STUDENTS' PROBLEMS IN READING COMPREHENSION
NARRATIVE TEXT AT
SLBN PROF. DR. SRI SOEDEWI MS, HS JAMBI

THESIS

Submitted As A Partial Fulfillment Of The Requirements For S1 Degree

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MOTTO

"…cukuplah Allah menjadi penolong kami dan Allah adalah sebaik-baik

pelindung"

(Al-Imran:173)

Dan Tuhan-mu berfirman, "Berdo'alah kepada-Ku, niscaya akan Ku-

perkenankan bagimu".

(Al-Mukmin:60)

Keberhasilan yang indah sekali adalah mencapai tadinya diragukan oleh orang

lain

(Angga Serlot)

Sedih boleh, nyerah jangan

(Riezaldy)

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher,

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ABSTRACT

Abetia Rahma Jenia Pratiwi , Students Problems in Reading Comprehension Narrative Text at SLBN Prof Dr Sri Soedewi MS SH Jambi In Academic Year 2019/2020. A Thesis. English Education Study. Teachers Training and Education Faculty. Batanghari University. The First Advisor Yanti Ismiyati, M.Pd. The Second Advisor Efa Silfia, M.Pd.

Key Words : Reading Comprehension, Narrative Text, Students Problem

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. The objective of this research is to identify the difficulties faced by the students of SLBN PROF. DR. SRI SOEDEWI MS, HS JAMBI, to identify STUDENTS' PROBLEMS IN

READING COMPREHENSION NARRATIVE TEXT AT SLBN PROF. DR. SRI SOEDEWI MS, HS JAMBI. This research is a qualitative research. The research was conducted in August 2020. The subject of research was the Student of SLBN PROF. DR. SRI SOEDEWI MS, HS JAMBI. The techniques of collecting the data are interview and document. The researcher uses the technique of analyzing the data from Miles and Huberman. The steps to analyzing the data for the first is data collecting, the researcher collecting the data from the teacher, such as worksheet of students. The second is data reduction, the researcher classifies and reduces the data based on focus. The researcher deletes several data did not relate to the difficulties in comprehension English reading Narrative text. Third is data display, the researcher arranging the information described in order to draw the conclusion. The researcher presents the data from the difficulties in comprehension English reading Narrative text. The last is the conclusion. The result of the research shows that The difficulties faced by the students found in comprehension English reading narrative text there is inadequate instruction presented by the teacher, lack of pupil interest, and the students limited of vocabularies.

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

1.1 Background of the problem

The learning process undertaken by Senior High School students covers a variety of subjects, one of which is an English subject. English subjects held in schools are generally difficult to understand. English is one of the subjects that must be taken by students because English is a language that must be understood by everyone in this globalization era. As we know English lessons in Senior High School the material provided is still generally not too developed based on Skills contained in English, all skills are combined in one subject that is English language lessons.

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. According to McNamara (2007), reading is an extraordinary achievement when one considers the number of level and components that must be mastered. Among of all the skills reading is considered as the most important skill. The ability to read is highly valued and important for social and educational advancement. Meanwhile, Nunan (2011) reading is usually conceived of as solitary activity in which the reader interacts with the text in isolation. Reading is the skill in which the students will have the greatest ability at the end of their language study. It can help the students to understand about a country and its people.

Based on the Researchers' observation at SLBN Prof. Dr. Sri Soedewi MS, HS Jambi, researcher conducted observations on 26 Oktober 2019 with one class researcher found several problems that are often encountered in students in English lessons one of which is students can not read English text by the correct English spelling, then some students also cant' write English letters correctly, also that students do not even understand when asked to interpret the meaning of an English word, they are dependent on the dictionary when doing the assignment given by the teacher even there are some students who cannot mention the letters of the alphabet correctly, apart from some problems encountered by some students have a low interest and motivation in learning English because they consider English to be one of the lessons that

are difficult to learn so that they do not feel at home and feeling bored so that the material delivered by the teacher is not delivered and they do not understand. In addition to problems in students, researchers also noticed.

The problem lies with the teacher, that is, the teacher only focuses on textbooks and does not use media or learning strategies that stimulate student enthusiasm in reading.

According to observations made by researchers through classroom observations and interviews with English Subject eleven grade teachers at SLBN Prof. Dr. Sri Soedewi MS, HS Jambi City in the 2019-2020 school year, even semester showed that not all of the students' English Subject competencies were under KKM namely 65.

From the above data, it can be concluded that from 15 students only 6 completed and fulfilled the kkm score, and 9 were incomplete and the grades were below the predetermined kkm standard. From the data obtained from the mid-exam results the researcher was interested in digging deeper what is the cause of it can happen and what are the factors of problems that occur in students in English language lessons and what causes the value of students do not meet predetermined grades, that is the reason researchers to examine the problems found during the learning process and diving researchers conduct teaching practices in classes eleven SLBN Prof. Dr. Sri Soedewi MS, HS Jambi.

