make the information is unclear. The homophones confuse the reader. In this case, if the students unable to get the appropriate meaning for these words, if the word “weak” is used repeatedly in a story, and the students pictures is seven days each time, this is show that the students’ comprehension of the reading material is poor.

2. Difficulty in Understanding Topics

Topic is general idea in the text. In other hand, the topic of a paragraph or a sentence is what the entirety of it is all about. The topic is supposed to be in the simplest form. It should only be composed of one word if possible. In order to

⁴⁸ Mikulecky, Beatrice s. & Jeffries, Linda. *More Reading Comprehension Power*. (America. Addison-Wesley Publishing Company, 1996). P. 62.

⁴⁹ Gough, Chris. *English Vocabulary Organiser*, (USA: Heinle, 2002)

know the topic of a sentence, it must first understand what the sentence is all about.

3. Difficulty in Understanding Main Idea

The main idea of the paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.⁵⁰ According to Smith⁵¹ main idea of reading is the core of message, the thesis, the main point, the central thought. It is the author's reason for writing the text.⁵¹ The rest of the comprehending will logically develop, explain, or prove this main point. Main idea is what all the sentences describe.

In summary, students have some difficulties in understanding reading texts. The difficulties that commonly faced by the students in understanding reading texts are related to their own ability, that cover on their ability in mastering many vocabulary and in understanding topic and main idea of the texts that is not enough yet to make them be able to comprehend the texts well.

E. The Problem Solving of the Difficulty in Understanding Narrative Text

In Indonesia, there are many students who have several difficulties in understanding reading text, especially narrative text. The eight grade students' of SMP Muhammadiyah I Banda Aceh, for instance. They face various difficulties in understanding reading as stated above. Thus, those problems should be minimized

⁵⁰ Gillet, J W & Temple, C,.....P. 337.

⁵¹ Smith, Brenda D. *Breaking Through. College Reading Fourth Edition*. United States. (America: Harper Collins).

in order to help students to be success in developing their ability in understanding reading texts which have been read.

There are many things which can be done to solve the students' difficulty in understanding reading texts, especially narrative texts. One of the things is to choose the appropriate strategies in reading the text. It is supported by Cormick, the use of strategies in reading is needed to develop the readers' ability during their attempt to read and to understand a written text. He added, the reading strategies include:

- a. Summarization, refers to extracting the core ideas from factual text.
For instance, students can be taught to outline a text headings and sub headings to generate statements of main ideas, which are placed in an outline.
- b. Activation for prior knowledge, refers to relating what the readers already know to the information encountered or expected in the text.
- c. Generation of questions, refers to thinking of questions about the meaning of text as the reading proceeds.
- d. Representational imagery, refers to instructing students to create images depicting what they have read.⁵²

Meanwhile, Brown cited there are 10 strategies which can be used in reading, among others:

⁵² Mc Cormick, K. *The Culture of Reading and Teaching of English*. (Manchester: Manchester University Press, 1994), P. 277.

- 1) Identify the purpose of reading
- 2) Use graphemic rules and patterns to did in bottom-up decoding (especially for beginning level learners)
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- 4) Skim the text for main idea
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) Guess some unclear substances of the text
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship.⁵³

Thus, it is clear that the students' difficulty problem in understanding reading texts, especially narrative texts should be decreased through various ways such as the reading strategies as stated aboved. The application of those strategies is very expected to be efficient in developing the students' ability in understanding reading texts.

⁵³ Brown, H Douglas. *Teaching by Principles (An Interactive Approach to Language Pedagogy)*. (Englewood Cliffs, New Jersey, Prentice Hall, Inc, 2007) P .306

CHAPTER III

THE RESULT OF RESEARCH

A. A Brief Description of Research Location

1. The School and Facilities

In collecting the data needed, the writer conducted this research at SMP Muhammadiyah 1 Banda Aceh. The location of the school is very accessible, which is located at Jl. Prof. A. Majid Ibrahim No. 31 Banda Aceh, that is being led by Nurhayati, S. Pd as the principal.

SMP Muhammadiyah 1 Banda Aceh has some facilities to support the teaching learning process. The information about the facilities could be seen in the table below:

Table 3.1 The facilities of SMP Muhammadiyah 1 Banda Aceh.

No	Facilities	Amount	Condition
1	Principal's room	1	Good
2	Vice of principal's room	1	Good
3	Administration room	1	Good
4	Teachers' room	1	Good
5	Computer Room	1	Good
6	Public Laboratory Room	1	Good
7	Mushalla	1	Good
8	Handicraft Room	1	Good
9	Library	1	Good
10	Counceling room	1	Good
11	Security Room	1	Good
12	Media Room	1	Good
13	Warehouse	1	Good
14	Toilet	4	Good
15	Canteen	1	Good
16	Class room	6	Good
17	Hall	1	Good
18	OSIS Room	1	Good
Total		26	Good

Resource: Administration office of SMP Muhammadiyah 1 Banda Aceh

2. The Teacher

Teachers are the crucial aspect of a school, besides the other elements, such as learning facilities. The teachers are very important because they play an important role in determining the success of teaching learning process. Dealing with the teaching learning process, one teacher has different ways in teaching from the another teacher. The determining of the teaching method should be adjusted in accordance with both the students and the material. It is because of the purposes of learning that must be achieved well. Thus, the quality of the teachers is very important to make the teaching learning process succesful. Furthermore, the quantity of teachers also should be concerned in a shcool. The limitation of the teachers can give negative effect to the teaching leaning process because it can make the process can not run well.

SMP Muhammadiyah 1 Banda Aceh has 22 teachers who taught subject in which consist of 12 full-timer teachers and 10 part-timer teachers. Among them, there were three English teachers. The Following table shows more details about the three English teachers of SMP Muhammadiyah 1 Banda Aceh.

