

**STUDENTS' DIFFICULTIES IN UNDERSTANDING ENGLISH TEXT AT
SEVENTH GRADE OF SMP LABOR STKIP JAMBI
IN UNIVERSITY OF BATANGHARI**

A THESIS

**Submitted as a Partial Fulfillment of the requirement
for the Degree of Sarjana pendidikan (S. Pd) in English Education**



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DECLARATION OF ORIGINALITY

I honestly declare the thesis with entitled “*Students’ Difficulties in Understanding English Text at Seventh Grade of SMP Labor Stkip Jambi*” This thesis I wrote does not contain the works of parts of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, February 2022
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MOTTO

"It's not too late to be what you want to be, because success is not accidental but is shaped by hard work, perseverance, learning, sacrifice, prayer, and most importantly love of the things you want to do to achieve your dreams."

By : Ilham Akbar

ABSTRACT

Akbar, Ilham. 2022. **Students' Difficulties in Understanding English Text at Seventh Grade of SMP Labor Stkip Jambi**. First advisor Dr. Yanti Ismiyanti, S.Pd. M.Pd, Second advisor : Efa Silfia, M.Pd.

Keywords : Students' Difficulties, Undertsanting, English Narrative Text.

This study aims to determine the difficulties of students in one of the junior high schools in Jambi, in understanding English narrative texts. The method used in this research is quantitative. The sample of this study amounted to 20 students of class VII who were selected using a total sampling technique. Data obtained from test results and questionnaires. The test consists of 10 questions and the questionnaire consists of 25 questions. Based on the percentage of answers to the results of the English reading text test, it shows that there are eight components of reading comprehension. Six of them are categorized as high-level difficulties, namely identifying vocabulary, generic structure, factual information, references, language features, and social functions. Two of them are categorized as moderate level errors, namely difficulty in identifying main ideas and inferences. Students have difficulty in understanding English narrative texts due to two factors, namely intrinsic and extrinsic factors. Intrinsic factors are limited vocabulary knowledge, problems with remembering information, lack of familiarity with the subject matter, lack of fluency in reading, problems with processing information after inadequate reading. Extrinsic factors are weak verbal reasoning, difficulty understanding the text due to the level of the text, the use of reading strategies in the teaching and learning process. In summary, none of the students achieved a very good level in the reading test (0%). Meanwhile, 5 students were at a good level in the reading test (25%), 12 students at an average level in the reading test (60%) and 3 students at a low level in the reading test (15%).

ACKNOWLEDGMENT

First I want to say Alhamdulillah Rabbil 'Alamin, praise and gratitude the compiler prays for the Almighty Allah SWT that has given the strength, healthy, guidance, and assist for me, so I could finish the thesis "*Students' Difficulties in Understanding English Text at Seventh Grade of SMP Labor Stkip Jambi*".

I am aware that this thesis wouldn't be success without help and guidance from people around me. Therefore, I would like to thank you to the following people that always helped and supported me to gain the success.

1. My lovely family Burhanudin and suryana, my sister Laila Shafira and Zahratul Humairah, and Devi Astuti for all the thing that you gave to me is the best thing that I get. Thanks to my parents' prayers and support from my family, I was able to complete the thesis on time. I really love you all, I want to say thank you very much for everything.
2. Dr. H. Abdoel Gafar, S.Pd. M.pd. as the Dean of Teachers Training and Education Faculty at University of Batanghari.
3. Dr. Suyadi, M.A. AS vice dean I and my academic advisor who given his advice, knowledge, patience, and directions for me the I can finish my thesis.
4. Ridho Pradja Dinata, M.Pd. as the Head of English Education Program at University of Batanghari.
5. Dr. Yanti Ismiyanti, S.Pd. M.Pd. as first advisor who given his advice, knowledge, patiente, anf directions for me than I can finish my thesis.

6. Efa Silfia, M.Pd. as second advisor who given his advice, knowledge, patience, and directions for me then I can finish my thesis.
7. All teachers in English Education Study Program and Faculty of Teacher Training and Education who has given me a lot of priceless thing, knowledge and experience.
8. My precious friends Ahmad Fajar, Afdila Firdaus, Ilham Muharomi, Pajar Prihandana, that never give up on me, always supporting and help me while making my thesis. Thank you very much best friends.
9. All of Teachers in SMP Labor Stkip Jambi and the students class VII as participant.
10. All of my friends in English Education Study Program 2016 for our togetherness during four years of studying.

The researcher might make mistakes the other names involved in this thesis the researcher cannot say after a better thing but prayers and gives the best for them. Hoping this thesis would be of great useful for the researcher and the reader. Amiin.

Jambi, February 2022

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

English is one of the languages spoken internationally. So that English is used as an important basic competency for people who want to be insightful and knowledgeable. Language plays an important role in business talks between nations. Therefore, English is one of the important subjects taught in schools. So it is hoped that graduates who master English well will provide the widest possible room for them to become part of the global community of the world community. Therefore, education in primary schools should introduce English to students from an early age. Learning English is still low due to various problems. One of the problems in learning English is the opinion of most students that English is a difficult and boring subject, so that many students do not like English lessons and even make English one of the lessons to be avoided. Even though students who do not like English lessons may experience difficulties in understanding the material presented and have an impact on the low learning achievement of English.