Based on the background of the problem above, the researcher is interest in research **"STUDENTS' PROBLEMS IN READING COMPREHENSION NARRATIVE TEXT AT SLBN PROF. DR. SRI SOEDEWI MS, HS JAMBI".**

1.2 Research Question

Based on the background stated above, the problems in this research can be formulated as:

1. What are the students' problems in Reading English Text Learning?
2. What are the factors cause Reading English Text problems of students in SLBN Prof. Dr. Sri Soedewi MS, HS Jambi?

1.3 Purposes of the research

The Purpose of the study is to find out the students' problems in learning the reading English text process is:

1. To know what are the students' problems in Reading English Text Learning
2. To find out the factor cause of students' problems in learning English from the aspect of reading.

1.4 Limitation of the Research

The limitation of the research is focused on student's problems in reading English Text at SLBN Prof. Dr. Sri Soedewi MS, HS Jambi and focuses only on the student of eleven grade at SLBN Prof. Dr. Sri Soedewi MS, HS Jambi.

1.5 Significance of the research

The results of this research activity are expected to provide both theoretical and practical benefits.

1. Theoretical Benefits

   The theoretical benefit of this research is to develop insights into educational sciences related to improving student learning competence and student participation in the learning process.

2. Practical Benefits

   a. For Schools

      As input to students, teachers, principals, and other staff to improve the quality of education by learning the following subject matter.

   b. For Teachers

      It provides various benefits of learning in increasing student participation in teaching and learning.

c. For student

To further enhance student learning competencies by improving learning and improving the quality of the learning process.

d. For Researchers

As the application of knowledge received on the bench lectures in the form of theories, especially those related to English. As a prospective teacher, learning to apply appropriate learning to deliver teaching materials by the conditions desired by students in the learning process that will be done.

1.6 Definition of Key term

There are some terms in this research that need to be explained as the following:

1. Learning

It means that learning is a good way to change human beings' behaviors based on the experience that has been done in the past. Also, learning is the activity that has the purpose to get new knowledge from many sources. (Driscoll, 2000, as cited in Millah, 2015).

2. Reading

Reading is what the reader does to get the meaning he needs from textual sources. Kennedy (2010) says that reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and based on past experiences, understand and interpret its meaning.

3. Students' problems

Students' problems are a condition of students that can obstruct the process of learning activities. The problem can be caused by many factors. The factors can come from internal or external by the students. Syah (2007), as cited in Pristiyan, 2010) underpins that three factors influence the students in the learning process. The factors are an internal factor, an external factor, and the factor of approach learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Learning English

There are many definitions from the experts about what learning is Slameto (2003) argues that learning is the way to get new information, skills, and value. Based on the explanation above, learning is the activity to gain new knowledge. Also, learning is the way to change the behaviors of the person as the result of the experience (Slameto, 2003). It means that learning is a good way to change human beings' behaviors based on the experience that has been done in the past. Besides, learning is the activity that has the purpose to get new knowledge from many sources.

As the explanation above of which is the definition of listening by some of the experts, the researcher can conclude that learning is how someone to get information and knowledge and learning is a window of human life that is very important for human life, because by learning someone can find out what they did not know before and also get new knowledge.

English is the mother tongue of many people in the world (Harmer, 2007). It can be seen by the number of people who use English as the second or third language is increasing. People use it for international communication. English is an international language that is used by all of the people in the world. Kachru (1985), as cited in Harmer, 2007) shows the data about the users of English. There are between 320 and 380 million people who speak English as the first language. Besides, there are 250 and 380 million people who use English as a second language. However, the users' number can change. Therefore, all people have to know about English. That is why English has to be learned by people in the world. From the explanation above, Learning English is a study about one of the international languages that consist of four skills. The skills are listening, speaking, reading, and writing. All of the skills that have to be mastered by people in the world, especially in Indonesia.

1. Listening

Listening is one of the skills that are available in English. Raharjo

(2007) claims that listening is the basis of all the aspects of language and cognitive development. Besides, listening is an important part of the process of learning English and communicates in English. It means that the basic skill that has to be mastered is listening. Effective listening is the activity that has attention to the sound of the speakers to get the information from them (Petty & Jensen, 1980, as cited in Raharjo, 2007). Therefore, listening is an activity that is not only listening from the speaker or the radio, but the listener must be attentive to the speaker to get an important knowledge or the information. Besides, the purpose of effective listening is to avoid misunderstanding between speakers and the audience.