Table 3.2 : The number of English teacher at SMP Muhammadiyah 1 Banda Aceh

No.	Name	Class	Graduated
1.	Said Fahmi, S. Pd	VII	S1 Syah Kuala University
2.	Rowfi Fitriana, S. Pd	VIII	S1 Syah Kuala University
3.	Ida Riani, S. Pd. I	IX	S1 Muhammadiyah Aceh University

Resource: Administration office of SMP Muhammadiyah 1 Banda Aceh

3. The Student

The number of students at SMP Muhammadiyah 1 Banda Aceh is 133 students, for the first years up to third years. All grade students are divided into 2 classes for each. The details of the number of the students' of SMP Muhammadiyah 1 Banda Aceh could be seen in the following table:

Table 3.3 : The number of student of SMP Muhammadiyah 1 Banda Aceh

No.	Grade	Male	Female	Total
1.	The first year students	24	22	46
2.	The second year	24	8	32
3.	The third year	36	19	55
	Total	84	49	133

Resource: Administration office of SMP Muhammadiyah 1 Banda Aceh

4.The English Curriculum

Curriculum has an important role in guiding the teacher in the teaching learning process. It contains guideliness for teacher such as the allocation of time, the sequence arragement of the lesson and type of the text.

Based on the information that obtained through interview to the principal of SMP Muhammadiyah 1 Banda Aceh, Nurhayati, S. Pd, it applies KTSP (Education Unit Level Curriculum) as curriculum. Moreover, the time allocation for English teaching and learning is 2x45 minutes. In addition, the teacher used “Smart Step for Junior High School” which was published by Erlangga as the English textbook.

B. The Research Sampling

As stated above, the purpose of the writer to conduct this research were to know the students' ability of SMP Muhammadiyah 1 Banda Aceh in understanding narrative text and the problem solving of the difficulties faced by the students in understanding narrative text. In order to get the purposes, the writer must get information from the students, indeed. As the sample of the research, the students were given some instruments which help the writer in collecting data accurately, namely test, questionnaire, and interview.

Regarding to the sample in this research, the writer applies purposive sampling which chose a particular consideration become the sample of participant. The writer took all of numbers of class VIII₂ students which was 14 students that consisted of 11 males and 3 females.

C. Data Analysis

As stated above, the writer conducted the research at SMP Muhammadiyah 1 Banda Aceh, and class VIII₂ was taken as sample. In collecting the information needed dealing with the students' difficulties in understanding narrative text and the problem solving of the problem, the writer several instruments, namely observation, test, questionnaire, and interview. Furthermore, the analysis of data in this research would be explained below.

1. Analysis of Observation

Observation is one of the way that used by the writer to collect the data needed in this research. The observation was aimed to get the accurate information related to the teacher's way in teaching reading narrative text and the students' response toward the teaching learning process.

In this case, the writer observed the teaching learning process of English subject for four meetings. In conducting observation, there were several aspects which was observed by the writer during teaching learning process.

Based on the result of observation, it could be classified that there were 5 positive things which was observed from the teaching learning process that were indicated by checklist (✓) in column "yes" that covered on the students' spirit, class comfort, the teacher's optimism, the teacher's skill in teaching, and the students' body language. Then there were 5 negative things which was observed from the teaching learning process that were indicated by checklist (✓) in column "no" that covered on the students' motivation, the students' verbal participation, the students' focus, the students' enthusiasm, and the students' discipline.

Furthermore, it could be explained that the teaching learning process dominantly was good, it was proved by the students' spirit to begin the lesson and their body language in paying full attention to the teacher when she was explaining the material, the class condition which was very comfortable and it could support the teaching learning process well, and the teacher's ability was good in giving explanation.

Unfortunately, the teaching learning process was not responded well by the students. It showed by the lack of students' verbal participation during the teaching learning process was going on. They also did not focus on all learning activities in the classroom, and they were not very enthusiastic in doing the assignment from the teacher about reading narrative text. To sum up, the activeness of teacher was better than the activeness of students during the teaching learning process.

2. Analysis of Test

In order to obtain the data needed about the students' ability of SMP Muhammadiyah 1 Banda Aceh in understanding narrative text, the students were given test which consisted of 10 questions in form of true false questions. After getting the students' score of reading comprehension test of narrative text, the writer would analyze the scores by using the following statistical procedure.

1. The Frequency Distribution

The distribution is the formulation table that used to get the mean of the students' ability in doing reading comprehension test.

2. The Arithmetic Mean (M)

The arithmetic Mean is the average of the students' ability in doing reading comprehension test. The result of test could be seen in the following table.

Table 3.5 The Students' Score in Reading Comprehension of Narrative Text

No	Students' Name	Score
1.	Ramadhan Saputra	60
2.	Yeni Agustina	80
3.	Aimar Fathurrahman	80
4.	Maulidin	80
5.	Rika Syarifah Zahara	80
6.	M. Ali	80
7.	Intan Mulia	80
8.	Chairul Huda. P	60
9.	Gian Azzy Pratama	60
10.	Huzaifi	40
11.	Fazlur Rahman	60
12.	Ahmad Royani	60
13.	Zul Arifin	60
14.	Khairul	50
Total		910

In order to make the readers understand the students' score, the writer tabulates the scores from the highest score to the lowest score as follows.

40	50	60	60
60	60	60	60
80	80	80	80
80	80		

The data showed that the highest score was 80 and the lowest score was 40. Then, the distribution table could be seen as follows:

Table 3.6 : Table of Frequency Distribution

x	f	fx
80	6	460
60	6	360
50	1	50
40	1	40
Total	14	910

Next, to get the mean of the students' score, the writer used this following formula:

$$x = \frac{\sum fx}{N}$$

$$= \frac{910}{14}$$

$$= 65$$

According to the result of mean, the writer concluded that the students' ability in understanding narrative text was enough, based on the of critical value.