English which is used as an international language, then becomes unique because each nation has a different cultural background, which of course affects dialects, grammar pronunciation and different behavior. The competence of English subjects is that students can communicate both orally and in writing by using a variety of languages that are appropriate, fluent and accurate (Diknas, 2003). English lessons have four skills that must be mastered, namely listening,

speaking, reading and writing. Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study. Learning English is different from learning other sciences, language is a communication tool in dealing with other people. It is not enough just to know the theory of English grammar, both structure and vocabulary, but practice speaking with high frequency will make a person more accustomed to pronouncing English sentences.

English education is intended to develop language skills that are used to accompany actions or language accompanying actions. English is used for interaction and is "here and now" in nature. The topic of conversation revolves around things that are in the context of the situation. To achieve this competency, students need to be exposed and familiarized with the various adjacency pairs which are the basis for more complex interaction skills. School is the basic foundation that makes students able to speak English fluently.

Brown (1994: 89) says that, learning is often seen as a translation of the term "instructional", which is the process of interacting students with educators and learning resources in a learning environment. Learning is described by Gagne and Briggs in Brown, as a people effort whose goal is to help people learn. Therefore there are five assumptions that support learning, namely (1) learning must be planned in order to facilitate student learning, (2) both short and long-term phases are included in the learning design, (3) learning planning should not be arbitrary and not solely providing a foster environment, (4) learning efforts must be designed with a system approach, and (5) learning must be developed

based on knowledge of how the person learns. On another part, Uno (2007: 54) states that learning can be interpreted as a process of interaction between learning participants and instructors / instructors and / or learning resources in a learning environment to achieve certain learning goals. Here it can be seen that learning is a process.

Manystudentsgetdifficultiesinreading.Theyusuallygetdifficulties in understanding English text. There are many factors that cause students to have difficulty understanding English texts such as lack of student vocabulary, the text given is too difficult, not paying attention to the teacher when explaining. And one of the texts that first grade junior high school students need to learn is narrative text. Students are expected to be able to understand the text and also be able to create new texts. In this paper, the author focuses on the discussion of narrative texts. Narrative text is one a kind of texts that uses simple past tense. According to Syafi'I (2016), Narrative text is a narration or storytelling tells a true or fiction story. A narrative text gives a story of one or more experiences. As a result, this text can be enjoyed to read or to write. In other words, it is not easy for the students to comprehend a narrative text. They have to recognize all the elements of the text such orientation, complication, resolution and reorientation.

Based on the writer's observation during the research, that English lessons on students' ability to learn English are still low. Students 'vocabulary mastery is still lacking so that students experience difficulty in following lessons, while vocabulary mastery itself affects students' ability to read (read), write (write), listen (listen), speak (speaking) and pronunciation (pronunciation).

Some say that learning difficulties in students are caused by the low ability of students to learn English, students find it difficult to remember the meaning of words in English, there are also those who say the difficulty of these students is because the teacher who teaches does not specialize in the field of English, learning English is very boring, and short hours of English lessons do not optimize learning English in schools. According to the results of the interview, the learning outcomes in the form of passing scores for daily tests and general tests of English were still not optimal. It is known from student learning outcomes that are still below the Minimum Completeness Criteria (KKM) that have been set by the school.

To conduct this research, the researcher chose SMP LABOR STKIP JAMBI to fulfill the researcher's curiosity about students' difficulties in understanding English texts, especially narrative texts. Therefore it is important to research about "Students Difficulties in Understanding English Text".

To achieve this goal, the researcher will do the research entitled "Students' Difficulties in Understanding English Texts at Seventh Grade of SMP Labor Stkip Jambi.

1.2 Problem of the Research

Based on the background, the researcher found several problems, namely:

1. Students are not serious about learning. The reason students are not serious in learning is students always talk to their friends, noisy in class, students are lazy to learn, even students always play mobile phones.

2. Every students is always busy with themselves without paying attention to the lecturer in front, there are also students putting their heads on the table while playing mobile phones, students who do homework in class when the learning.
3. The students is very poor about English vocabulary.
4. Some of the students get difficulties to identify structure of Narrative text.
5. Some of the students did not understand what they read.
6. Students also difficult to read English text.

1.3 Limitation of the Research

In this study, the researcher focused on students' difficulties to understand the English text of Narrative in SMP LABOR STKIP JAMBI in the odd semester of 2020/2021 school year.

1.4 Formulation of the Research

Based on the research background described above, this research is directed to answer the research question namely: What are difficulties of students in understanding English text of Narrative at Seventh Grade of SMP Labor Stkip Jambi?

1.5 Objectives of the Research

The objectives of this research is to find out the difficulties of students in understanding English texts of Narrative at Seventh Grade of SMP Labor Stkip Jambi.

1.6 Significance of the Research

The results of this research are expected to provide complete theoretical and practical benefits:

1. Theoretically

The results of this study can be used as a reference for further, and can also add knowledge and insight to the reader about the conversation.

2. Practically

a. Teacher

This research will provide a conceptual contribution that is useful in efforts to improve student achievement and attention to student motivation in learning. It provides information relating to students in the process of learning English and it can make language learning to increase students' learning motivation. The results of this study can be used as input for the teachers.

b. Student

For students to motivate themselves to get the best results in increasing their potential and can support English.

c. Researchers

For researchers, many new user experiences specifically in English education are useful for preparing researchers to become English teachers in the future.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

a. Difficulties

Difficulties is a difficult situation or condition, or something that is a tragedy or misfortune. Everyone must have experienced difficulties in their life, what makes the difference is how they react to these difficulties. Some people are afraid of adversity and try to avoid it at all costs. But, without adversity, there can be no learning, no growth, and no discovery.

According to the Big Indonesian Dictionary (KBBI), the meaning of the word difficulty is a difficult situation. Another meaning of difficulty is something that is difficult. According to Syaiful Bahri Djamarah (2011: 235) learning difficulties are a condition in which students cannot learn properly, due to threats, obstacles or disturbances in learning.

b. Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. According to (Tarigan (1990:7) in Jaenal 2010) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.

c. Narrative texts

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they

relate. In addition, she explains that a 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.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theory of Reading

Reading is one of the basic English skills that students must master, because by reading students get a lot of information and knowledge. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important.

Analyzing comprehension is a complicated talent that requires an active interplay among text elements and the reader. The reader is an energetic player with textual content and the reader makes feel of the way thoughts primarily based at the text relate to one some other by using interpretive interactions between what the reader gleans from the text and what the reader already is aware of. From the statement, it's without a doubt understood comprehension is the maximum essential in analyzing. Given that comprehension of the text is the

closing intention in reading. Expertise comprehension methods are vital to the look of studying.

According to Cohen and Shofia (1987:77), states reading strategies are mental processes where readers consciously choose to use it complete the reading task. According to Anderson and Armbruster (1984), identified six main structures for regulating expository material: First description (characteristic, nature, nature or function), the second temporal sequence of events, third explanation (concept or terminology), fourth definition-example), fifth compare-contrast, and sixth problem-solution-effect.

According to Abidin (2010), reading comprehension is a series of processes carried out by readers to find information and understand information contained a text.

2.1.1 Concept of Reading

According to AmirahWidiaAdiarti (2018:21), he is explain there are several criteria commonly used in measuring students' reading and understanding abilities, namely:

1. The main idea is the main idea can be found from the topic of the sentence usually located at the beginning of the paragraph, but there is also located in the middle and end of the sentence.
2. Expressions are expressions issued.
3. The inference is making details in detail.
4. Grammar features a set of structured rules, which govern sentence structure.
5. Details (scan details specifically started).

6. Excludes unspecified facts (details not written down).
7. Supporting ideas, are sentences that support or clarify the main idea of a paragraph.
8. Vocabulary in context is a collection of words or phrases that are usually arranged in sequence.

2.1.2 Kinds of Reading

1. Skimming

Maxwell (1969), defines skimming as getting the primary concept or essence of a variety quickly in written textual content, in which college students expand the strength of inference through systematic practices that inspire them to count on textual content material.

2. Scanning

With this method, the students look for specific record within a textual content such as date, names, location, amongst others. According to Maxwell (1970), Scanning, which is defined as the potential to locate specific information and info quick, is appeared as a suited reading talent and is taught in maximum developmental reading guides.

2.2 Difficulties of Reading

Difficulty itself is a condition that shows the characteristics of obstacles in activities to achieve a goal, so that more active efforts are needed to overcome obstacles. A difficulty is anything that gives you a hard or difficult time. If you eat a lot of chips and dip before dinner, you may have some difficulty finishing your meal.

A difficulty is anything that causes problems. Forgetting an answer during a test could be a difficulty. A broken leg is a more painful difficulty. A poor economy is a difficulty, and losing your job is a more personal difficulty. A difficulty is also anything that's not easy to do, like becoming a doctor or lifting a huge weight. Difficulties are generally serious or hard to overcome. If you're having difficulty, you're having troubles.

1. According to Mulyadi (2010),

Learning difficulties can be interpreted as a condition in a learning process marked by certain obstacles to achieve learning outcomes.

2. According to Sardiman (2014: 42),

Understanding is mastering something with the mind. Therefore, learning means having to mentally understand the meaning and philosophy, the meanings and implications and applications, so as to cause students to understand something.

Furthermore, Sardiman added that understanding is very important for students who are learning. Understanding the meaning and grasping the meaning is the ultimate goal of learning. Understanding is not only knowing, but also requires that the subject of study be able to make use of the materials that are understood.

3. According to Abu Ahmadi in the book *Psychology of learning*, (1999: 74),

Says that "in a situation where students cannot learn properly, that is called learning difficulties". Meanwhile, according to SyaifulBahriDjamarah (2002: 201), learning difficulties are "a condition where students cannot learn properly, due to threats, obstacles or disturbances in learning". Furthermore, Gozali in

Learning Psychology, (1999: 38), said that "learning difficulties are difficulties in getting the desired behavior change even though the exercise has been done.

2.3 Definition of Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, she explains that a 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.

In addition, Anderson and Anderson (2003) explain that 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.

2.3.1 General Structure

To create a Narrative Text, it must contain the general structure of the Narrative Text itself, such as:

1. Orientation: This section contains the opening paragraph where the character of the story is introduced. (Contains about the place, character, and time to read the story, who and when).

2. **Complication:** The problem part of the story begins to develop. (Problems begin to arise or begin to occur and begin to develop).
3. **Resolution:** The problem part of the story begins to be resolved. The problem is solved, either with a "happy ending" or a "bad ending" or bad.
4. **Coda/reorientation (optional):** The section that explains the lessons to be learned from the story.