The critical of value could be seen as follows:

95 – 100	= Perfect
85 – 94	= Excellent
75 – 84	= Good
65 – 74	= Enough
55 – 64	= Not enough
0 – 54	= Fail. ⁵⁴

The average and the frequency distribution of the students in SMP Muhammadiyah 1 Banda Aceh were 65 – 74. It means that the criteria value from the students was enough.

3. Analysis of Questionnaire

To acquire the data about the kinds of difficulties that the students face in understanding narrative text, the caused factors of the difficulties, and the most difficulty that they experienced during learning reading narrative text, the writer gave questionnaires to the students, that consist of 15 questions. In order to get the result of the data collected through questionnaire, the writer used the percentage formula as follow:

⁵⁴ Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*.P. 130.

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

Where: P = Percentage
 F = Frequency
 N = Number of Students
 100% = Constant value.⁵⁵

Table 3.7 : The Students' interest in Studying English

No.	Options	Frequency	Percentage
1.	a. Like	12	86 %
	b. Strongly like	-	-
	c. Dislike	2	14 %
	d. Strongly dislike	-	-
Total		14	100%

Based on the analysis of questionnaire, the writer understood that the students had a good interest towards English subject. It was proved by the result of questionnaire where it was 86% students stated that they like to study English. It means that most of the students were interested in studying English.

⁵⁵ *Ibid*,...P. 56

Table 3.8 : The Students' interest in learning reading

No.	Options	Frequency	Percentage
2.	a. Interested	7	50 %
	b. Very interested	4	29 %
	c. Not interested	3	21 %
	d. Not very interested	-	-
Total		14	100%

Based of the result of questionnaire in term of the students' interest in learning reading, the writer got information that some students were intersted in learning reading, even some of them felt very interested, the rest was the students that were not interested in learning reading. Overall, the writer concluded that the students were averagely interested in learning reading.

Table 3.9 : The importance of learning reading

No.	Options	Frequency	Percentage
3.	a. Important	11	79 %
	b. Very important	3	21 %
	c. Not important	-	-
	d. Not very important	-	-
Total		14	100%

The table of above show the result of data analysis of questionnaire dealing with the students' view of the importance of learning reading where most students gave response that learning reading is important to them, and no students stated that learning reading is not important.

Table 3.10 : The level of students' difficulty in understanding reading text

No.	Options	Frequency	Percentage
4.	a. Difficult	5	35 %
	b. Very difficult	4	29 %
	c. Not difficult	4	29 %
	d. Not very difficult	1	7%
Total		14	100%

Based on the analysis of the data of questionnaire in term of the level of the students' difficulty in understanding narrative text, the writer got information that some students were difficult in understanding a narrative text. Another students gave information that show they did not have the difficulty in understanding narrative text. To sum up, the number of students who had difficulty in understanding narrative text was more than the students who did not have the difficulty in understanding narrative text.

Table 3.11 : The students' excitement in reading narrative text

No.	Options	Frequency	Percentage
5.	a. Like	7	50 %
	b. Strongly like	2	14 %
	c. Dislike	4	29 %
	d. Strongly dislike	1	7%
Total		14	100%

Based on the analysis of questionnaire in term of the students' excitement in reading a narrative text, the writer could understand that the students averagely like to read a narrative text. It was proved by the result of data analysis which showed that the high precentage of the students' excitement in reading narrative text.

Table 3.12 : The students' response toward reading narrative assignment

No.	Options	Frequency	Percentage
6.	a. Enthusiastic	9	65 %
	b. Very enthusiastic	-	-
	c. Not enthusiastic	2	14 %
	d. Not very enthusiastic	3	21%
Total		14	100%

Based on the data analysis of the questionnaire dealing with the students' response toward reading narrative assignment, it could be understood that more than half of the total students felt enthusiastic when their teacher gave them the assignment about reading narrative text. The rest was the students who gave response that they were not enthusiastic, and even not very enthusiastic towards the assignment. However, it could be conclude that the number of students who were enthusiastic towards the assignment was more than the number of students who were not enthusiastic towards the assignment.

Table 3.13 : The frequency of students' difficulty in understanding narrative text

No.	Options	Frequency	Percentage
7.	a.Always	-	-
	b. Often	5	36 %
	c. Sometimes	8	57 %
	d. Never	1	7 %
Total		14	100%

Based on the result of data analysis of questionnaire dealing with the frequency of students' difficulty in understanding narrative text, it could be assumed that students often faced the difficulty in understanding narrative text. According to the data of questionnaire, it showed that from all students, only one student who did not have difficulty in understanding narrative text.

Table 3.14 : The most students' difficulty in understanding narrative text

No.	Options	Frequency	Percentage
8.	a. Determining main idea	3	21 %
	b. Finding topic sentence	2	14 %
	c. Understanding every sentence	6	44 %
	d. Understanding the whole story	3	21 %
Total		14	100%

Based on the analysis of the data of questionnaire in term of the kinds of difficulty that students faced the most, the writer gave the optional of some the common difficulties which were often faced by the students in understanding narrative text. From all the difficulties, it could be seen that the difficulty in understanding every sentence was dominantly faced by most of the students.

Table 3.15 : The difficulty factor in understanding narrative text

No.	Options	Frequency	Percentage
9.	a. Not interested in reading	1	7 %
	b. Lack of vocabulary	7	50 %
	c. Do not know the good strategy in reading	1	7 %
	d. Less of concentration in reading	5	36 %
Total		14	100%

Based on the analysis of questionnaire related to the factor caused the students' difficult in understanding narrative text, the writer got information that there were some factors which influenced the students in understanding narrative text. From the factors, the most influence of the students' difficulty came from the lack of vocabulary mastery.

Table 3.16 : The frequency of students activeness in asking the teacher

No.	Options	Frequency	Percentage
10.	a. Always	11	79 %
	b. Sometimes	1	7 %
	c. Seldom	-	-
	d. Never	2	14 %
Total		14	100%

Based on the result of questionnaire which had been analyzed by the writer dealing with the frequency of students' activeness in asking the teacher about material that was explained during the teaching learning process, it could be understood that most of student were always active in asking their teacher about the material that had not been understood yet.