2.3.2 Elements of Language (The Characteristics/ Language Feature)

The following are the linguistic elements of Narrative Text / The Characteristics / Language Feature of Narrative Text:

1. **Past tense:** (Killed, drunk, went, won, sent, etc.)
2. **Adverb of time:** (Once upon a time, today, one day, will, yesterday, later, etc.)
3. **Time conjunctions:** (When, then, suddenly, before, after, until, as soon as, etc.)
4. **Specific character / use of specific story characters, not general.** (Cinderella, Alibaba, Snow White, Tangled, Ariel, etc.)
5. **Action verbs / verbs that show an action:** (Killed, walked, wrote, stayed, dug, etc) (killed, walked, wrote, lived, dug, etc.)
6. **Read direct speech to make the story seem more alive (Direct speech).**
(Princess said,"My name is Princess) Direct speech uses the present tense.
7. **Saying and thinking verbs:** Verbs that show speech or reporting. (Said, told, thought, etc) (said, told, thought, etc).

2.3.3 Characteristic features

The following are the characteristics of Narrative Text, including:

1. Narrative Text tells a story in the past.

2. Using nouns to replace pronouns for animals, people, or things in the story.
(The dwarfs, Carriage, etc.)
3. It is more of a folk tale or has been known and developed in the community as a shared story even though it can be retold in different versions of the story.
(MalinKundang/ Indonesia: Tanggang/ Malaysia)
4. The elements of the story consist of the setting of time and place, the theme of the story, the characters of the story, the atmosphere of the story, the conflict and the resolution.
5. Can be arranged into a simple sequence or composed of several complex sequences.

Sequence is a series of statements whose execution is sequential. The one found first will be executed first and if the order of the statements is reversed it will have a different meaning.

The following are several types of Narrative Text, including:

1. Fable (fable): Stories that tell about animals.
2. Myth (myth): This story or myth is widely developed in society and is generally considered to be a factual story or actually happened.
3. Legend (legend): Folklore that tells how the origin of a place that exists.
4. Folk tale (folklore): A story that is told from generation to generation so that it becomes a part of the community's tradition.
5. Fairy tales (fairy tales): Folk tales or children's stories which contain elements of the miracle/impossibility of the characters in the story and at the end contains a moral message.

6. Love story: A love story emphasizes the theme of the story which contains the struggle to get love for the main character.
7. In addition, there are other types such as: Science fiction, Horror, Mystery, History, Slice of life, Personal experience, etc.

2.4 Previous Studies

There are three previous studies for this study, in this study researchers made similarities and differences between my research and other studies.

The first, the research that had been conducted by DwiWahyuWicaksono, (2013) entitled "Improving The Eight Grade Students Ability in Reading Narrative Text Using Story Mapping At SMPN 3 Kalidawir in The Academic year 2012/2013". Dwi's research is an Classroom Action Research (CAR) that consists of two cycles. The result of the research show that there is an improvement of the students mean score that is 73.25 at first cycle, while the second cycle the students mean score improve until 78.87. Based on the result of the research the use of Story Mapping strategy is needed in the classroom since this strategy can improve students' comprehension and students' achievement. Whereas, in here the researcher use pre-experimental study. The technique is same that is Story Mapping, and the skill that will be measure is reading comprehension. But, the researcher observe that this technique is effective or not toward students' reading comprehension of the eight grade students at SMPN 2 Sumbergempol.

The second previous study is conducted by Lailatul entitled “Improving Students’ Reading Comprehension through Jigsaw Technique” (A Classroom Action Research at the Eight Grade Students of SMPI Al-Syukro Universal Ciputat). She concluded that jigsaw technique is effective to improve the students reading comprehension of descriptive text. It can be proven from the students’ score. Also, it can improve students’ participation in group or class. There was some progressiveness of students’ score from pretest (18.18% students passed the KKM) to posttest (81.81% of students passed the KKM).

The third is the current research was conducted by Qarqez and Al- Rashid (2017), discuss about English as a foreign language (EFL) reading comprehension difficulties faced by students at a university in Jordan. Data were collected using questionnaires which were distributed to 200 students at Yarmouk University. The questionnaire consists of two parts: the first part contains demographic information about the participants and the second part includes two sections: the students’ preferences and the students’ reading difficulties. The findings reveal that the respondents are motivated to learn as they are in dire need for acquiring English. However, they face several problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text. The findings of this study may be useful to policy makers in Jordan to improve the learners’ reading experience.

CHAPTER III

METHODOLOGY

3.1 Research Design

Quantitative research is one type of educational research in which the researcher decides what to research, formulates specific questions, limits questions, collects measurable data from participants, analyzes numbers using statistics, conducts impartial investigations, in objective ways. " Quantitative research requires the study of a sample of the population and relies heavily on numerical data and statistical analysis. Most quantitative research is carried out by researchers who adhere to a positivist epistemology. They determine the theme of interest in terms of observable behavior (eg good behavior towards a teacher can be an assessment of students' positive behavior).

The design of this research was descriptive quantitative research methods consist of one variable that was students' difficulties in understanding english text of narrative. Pertaining to Creswell (2012), says that quantitative research identify a research problem based on trend in the field or on the need explain why something occurs. This research was done by describing students' difficulties in understanding english text at SMP Labor Stkip Jambi.

The research approach used in this research is quantitative. Creswell (2008) states that quantitative research is a type of educational research in which the researcher decides what to study; ask specific, narrow questions, collects

quantifiable data from participants; analysis these numbers using statistics; and conducts the inquiry in an unbiased, objective manner.

3.2 Population and Sample

3.2.1 Population

According to sugiyono (2017:80), population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions. According to Kerlinger Furchan (2004:193), he states that the population is all participants of a group of humans, events, or objects that has been clearly formulated.

The population of this research is seventh graders of SMP LABOR STKIP JAMBI for the 2020/2021 academic year. Total population in the seventh grade is 20 students, the number of samples is 20 students.

Table 1

Research Population

POPULATION		
NO	CLASS	TOTAL
1	VII	20 STUDENTS
TOTAL		20 STUDENTS

Sources: SMP Labor Stkip Jambi

3.2.2 Sample

The sampling technique used is total sampling. According to Sugiyono (2014:124), total sampling is a sampling technique when all members of the population is used as samples.

The researcher decides to use total sampling in conducting research in seventh grade. The first reason why this class chosen in this study is because this class is a suitable reserach object. The second reason is a consideration because English students are expected to become English teachers or later pursue professions in the field of English, their opinion as a sample of this research is considered reasonable and good to be one of the considerations. Thus the researcher will take 100% students as a sample of students in seventh grade, totaling 20 students as samples.

Table 2

The Sample of the Research

SAMPLE		
NO	CLASS	TOTAL
1	VII	20 STUDENTS
TOTAL		20 STUDENTS

Sources: SMP Labor Stkip Jambi

3.3 Instrument of the Research

The instrument of this research is reading test and questionnaires. The test will given to the students is narrative text. According to Brown (2004), test means a method measuring of a person's ability, knowledge or performance. According to Zainul&Nasution (2001:3), the test is a question or task or set of task planned to obtain information about an educational attribute. Each item of the question or assignment has an answer or determination that is considered correct.

3.4 Technique of Data Collection

To collect data, the researcher use reading test and questionairres as instrument. The researcher conducted a study in seventh grade to answer the test within 40 minutes. The test is an assessment tool in written form to record or observe student achievement in line with the target assessment.

Thus if a demanding task or question must be done by someone. According to Calongesi (1995:3), the test is one of the planned measurement effort ussed by teachers to try to create opportunities for students to show their achievements related to the goals that have been set. The test consists of the number of questions students have to do, each question in the test faces students on an assignment and provides conditions for students to respond to the assignment or question. The number of questions is 10, and is in the form of essay.

There are several steps in collecting data, namely the researcher prepares a reading comprehension test in the form of narrative text adopted from textbooks at

the same level for junior school students. Reading comprehension test is then distributed to students to be completed, after completion and retrieved by the researcher and then processed.

After the students took the test, the researcher gave a paper to fill out the questionnaire to the students. This study used a closed questionnaire to collect respondents' responses. Closed questionnaires provide answers that the respondent only needs to choose one of the available options. The questionnaire consists of 25 questions with two alternative answers (yes/no). Questionnaire indicators consist of several factors that cause poor reading comprehension. The procedure of the instrument data was analyzed with the following steps:

To find out the score of each student individually, the data was calculated using a formula (Wayan&Sumartana, 1986).

$$M = \frac{X}{n} \times 100$$

Where:

M = Individual score

X = Correct answer

N = Total items

Table 3

Reading Test

No.	Description	Score
1	Correct answer	10
2	Wrong answer	0

3.5 Technique of Data Analysis

For reading comprehension, students use narrative text. To measure reading comprehension, researchers use the clarification score, as shown below :

Table 4

Reading Ability Interval

No.	Test Score	Reading Ability Level
1.	85-100	Very Good
2	69-85	Good
3	55-69	Average
4	0-55	Poor

Sources:(Harris, 1974).

Then, to find out which types of questions are difficult for students, the researcher divides the question items based on their types.

The formula used is (Sudjono, 2011):

Percentage Formula

$$P = \frac{f}{n} \times 100\%$$

Where:

P : difficulty index

F : Total of incorrect answer

N : Total number of sample students

The researcher calculated the percentage of each category of narrative text (main idea, factual information, vocabulary meaning, reference, inference, social function, generic structure, and language features) to determine the level of frequency and percentage of students' difficulties. in understanding narrative text.

Then the total score is calculated using the Arikunto (2006) formula:

$$X = \frac{\sum xi}{n} \times 100$$

Where:

X = Individual score

$\sum xi$ = Correct answer

n = Total sample

To determine the level of students' difficulty in understanding narrative texts, the percentage of incorrect test answers was categorized into 4 classifications. Researchers use the classification of difficulty levels according to Arikunto (2006). The classification can be seen in the following table:

Table 5

Students classification in understanding the text

Percentage	Clasification
76%–100%	Very high
56%–75%	High
40%–55%	Average
0%–39%	Low

Sources: Arikunto (2006).

The researcher calculated the percentage of students' responses to each category (limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, level of test difficulty, use of inadequate reading strategies, weak verbal reasoning, problems with information processing, problems remembering information after reading). Percentage calculation based on the following formula:

Sugiyono (2012) with the formula:

$$X = \frac{\sum xi}{n} \times 100$$

Where:

X =Percentage every category

$\sum xi$ =Totalscore

n=Total sample

CHAPTER IV

FINDING AND DISCUSSIONS

4.1 Research Findings

Regarding for test results, before knowing the difficulties in understanding narrative texts, the researchers found out the scores of students' ability to read narrative texts. The student's ability score shows that the average score is at a moderate level (60%). None of the students scored very well in the reading test. Only 5 students were able to answer the questions with good grades. Meanwhile, most of the students got moderate grades and bad grades. So that students still have difficulties and still need to improve in understanding narrative texts. After finding the average score, the researcher found difficulties in understanding the narrative text. The results of students' difficulties in reading narrative texts at SMP Labor Stkip Jambi shows that students have difficulty in answering each reading component.