Table 3.17 : The students' interest on teacher's method in teaching reading

No.	Options	Frequency	Percentage
11.	a. Like	6	43 %
	b. Strongly like	2	14 %
	c. Dislike	5	36%
	d. Strongly dislike	1	7 %
Total		14	100%

Based on the result of questionnaire dealing with the students' interest of the teacher's method in teaching reading narrative text, the writer got information that some students like the method which was applied by their teacher in the teaching learning process, and the others stated that they did not like the method. However, the number of students who like the teacher's method in teaching reading narrative text was more than the number of the students who did not like the teacher's method in teaching reading narrative text.

Table 3.18 : The frequency of using media by the teacher in teaching reading

No.	Options	Frequency	Percentage
12.	a. Always	6	43 %
	b. Sometimes	2	14 %
	c. Seldom	6	43%
	d. Never	-	-
Total		14	100%

Based on the result of questionnaire which was analyzed by the writer that related to the frequency of the using of media by the teacher teaching reading narrative text, it could be understood that the teacher sometimes used the media although not in every meeting of teaching learning process. It was proved by the information that was obtained by the writer through the students' questionnaire.

Table 3.19 : The completeness of learning facilities at the school

No.	Options	Frequency	Percentage
13.	a. Complete	2	14 %
	b. Very complete	2	14 %
	c. Incomplete	6	43%
	d. Very incomplete	4	29 %
Total		14	100%

Based on the analysis of questionnaire dealing with the completeness of the teaching facilities at the school, it could be understood that the teaching facility of that school was incomplete. It was showed by most the students' opinion through questionnaire.

Table 3.20 : The particular tricks to be easier in understanding narrative text

No.	Options	Frequency	Percentage
14.	a. Always	9	65 %
	b. Sometimes	1	7 %
	c. Seldom	3	21%
	d. Never	1	7 %
Total		14	100%

Based on the result of questionnaire dealing the particular tricks which were given by the teacher in making the students easier in understanding narrative text, the writer could understood that their teacher often gave them the tricks, although it was not given in every meeting. It was proved by the presentage of students' answer in the questionnaire.

Table 3.21 : The condition of classrom during the teaching learning process

No.	Options	Frequency	Percentage
15.	a. Comfortable	6	43 %
	b. Very comfortable	-	-
	c. Not comfortable	5	36 %
	d. Not very comfortable	3	21%
Total		14	100%

Based on the result of questionnaire which had been analyzed by the writer dealing the condition of the classroom during the teaching learning process of reading narrative text, it could be conclude that the condition of the classroom was comfortable. It was showed from the data that given by the students' answer of the questionnaire, where the average students chosen comfortable.

4. Analysis of Interview

In order to collect the data dealing with the students' difficulties in understanding narrative text, the writer also conducted the interview besides conducting observation, giving test, and distributing questionnaire.

The interview was conducted to find out the information dealing the difficulties that faced by the students of SMP Muhammadiyah 1 Banda Aceh in understanding narrative text, and the efforts of the English teacher in solving the students' difficulty in understanding narrative text. Furthermore, the writer conducted the interview both with the English teacher and the students.

a. Interview with the English Teacher

In this case, the writer interviewed the English teacher who taught English subject in class VIII₂ namely Rowfi Fitriana, S. Pd. The information which could be collected from the interview was as follows:

“The students' motivation in learning reading narrative text was still low. Actually, the teacher had used some methods in teaching reading narrative text, such as story telling, and had also brought some teaching media, such as picture and comic. However, the students did not give good response towards the material. According to her, there were several difficulties faced by the students in understanding narrative text, among of them were lack of vocabulary and less of understanding of grammar. Furthermore, she said that the difficulties were caused by less of learning facilities which were provided at the school, English text book, for instance.

Moreover, the students were very lazy in writing the material in a note book. It influenced the students' disability to understanding narrative text. Nevertheless, she tried to look for the solution of the problem. Due to the students were lack of vocabulary and grammar mastery, she said that she often writing down the meaning of the difficult vocabularies that found in the text on the white board. Besides, she emphasized learning on grammar, especially simple past tense."

Based on the statement, it could be understood that the students' was not interested in learning reading, especially reading narrative text. However, the teacher had tried to do some efforts to make the students get more excitement in learning reading narrative text. In this case, the teacher taught reading narrative text by applying some teaching methods which was suitable for the student in learning reading narrative text, such as story telling. Besides, the teacher also tried to used some teaching media in teaching reading narrative text, such as picture and comic.

Nevertheless, either the teaching method and media that had been implemented by the teacher was not successful in helping the students to understand the narrative reading. From the teacher's statement, the students had difficulty which inhibit them in understanding reading narrative text. The biggest difficulty is the lack of vocabulary. Meanwhile, the another difficulty was lack of grammar mastery.

Thus, the teacher tried to minimize the students' difficulty in understanding reading narrative text by explaining deeply about grammar rules, and also explaining the meaning of some difficult vocabularies to the students by writing down the vocabularies in the whiteboard.

b. Interview with the Students

In this research, the writer conducted the interview with 6 students. They were consist of 2 upper ability students, 2 intermediate ability students, and 2 lower ability students. The level of students' ability was determined based on their score in test.

- Interview with upper ability students:

1. Intan Mulia:

“Actually, reading narrative text is difficult for me. I cannot understand well about the content of the text. However, I like a text that tells a story as in narrative text does. Thus, I want to try to learn more in order to get better understanding of the text. Furthermore, the most difficulty in understanding narrative text is I do not now the meaning of several vocabularies in the texts.”

Based on the statement, the writer concluded that the student was interested in learning reading narrative text, but she had difficulty in learning it because of vocabulary problem.