To find out the individual score of each student, the researcher divided the number of correct answers by the number of items then multiplied by one hundred (100). The percentage of student scores can be seen in the following table:

Table 6

Individual Score

Test Score	Ability Level	Frequency	Persentase
86.00–100	Very good	0	0%
60.00–85.00	Good	5	25%
55.00–69.00	Average	12	60%
00.00–55.00	Low	3	15%
Total		<u>20</u>	100%

In summary, none of the students achieved a very good level in the reading test (0%). Meanwhile, 5 students were at a good level in the reading test (25%), 12 students at an average level in the reading test (60%) and 3 students at a low level in the reading test (15%).

After the researcher knew the results of the students' reading test, the researcher analyzed the students' difficulties in terms of reading comprehension components based on the classification of questions as described in the instrument. The classification of students' difficulty levels in understanding narrative texts is shown in the following table:

Table 7

Reading aspect

Reading Aspect	Persentase	Level of Difficulty
Main Idea	52%	Average
Factual Information	64%	High
Vocabulary	72%	High
Reference	61%	High
Conclusion	51%	Average
Social Function	57%	High
Generic structure	71%	High
Language Features	60%	High
Average Mount	63%	High

Based on the table above, it is known that the highest scores of students' difficulties in understanding narrative texts are difficulty finding vocabulary 72% (High), difficulty in identifying generic structures 71% (High), difficulty in finding factual information 64% (High) Level), difficulty in finding factual information 64% (High) in identifying references 61% (High), difficulty in identifying language features 60% (High), difficulty in identifying social functions 57% (High), difficulty in identifying main ideas with 52% (Average), and difficulty in identifying conclusions 51% (Average). Then the average score of students' difficulty in understanding narrative texts is 63% (High).

The difficulty of students in understanding narrative texts can be caused by various different factors. Weak understanding certainly makes it difficult for students to understand narrative texts, including in filling out narrative text exam questions. Several factors cause the difficulty of students in understanding narrative texts:

1. Limited vocabulary knowledge.

Vocabulary is the most important component in creating meaning. This is because the text consists of several words, namely vocabulary. If a student has difficulty understand what he reads, it is worth considering whether there is a serious discrepancy between the student's knowledge of the meaning of the word and the words used in the text.

2. Not fluent in reading.

Some students often find these difficulties because they do not read well. Students who read too slowly or too fast often do not understand the text well. Slow reading tends to limit cognitive capacity to lower-level letter and word processing rather than allowing full attention to higher-order ideas and concepts in the text. But reading very fast can result in accurate word recognition and missed important details.

3. Not familiar with the subject matter.

Usually at the first meeting, the teacher immediately gives apperception from school textbooks. Though it is better to provide information in advance with other

terms such as videos, posters, small lectures, etc. However, it turns out that many teachers provide introduction theory using school textbooks directly. It makes students less understand the text.

4. Text difficulty level.

The difficulty level of the text is the main factor that affects whether or not a material can be read with understanding. Complex texts in terms of concepts, vocabulary, sentence length, and structure are difficult for readers to process. This means that students must read according to their level. For example, second year students are taught narrative texts, also in third year. But the text level is different.

5. Use of effective and inadequate reading strategies.

This causes difficulties that always occur in the teaching and learning process. Actually students need various strategies from the teacher, because the teacher is a facilitator and manager in the classroom. Strategies in reading are needed to improve their understanding. Unfortunately, there is evidence that reading is not taught as a thinking activity and many teachers do not spend much time teaching students to use comprehension strategies.

6. Weak verbal reasoning.

This difficulty is caused by students' poor relationship between new information and their existing knowledge. But it depends on the students' reasoning ability during the reading process. This is determined by the level of individual intelligence.

7. Problems with information processing.

Everyone has a different working memory capacity. Whereas in the process of reading, the reader must have sufficient memory to receive the message. To retain the meaning of the text as sentences and paragraphs accumulate, the reader must be able to store relevant information in working memory and make the necessary connections between ideas. Therefore, the implication of teaching is that slow readers should be encouraged to reread the material, several times if necessary, in order to process the information successfully.

8. Problems in remembering information.

After reading Recall depends on students paying sufficient attention to the reading task and knowing what is important to remember details. Usually students find problems that cause difficulties in understanding the text. This is because students pay less attention when reading. Memory is strongest when readers relate new information in the text to their previous knowledge and experience, and when they practice key points from the text. Using a mind map or graphic organizer can help students remember information from the text.

4.2 Discussion

This section presents a discussion based on the research findings. This concerns students' difficulties and the factors that cause difficulties in understanding English narrative texts. Therefore, the difficulty of students in understanding the reading text can be seen from the high percentage of participants who answered incorrectly on each test question. Based on the results

of data analysis, the researcher found that students had difficulty in six aspects with high levels of incorrect answers. Namely vocabulary, identify general structure, identify factual information, identify references, identify language features, and identify social functions. Without understanding the meaning of these words or having limited vocabulary knowledge it will be difficult for students to understand the content of the text.

The test results showed that the students also had difficulty in understanding the generic structure of the text. This indicator is very important for students to know because by knowing the generic structure of the text students can understand and understand the text well.

The next aspect of reading is factual information. In seeking factual information, students are required to answer questions about facts and details in the text. Therefore, students still have to improve their ability to understand these aspects. So, students should improve their reference skills.

Language feature is one indicator of narrative text. This indicator is very important for students to know in order to understand the text well. The text that has language features is more complex than other texts. So that students have difficulty in working on the questions given by the teacher because it is difficult to distinguish between past verbs and other verbs. It has to do with grammar.

The last aspect is social function. This indicator requires students to know the author's message or information point that the reader wants to know. Social

function is one indicator of narrative text, and this aspect must be understood by students.

Data was collected through a questionnaire. The researcher calculated the questionnaire using Microsoft Excel. The percentage of each questionnaire question is automatically collected. The researcher calculated the percentage of student responses to the questionnaire in each category. Data on the factors that cause students' difficulties in understanding narrative texts can be seen in the table:

Table 8

Factors of Students' Difficulties in Understanding the Text

Factors of Student Difficulty in Undersanding Narrative Text	Percentase (Yes)	Percentase (No)
Limited vocabulary knowledge	89.21%	10.79%
Lack of fluency	82.35%	17.65%
Lack of familiarity with the material lesson	83.82%	16.18%
Text difficulty level	87.25%	12.75%
The use of effective reading strategies that inadequate	69.60%	30.4%
Weak verbal reasoning	88.23%	11.77%
Problems with processing information	77.45%	22.55%
Problems remembering information	88.23%	11.77%

Based on the table above, it is known that the highest factor of students' difficulty in understanding narrative texts is limited vocabulary knowledge

(89.21%), weak verbal reasoning (88.23%), problems in remembering information (88.23%), text difficulty level (87.25%), lack of familiarity with subject matter (83.82%), lack of fluency (82.35%), problems with information processing (77.45%), and inadequate use of effective reading strategies (69.60%).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the test results, it can be concluded that the seventh grade students at SMP Labor Stkip Jambi have difficulty understanding narrative texts. The purpose of this study was to analyze the difficulties in understanding narrative texts experienced by the seventh grade students of SMP Labor Stkip Jambi. Based on the percentage of students' incorrect answers in the reading test, there are eight aspects of reading comprehension and narrative text, six of which are categorized as high level as aspects of difficult questions for students. These aspects are vocabulary, generic structure, factual information, references, language features, and social functions.

In addition, another objective of this study is to analyze the factors that cause students' difficulties in understanding narrative texts. Based on the results of the questionnaire, students experienced difficulties in understanding narrative texts due to intrinsic factors, namely limited vocabulary knowledge, difficulty in remembering information after reading, difficulties in understanding texts due to the level of the text, lack of familiarity with the subject matter, lack of fluency in reading, difficulty in processing information. after reading. And students also have difficulty in understanding narrative texts due to extrinsic factors, namely weak verbal reasoning, difficulty understanding texts due to the level of the text, and the use of inadequate reading strategies in the learning and teaching process.

5.2 Suggestion

Seeing the difficulties of students in understanding narrative texts, the researcher would like to give some recommendations to :

1) For Students

The students are expected to learn more and should be able to understand reading narrative texts in the practice of learning English.

Students also need to improve their reading component and vocabulary knowledge.

2) For English Lecturers

During the teaching and learning process of reading, the atmosphere is relaxed, funny, interesting, and give more time to read and practice to encourage students to read and participate in reading activities without anyone feeling forced.

And for the English teacher at SMP Labor Stkip Jambi, the English teacher must try harder and be able to provide more explanations so that students know and can understand the text well.

3) For Other Researchers

And also for future researchers, researchers hope that future researchers can apply strategies or methods to overcome students' difficulties in reading comprehension.

To get the best results on collecting research data, it is recommended to make sure that the respondents are free from classes and in healthy or well condition and also feel comfortable.

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APPENDIX

Item Test

Name :

Class :

Answer the questions below properly.

Questions 1-10

The Lion King

Land of African Pride, a lion in power as king. the birth of King Musafa and the son of Serabi Simba created jealousy and resentment towards Musafa's younger brother, and Scar, they knew that his nephew now had the heir to the throne. After Simba grew up as a child, Musafa gave him a tour of the Land of Priede to teach him to be responsible for being king and the Circle of Life. Then Scar cheats Simba and his best friend Nala to explore the forbidden elephant's grave. Despite the protests of the big assembly Zufu Musafa. In the cemetery there are three spotted hyenas named Shenzi, Banzai, and Ed. They attack children before the musafa. Commemorated by Zazu, rescued them and used Simba for his actions. That night, the hyenas who allied with Scar and conspired with him to kill Musafa and Simba.

The next day, Scar lures Simba into the canyon and tells him to wait there while he gets Musafa. Scar ordered the hyenas to stamp the theme of the large reindeer into the canyon. Musafa saves Simba but Musafa tries to climb over the canyon wall and Scar throws him back at the raid where he is trampled to death.

After Simba found Musafa's body, Scar was convinced that he would be responsible for his father's death and advised Simba to run away from a kingdom. When Simba left Scar ordered Shenzi, Banzai, and Ed to kill the child, but Simba escaped. That night Scar announced proudly that Musafa and Simba were killed in the raid and stepped on to become new kings, which allowed a herd of hyenas to live in the Land of the Pride.

After running away Simba collapsed from exhaustion in the sand. Timon and Pumbaa, a meerkat and wild boar, found it and looked after it well. Then Simba grew up with them in the forest, living a free life with their friends under the motto "Hakuna Matata (" don't worry "in Swahili). When he was young Simba saved Timon and Pumbaa from a hungry lioness who turned out to be Nala. He and Simba make peace and fall in love. Nala urges Simba to return home, telling him that Pride Lands have become insufficient land, food and water. Feeling guilty for his father's death. Simba refused and hurried away and made Nala disappointed and angry. When Simba came out of the forest he met his friend and advisor Musafa, and Rafiki told Simba that Musafa was "alive" and took him to a pool. there Simba was visited by the ghost of Musafa in the sky who told him that he took his place as the king of the Land of the Pride. Simba realized that she could not run away from her past and returned home. Nala, Timon and Pumbaa joined him and agreed to help him with anything.