2. Aimar Fathurrahman

“I like learning narrative very much, because I am interested in listening the stories which told by the teacher, such as Cinderella. Usually, the teacher teach us by using picture and text. However, when the teacher used a text in teaching narrative, I felt confuse of understanding some vocabularies of the text. So, I often ask my teacher to explain the meaning of the vocabularies. Fortunately, my teacher is very kind. She tells the meaning of the vocabularies and writing them down in the white board before give us the assignment”.

From the statement above, it could be noticed that the students was also interested in learning reading narrative text, moreover when his teacher taught narrative text by using picture. However, when the teacher taught reading narrative text that used a text, he became difficult to understand the text if the teacher did not told him the meaning of some vocabularies because he was still lack of vocabulary.

- Interview with the intermediate ability students

1. Ahmad Royani:

“English is fun but it is difficult for me. I am just interested in learning English by using game. So, I do not like learning English if the teacher use a text in teaching. For Example, when the teacher ordered us to read a narrative text. It was so bored because I do not know what was being told in the text, unless if the text was completed by picture.”

Based on the statement above, it could be understood that the students was not interested in learning English, especially in learning reading narrative text. He felt bored due to vocabularies which could not be understood by him, and according to him, he would get the better understanding dealing the story in the text was completed by picture.

2. Fazlurrahman:

“According to me, learning narrative text is fun because it is interesting when my teacher is telling a story. But, I do not like learning narrative when the teacher asked us to read. I can not understand the meaning of every sentence in the text, moreover, when the teacher asked us to answer the questions about the text. Thus, I could not answer the questions correctly.”

From the statement above, the writer concluded that the student was actually interested in learning narrative, if the story was told by his teacher, not to be read. It meant, he did not like to learn reading very much. In addition, he revealed that he could not answer the questions dealing with narrative text caused by his disability in understanding the text well due to the lack of vocabulary.

- Interview with the lower ability students

1. Khairul

“Learning reading narrative text is difficult for me because basically, I do not like learning English. The most difficulty problem when reading narrative is in translating the text. I can not understand the text well. Many vocabularies that very difficult to be translated. So, I always ask my teacher to explain them.”

Based on the student’s statement, the writer concluded that he also faced the difficulty in term of vocabulary. Because of the limitation of vocabulary mastery, he missed a lot of information dealing with the sense of story that told by the author in a narrative text. As a result, he could not understand the whole story.

2. Huzaifi

“According to me, English is an important subject for students. However, it is very hard to be learnt. For example, when learning reading narrative text. Many vocabularies that could not known and it made me very difficult to understand the text. Usually, if I found the difficulty with the vocabulary of the text, I always asked my teacher about the meaning of the vocabulary.”

From the statement, it could be concluded that the student also faced the same difficulty with the other students above, namely difficulty in vocabulary mastery.

Overall, based on the result of interview with the sixth students that had different level ability, the writer concluded that the common difficulty that the students experienced in learning reading narrative text was the lack of vocabulary mastery.

Meanwhile, in order to minimize the students' difficulty, the teacher did several things, such as translating new vocabularies that found in the text, and explaining about grammar deeply, especially in term of simple past tense.

D. Examining of Research Questions

The first research question in this research is about the students' ability of SMP Muhammadiyah I Banda Aceh in understanding narrative text. In order to know the students ability in understanding narrative text, the writer collected data from test which was given to the students about "*The Princess Who Loved to Sing*", and the test given in form of True or False Questions.

After analyzing the data obtained through tests, the writer found that the students' ability of SMP Muhammadiyah 1 Banda Aceh was enough. It was proved by the result of mean score of the students, namely 65. Based on the critical value, score 65-74 concluded of enough category.

Meanwhile, the second research question in this research is about the problems solving of the difficulties faced by the students in understanding narrative text. To collect the data dealing with the question, the writer conducted the interview with the English Teacher and 6 students. The sixth students were took based on the result of score of the test, which consisted of 2 upper ability students, 2 intermediate students, and 2 lower ability students.

Based on the result of interview with both the lecturer and the students, the writer found that there are several difficulties that faced by the students in understanding narrative text, such as lack of vocabulary and grammar mastery. Nevertheless, the difficulty which faced by mostly students was difficulty in mastering vocabulary.

Furthemore, to solve the difficulty problem, the teacher tried to do some efforts to minimize the students' difficulty in understanding narrative text, among other were writing down the meaning of some new vocabularies that found in the text in the white board, and also explaining about grammar deeply, especially the form of tense which commonly used in narrative text, namely simple past tense.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

After doing this research, the writer would like to state several conclusions of the research. From the result of data analysis, the writer concluded that case study about *The Difficulties Faced by Students in Understanding Narrative Text at SMP Muhammadiyah 1 Banda Aceh* as follow:

1. The students' ability of SMP Muhammadiyah 1 Banda Aceh in understanding narrative text is classified of enough category.
2. Based on the result of test which is analyzed by means of mean score and critical value, it shown that the mean score of the students of SMP Muhammadiyah 1 Banda Aceh is 65. If it is referred to the critical value, score 65-74 is included in enough category.
3. Based on the analysis data that collected through observation, questionnaire, and interview, it is found that there are several difficulties faced by the students in understanding narrative text, which cover on difficulty in mastering grammar and vocabulary. Between the difficulties, the difficulty which faced by mostly students is difficulty in mastering vocabulary.
4. In order to solve the difficulty faced by the students of SMA Muhammadiyah 1 Banda Aceh in understanding narrative text, the teacher helps the students by giving the emphasis on learning grammar and telling the students about the meaning of the difficult vocabularies by writing them down on the white board.

B. Suggestion

After conducting the research, the writer would like to give some suggestions as follow:

1. In order to develop the ability in mastering vocabulary, the students should read any English reading text as often as possible. It will help the students to know various new vocabularies that found in the text.
2. To minimize the students' difficulty in understanding English reading text, especially narrative text, the students should be active in learning some strategies in reading. It is expected to make the students easier to find any elements of text, such as the main idea, topic sentence, and supporting sentence. As a result, it will make them get more understanding about the whole text.
3. The teacher should apply the independent learning in the classroom. It means, the teacher should not tell the students about the meaning of the difficult vocabularies before the students try to look for the meaning in the dictionary by their own self.
4. To make the students more intersted in learning reading, especially reading narrative text, the teacher should tell the advantages of reading to the students in order to create the students' motivation in learning.
5. In order to get the purpose of learning, the principal of SMP Muhammadiyah 1 Banda Aceh should concern about the provision of the learning facilities that will make the teaching learning process better.

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Banda Aceh, January 01st, 2015
The Writer

Murniati



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BANDA ACEH 23245

SURAT KEPUTUSAN

Nomor : 200 /UM.M5/Q/Fatar/2014.

Dekan Fakultas Tarbiyah Universitas Muhammadiyah Aceh,

- Menimbang: a. Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Tarbiyah Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
- b. Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dancapak serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

- Mengingat: 1. Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
2. Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 021/BAN-PT/AK-XIII/S1/X/2010 Tanggal 15 Oktober 2010;
3. Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Tarbiyah Universitas Muhammadiyah Aceh tanggal 18 Januari 2014

MEMUTUSKAN :

- Menetapkan : 1. Menunjuk saudara :
1. **Ika Kana Trisnawati, M.Ed**
Sebagai Pembimbing I.
 2. **Erry Zul Akbar, S.Pd.I**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : **Murniati**

N P M : 0905181455

J U R U S A N : Tadris Bahasa Inggris

J U D U L : The Difficulties Faced by Students in Understanding Narrative Text at SMP Muhammadiyah 1 Banda Aceh

2. Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
3. Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
4. Segala sesuatu akan diroboh dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh.

Pada Tanggal : 25 Januari 2014

Dekan,

Drs. H. Umar Ali Aziz, M.A

Tembusan :

1. Rektor Universitas Muhammadiyah Aceh.
2. Koordinator Kopertais Wilayah V Aceh.
3. Mahasiswa Yang bersangkutan.
4. Arsip.-



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Nomor : 694 /UM. M5/Q/Fatar/2014. Banda Aceh, 12 Agustus 2014

Lampiran : --

Hal : Mohon Izin untuk mengumpulkan

Data Menyusun Skripsi

Kepada Yth :

**Sdr. Kepala Dinas Pendidikan Pemuda dan Olahraga
Kota Banda Aceh**

di-

Tempat

Assalamu'alaikum Wr.Wb.

Dengan Hormat. Dekan Fakultas Tarbiyah Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya bapak/Ibu memberi izin dan bantuan kepada :

Nama : **Murniati**
NPM : **05181455**
Jurusan : **S1- Tadris Bahasa Inggris**
Semester : **X (Sepuluh)**
Alamat : **Jln. Rama Setia Desa Deah Glumpang Banda
Aceh**

Untuk mengumpulkan data pada :

SMP Muhammadiyah 1 Banda Aceh dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Tarbiyah Universitas Muhammadiyah Aceh, yang berjudul:

**"The Difficulties Faced by Students in Understanding Narrative Text
at SMP Muhammadiyah 1 Banda Aceh"**

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam

An. Dekan

Kabae, Fata Usaha



Mailisman Cut Salihin, S.Ag.,M.Pd



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IZIN PENELITIAN

NOMOR : 074/A.2/6465

TENTANG

PENGUMPULAN DATA DI SMP MUHAMMADIYAH 1 KOTA BANDA ACEH.

Dasar : Surat Dekan Fakultas Tarbiyah Universitas Muhammadiyah Aceh
Nomor : 694 /UM.M5/Q/Fatar/2014, tanggal 12 Agustus 2014, Hal Izin
Pengumpulan Data.

MEMBERI IZIN :

Kepada :

Nama : **Murniati**

NIM : 0905181455

Prodi : Tadris Bahasa Inggris

Jenjang : S-1

Untuk : Mengumpulkan data dalam rangka penyusunan Skripsi dengan judul
"**THE DIFFICULTIES FACED BY STUDENTS IN UNDERSTANDING NARRATIVE
TEXT AT SMP MUHAMMADIYAH 1 BANDA ACEH**".

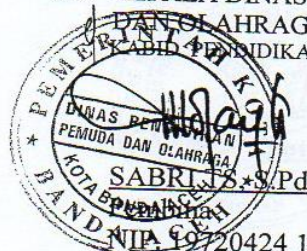
Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan kepala sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi Mahasiswa yang bersangkutan supaya menyampaikan foto copy hasil Penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan Pemuda dan Olahraga Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 25 Agustus s.d 25 September 2014

Demikian surat ini disampaikan untuk dapat dipergunakan semestinya.

Banda Aceh, 25 Agustus 2014

a.n. KEPALA DINAS PENDIDIKAN PEMUDA
DAN OLAHRAGA KOTA BANDA ACEH
KABID. PENDIDIKAN DASAR DAN LANJUTAN



NIP. 19720424 199702 1 001

TEMBUSAN :

1. Dekan Fakultas Tarbiyah Univ. Muhammadiyah
2. Mahasiswa/i yang bersangkutan
3. Peringgal



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH MENENGAH PERTAMA (SMP)
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Banda Aceh, 2 Okttober 2014

Nomor : 233/1.07/SMP.MI/X/2014

Lamp : -

Hal : Penelitian

Kepada Yth,
Dekan Fakultas Tarbiyah
Universitas Muhammadiyah -Aceh
di-
Banda Aceh

Assalamu'alaikum,wr.wb

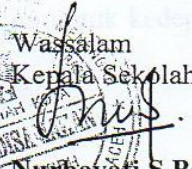
Dengan Hormat, sehubungan dengan surat dari Dinas Pendidikan, Pemuda dan Olahraga Kota Banda Aceh tanggal 25 Agustus 2014 Nomor: 070/A.2/6465 tentang pengumpulan data di SMP Muhammadiyah 1 Banda Aceh.