In Prede Lands, Simba sees Scar hitting Serabi and facing him. But Scar mocked Simba for his "share" in Musafa's death. But when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Musafa. Enraged, Simba roared

back and forced Scar to reveal the truth to pride. Timon, Pumbaa, Rafiki, Zazu, and the lioness fend off the hyenas, while Scar tries to escape, and is cornered by Simba at the peak of Pride Rock. Scar begged forgiveness from Simba, insisting that he was family and blamed the hyenas and Simba no longer trusts Scar, but saved his life by reason of forever leaving the Land of Pride. The scar seems obedient but then attacks his nephew. After a fierce meeting Simba threw away his paws from Pride Rock. Scar survived the fall but was attacked and eaten alive by hyenas who heard him trying to betray them. Scar and hyena disappear Simba rises to the top of Pride Rock and takes over the kingdom when it rains again. Some time later with Pride Rock restored to its former glory, Simba looked at happiness in the kingdom with Nala, Timon and Pumbaa at his side. Rafiki presents Simba and Nala's newborn babies to the residents of Tanah Pride and Circle continue.

Questions

1. Who was Mufasa?
2. How many main characters were in this story?
3. Where did they live?
4. Who was the king after Mufasa?
5. Who was Nala?
6. Why did Simba leave the Pride Lands when he was young?
7. When did Simba go back to Pride Land?
8. What were the characters of Timon?
9. What did Simba do to Scar?

10. What was the ending of the story?

Answers

1. The king.
2. Main characters of this Story was Simba and Nala.
3. They lived in Pride lands of Africa.
4. The next king after Mufasa.
5. Nala was Simba best friend.
6. Because he felt guilty for his father's death.
7. When he realized that Pride Lands needed him to change the circle of life.
8. Fun, loyal and brave.
9. Samba threw Scar off Pride Rock.
10. This was happy ending story.

Students' Test Results

NO	Students	Reading Test
1	Student 1	60
2	Student 2	80
3	Student 3	50
4	Student 4	70
5	Student 5	50
6	Student 6	20
7	Student 7	50
8	Student 8	80
9	Student 9	40
10	Student 10	50
11	Student 11	70
12	Student 12	60
13	Student 13	70
14	Student 14	50
15	Student 15	60
16	Student 16	60
17	Student 17	60
18	Student 18	30
19	Student 19	50
20	Student 20	50
	Total	1.165

Percentage Reading Test

Level	Total Students	Test Score	Percentage
Very good	0	86.00 – 100	0%
Good	5	70.00 – 85.00	25%
Average	12	50.00 – 69.00	60%
Low	3	00.00 - 49.00	15%
			100%

List of Questionnaires

No.	PERTANYAAN	Yes	No
1.	Saya menyukai bahasa inggris.		
2.	Saya suka membaca buka yang ada gambarnya.		
3.	Saya suka berbahasa inggris.		
4.	Saya lancar membaca teks bahasa inggris.		
5.	Bahasa inggris mudah dimengerti.		
6.	Dengan membaca buku saya lebih bersemangat lagi.		
7.	Dengan membaca buku saya bisa mengerti apa isi buku tersebut.		
8.	Saya kaya dalam kosa-kata bahasa inggris.		
9.	Teks bahasa inggris membuat saya senang membaca.		
10.	Saya membaca buku berbahasa inggri setiap ada waktu yang kosong.		
11.	Saya suka membaca buku di rumah sebelum guru membahasnya.		
12.	Saya suka baca buku di rumah, yang ceritanya pendek.		
13.	Ketika membaca buku, saya menemukan kata yang sulit maka saya lebih bersemangat mencari tahu makna tersebut.		
14.	Saya menggunakan strategi membaca dengan efektif.		
15.	Saya mudah mengingat informasi.		
16.	Materi yang diajarkan guru sangat mudah.		
17.	Cara mengajar guru membuat saya suka membaca teks bahasa inggris.		
18.	Tidak ada teks bahasa inggris yang susah.		
19.	Bahasa inggris itu menyenangkan.		
20.	Saya menerjemahkan kata demi kata.		
21.	Saya selalu bertanya kosa-kata bahasa inggris.		

22.	Teks bahasa inggris terlalu mudah untuk saya.		
23.	Dikelas saya menggunakan bahasa inggris dengan teman.		
24.	Saya mudah mengartikan sebuah teks.		
25.	Saya mudah mendapatkan informasi baru dari teks bahasa inggris.		

Students Questionnaires Score

No	Factors of Student Difficulty in Undersanding Narrative Text	Percentase (Yes)	Percentase (No)
1.	Limited vocabulary knowledge	89.21%	10.79%
2.	Lack of fluency	82.35%	17.65%
3.	Lack of familiarity with the material lesson	83.82%	16.18%
4.	Text difficulty level	87.25%	12.75%
5.	The use of effective reading strategies that inadequate	69.60%	30.4%
6.	Weak verbal reasoning	88.23%	11.77%
7.	Problems with processing information	77.45%	22.55%
8.	Problems remembering information	88.23%	11.77%

University Research Permit

School Research Permit