Nama : **Murniati**
NIM : 0905181455
Prodi : Tadris Bahasa Inggris
Jenjang : S-1

Bahwa yang namanya tersebut diatas benar telah melakukan penelitian pada SMP Muhammadiyah 1 Banda Aceh pada tanggal 18 s.d 26 September 2014, dengan judul :

**"THE DIFFICULTIES FACED BY STUDENTS IN UNDERSTANDING
NARRATIVE TEXT AT SMP MUHAMMADIYAH 1 BANDA ACEH"**

Demikian surat ini kami buat untuk dapat dipergunakan seperlunya.

Wassalam
Kepala Sekolah,

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NIP. 19630706 198412 2 001



Tembusan:

1. Pembantu Dekan Fakultas Tarbiyah Universitas Muhammadiyah -Aceh
2. Yang bersangkutan
3. Arsip

INTERVIEW UNTUK GURU

1. Menurut anda, apakah siswa tertarik dalam mempelajari bahasa inggris?
2. Menurut anda, bagaimana tingkat motivasi yang dimiliki oleh siswa dalam mempelajari materi reading narrative text?
3. Apa saja yang anda ajarkan dalam materi reading narrative text?
4. Metode apa yang anda gunakan dalam mengajar reading narrative text?
5. Media apa saja yang anda gunakan dalam mengajar reading narrative text?
6. Bagaimana respon yang ditunjukkan oleh siswa saat sedang belajar reading narrative text?
7. Kendala apa saja yang anda hadapi ketika mengajar reading narrative text?
8. Langkah-langkah apa yang anda jelaskan sebelum memberi tugas reading narrative text?
9. Menurut anda, kesulitan apa saja yang dihadapi siswa dalam belajar reading narrative text?
10. Diantara beberapa kesulitan tersebut, kesulitan apa yang paling banyak dialami siswa?
11. Menurut anda, faktor apa saja yang dapat membuat siswa kesulitan dalam memahami sebuah narrative text?
12. Menurut pengamatan anda selama ini, bagaimana kemampuan bahasa inggris siswa terutama dalam reading ?

13. Upaya apa yang anda lakukan untuk mengatasi kesulitan siswa dalam mempelajari reading narrative text?
14. Apakah ada tips khusus yang anda berikan kepada siswa untuk membuat mereka lebih mudah memahami sebuah narrative text?
15. Apakah ada peningkatan pada kemampuan siswa dalam memahami text narrative setelah anda memberikan tips tersebut?

INTERVIEW UNTUK SISWA

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?
2. Bagaimana pendapat anda tentang narrative text?
3. Apakah anda tertarik dalam mempelajari materi reading narrative text?
4. Apa saja yang diajarkan dalam materi reading narrative text?
5. Cara belajar-mengajar seperti apa yang anda inginkan dalam belajar materi reading narrative text?
6. Bagaimana cara guru anda dalam mengajar materi reading narrative text?
7. Media apa saja yang digunakan oleh guru anda dalam mengajar materi reading narrative text?
8. Hal apa saja yang membuat anda sulit dalam memahami sebuah narrative text?
9. Bila anda sedang mengalami kesulitan, pernahkah anda bertanya kepada guru? Lalu solusi apa yang guru anda berikan?
10. Apa harapan anda untuk perkembangan proses belajar mengajar bahasa inggris untuk masa yang akan datang?

INTERVIEW UNTUK KEPALA SEKOLAH

1. Sudah berapa lamakah sekolah ini berdiri?
2. Berapakah jumlah seluruh guru yang ada di sekolah ini?
3. Berapakah jumlah keseluruhan siswa/siswi di sekolah ini pada tahun ajaran 2013/2014?
4. Bagaimanakah keadaan sarana dan prasarana pendidikan disekolah ini secara umum?
5. Kurikulum apa yang digunakan oleh sekolah ini dalam proses belajar mengajar?
6. Berapakah jumlah guru bahasa inggris di sekolah SMP Muhammadiyah 1 Banda Aceh ini?
7. Menurut anda, bagaimana kompetensi yang dimiliki oleh semua guru bahasa inggris tersebut di dalam mengajar?
8. Prestasi apa saja yang pernah diraih oleh siswa di sekolah ini dalam bidang bahasa inggris?
9. Apa saja upaya atau program yang anda rencanakan demi meningkatkan mutu sekolah sekaligus siswa terutama dalam hal yang berhubungan dengan bahasa inggris?
10. Apa saja harapan anda terhadap sekolah ini untuk kedepannya, khususnya dalam bidang bahasa inggris?

QUESTIONNAIRE

Name :

Class :

1. Apakah anda menyukai pelajaran Bahasa Inggris?
 - a. Suka
 - b. Sangat suka
 - c. Tidak suka
 - d. Sangat tidak suka
2. Apakah anda tertarik dalam mempelajari reading skill?
 - a. Tertarik
 - b. Sangat tertarik
 - c. Tidak tertarik
 - d. Sangat tidak tertarik.
3. Menurut anda, apakah reading skill penting untuk dipelajari?
 - a. Penting
 - b. Sangat penting
 - c. Tidak penting
 - d. Sangat tidak penting
4. Apakah anda dalam sulit memahami sebuah teks atau bacaan dalam bahasa Inggris?
 - a. Sulit
 - b. Sangat sulit
 - c. Tidak sulit
 - d. Sangat tidak sulit
5. Apakah anda suka membaca sebuah teks narrative ?
 - a. Suka
 - b. Sangat suka
 - c. Tidak suka
 - d. Sangat tidak suka
6. Bagaimana tanggapan anda ketika guru memberi tugas tentang reading narrative text?
 - a. Antusias
 - b. Sangat antusias
 - c. Tidak antusias
 - d. Sangat tidak antusias

7. Apakah anda sering menghadapi kesulitan dalam memahami isi cerita dari setiap teks narrative yang anda baca?
- c. Sering
 - c. Kadang-kadang
 - d. Sangat sering
 - d. Tidak pernah
8. Kesulitan apa yang paling besar anda alami ketika memahami sebuah teks narrative?
- a. Sulit menentukan main idea
 - b. Sulit menemukan topik sentence dari tiap paragraf.
 - c. Sulit memahami arti tiap kalimat dalam paragraf.
 - d. Sulit memahami keseluruhan isi cerita.
9. Faktor apa saja yang membuat anda sulit memahami bacaan teks narrative?
- a. Kurang tertarik untuk membaca
 - b. Kurang vocabulary
 - c. Kurang pengetahuan tentang strategi membaca yang baik
 - d. Kurang konsentrasi dalam membaca
10. Apakah anda pernah bertanya kepada guru ketika anda mengalami kesulitan dalam mengerjakan tugas reading narrative text?
- a. Pernah
 - c. Jarang
 - b. Kadang-kadang
 - d. Tidak pernah

11. Apakah anda suka dengan metode mengajar reading yang diterapkan guru di kelas anda?

- | | |
|----------------|----------------------|
| c. Suka | c. Tidak suka |
| d. Sangat suka | d. Sangat tidak suka |

12. Apakah guru anda pernah menggunakan media di dalam mengajar reading?

- | | |
|------------------|-----------------|
| a. Pernah | c. Jarang |
| b. Kadang-kadang | d. Tidak pernah |

13. Menurut anda, apakah fasilitas belajar di sekolah anda lengkap?

- | | |
|-------------------|-------------------------|
| a. Lengkap | c. Tidak lengkap |
| b. Sangat lengkap | d. Sangat tidak lengkap |

14. Apakah guru anda pernah memberi trik khusus untuk lebih mudah memahami sebuah teks dalam bahasa inggris?

- | | |
|------------------|-----------------|
| a. Pernah | c. Jarang |
| b. Kadang-kadang | d. Tidak pernah |

15. Menurut anda, bagaimana kondisi kelas anda selama proses belajar mengajar berlangsung?

- | | |
|------------------|------------------------|
| a. Nyaman | c. Tidak nyaman |
| b. Sangat nyaman | d. Sangat tidak nyaman |

LEMBAR PENGAMATAN

No	Hal yang diamati		Ya	Tidak
1	Semangat Siswa	Siswa merasa senang dan semangat selama proses belajar mengajar.		
2	Motivasi Belajar	Siswa tampak sangat tertarik dan serius untuk belajar reading dan juga sering bertanya mengenai materi belajar.		
3	Partisipasi Verbal	Siswa senang memberi pendapat dan mampu menjawab pertanyaan spontan yang ditanyakan guru.		
5	Kenyamanan Kelas	Murid-murid tidak menimbulkan kegaduhan dan sehingga proses belajar mengajar pun tidak terganggu.		
6	Keoptimisan Guru	Guru tampak semangat dan percaya diri dalam mengajar.		
7	Keterampilan Guru	Guru dapat mengarahkan siswa dengan baik untuk mengerjakan tugas yang hendak diberikan.		
7	Fokus siswa	Semua siswa fokus dengan kegiatan belajar.		
8	Bahasa tubuh siswa	Bahasa tubuh yang mengindikasikan bahwa mereka memperhatikan penjelasan guru dengan baik.		
9	Antusias siswa	Siswa langsung memulai mengerjakan tugas setelah diberikan aba-aba oleh guru.		
10	Kedisiplinan	Siswa menyelesaikan semua tugas dalam waktu yang sudah ditetapkan guru.		

TEST

Read the following narrative text then answer the questions below!

MY NEIGHBOUR

David had been waiting for his mother in front of the school. His mother usually fetched him from school but today she was not there. David waited for 15 minutes before he walked home by himself.

When he reached home, he knocked on the door as he did not bring the keys. Surprisingly, no one answered the door. David knocked again but still no one answered the door. Just as he was about to go to the nearby coffee shop where his father worked to get the keys, he heard the friendly voice of his neighbour, John.

David told him that no one was home and John's mother suggested that David stayed in their house till his mother came back. David and John played happily till evening when David's mother came back.

David thanked John and his family before he went back into his house. David's mother explained to David that she had a backache and she had to see a doctor. From this experience, David learnt an important lesson, "Neighbours are people who help each other."

Questions:

1. Where had David been waiting for his mother?
2. Did David's mother fetch him after school that day?
3. How long did David wait for his mother?
4. Where did David's father work?
5. Who suggested David to wait for his mother in their house?
6. What did David do in John's house?
7. Why didn't David's mother fetch him that day?
8. What is the conflict of the story above?
9. What lesson did David learn that day?
10. Could you find 5 adjectives of the text?

**SURAT PERNYATAAN
PERTANGGUNG JAWABAN PENULISAN SKRIPSI**

Yang bertandatangan dibawah ini :

Nama	: Murniati
NPM/ Angkatan	: 0905181455/2009
Jurusan	: Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa :

1. Skripsi saya yang segera diuji adalah benar-benar pekerjaan saya sendiri (bukan hasil jiplakan)
2. Apabila di kemudian hari terbukti/dapat dibuktikan skripsi ini hasil jiplakan, maka saya siap menanggung resiko ***dibatalkan kelulusan sidang penelitian skripsi*** oleh Fakultas Tarbiyah Universitas Muhammadiyah Aceh.

Demikian surat pernyataan ini saya perbuat dengan sebenar-benarnya.

Banda Aceh, 01 Januari 2015

Mengetahui
Pembimbing I



(Ika Kana Trisnawati, M. Ed)

Yang menerangkan
Mahasiswa Ybs,



(Murniati)

Kajur Pendidikan Tadris English (TEN)



(Elfia, M.A (Ling))