2. Speaking

Speaking is the activity to communicate with each other by using verbal or nonverbal symbols (Fitriana, 2012). It means that speaking can be done by using verbal (the sound) or nonverbal symbols. Fulcher (2003, as cited in Kharisatul, 2011) underlines that speaking is the oral skill that is necessary for communicating with someone else. It means that when someone wants to speak with others, the people have not to write the sentences but they directly say the sentences.

3. Reading

Reading is one of the skills that has complicated process since reading is the process to bring the message of the writer to the readers that have the different knowledge (Kusein, 2011, as cited in Lutfia, 2012). It means that reading has a long process skill. Why reading is a long process skill is as reading is the activity to transfer the new knowledge from the writer to the readers by using text. Besides, reading is the activity to carry the information from the text by using the written language to the readers.

4. Writing

Brown (2001, as cited in Sovia, 2018) claims that writing is the result of

the thinking, drafting and revising procedures that need specialized skill. In the writing, the writer focuses on how to organize the idea to become a good paragraph or essay.

Based on the explanation above, the researcher can conclude that English is one of the international languages that is a second language by everyone and most people make English as their second language and English is one of the subjects that must be learned, English has four skills, namely listening skills, speaking, reading, and writing. Of all these skills must be mastered by everyone in this world.

2.2 Reading Comprehension

1. The Definition of Reading

There is a lot of definition of reading. Many experts give definitions about reading. Some of them say reading is the process to get, to understand, to catch the content of the reading by the reader. And some others say that reading is a process to establish a representation of meaning, which involved more than merely identifying the word on a page but what must be achieved, is an understanding of the whole sequences of a sentence. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading is what the reader does to get the meaning he needs from textual sources. Kennedy (2010) says that reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and based on past experiences, understand and interpret its meaning. While Lado (2009) stated that reading in a foreign language consists of grasping the meaning in that language though its written representation. It can be seen that reading is not only looking at the word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the content and to get information.

2. The Purpose of Reading

Everybody may read for many purposes, and that purpose helps to more understand what is read by them. If they are reading for pleasure, enjoyment, they may read either quick or slowly based on the way they like or feel. But if they are reading for study or information such as news, science, which are part of their study or assignment it does very slowly and carefully, (Lado, 2009). Gordon (1972) stated the purposes of reading. He said that in reading, readers are usually at least vaguely aware of their purpose. Readers know that they are reading either because they want to or because they have to and they are aware of the differences in their approaches for each of these purposes.

According to Anderson (2010), there are seven purposes of reading; reading for details and fact, reading for main ideas, reading for the sequence of organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of the contest.

1) Reading for details and facts; reading to know what is done by the subject of the story.
2) Reading for main ideas; reading to get problem statement.
3) Reading for the sequence of an organization; reading to know each part of the story.
4) Reading for inference: reading to know what is the writer meant by its story.
5) Reading for classifying; reading to find unusual things.
6) Reading for evaluating; reading to know the value of the story.
7) Reading for comparing of a contest; reading to compare the way of the story from the way life of the reader.

According to Grabe (2009), there are six major purposes for reading;

1) Reading to search for information when a reader wants to find specific information, a reader should engage in the search process that usually includes scanning and skimming. The combination of it can build a simple quick understanding of the text allow the reader to search for information and identifying a specific form.

2) Reading for quick understanding A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.

3) Reading to learn A reader reads to learn when the information in the text is identified as an important aspect and when the information will be used for some task or may be needed in the future.

4) Reading to integrate information This purpose represents a more complex and more difficult task than reading to learn.

5) Reading to evaluate, critique, and use information Sometimes the reader is asked to evaluated and critique information from multiple texts, required to decide which aspect of the text is most important, the most persuasive or most controversial.

6) Reading for general comprehension (in many cases, reading for interest or reading to entertain) It is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interesting magazine, etc.

3. **The Type Of Reading**

According to Patel and Jain (2008) the types of reading:

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

According to Elizabeth (2014) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.   According to Elizabeth (2014) silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.

4. The Levels of Reading Comprehension

According to Kennedy (2010), there are kinds of reading comprehension:

1) Literal comprehension

Reading to understand, remember, or recall the information explicitly contained in a passage. It refers that the readers can know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

2) Inferential comprehension

Reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition. It refers that the reader has to be able to make reasoning or finding information that is not stated in the text or implicit information.

3) Critical or evaluative comprehension

Reading to compare information in a passage with the readers' own knowledge and values.

Based on the theory above, generally, it can be concluded that reading comprehension is the process extracting and understanding the information of written text which has elements for thinking of reading. The inside element as reader, text, activity whereas the outside element, there are content and socio-cultural. And also an aspect to access reading comprehension should able to finding the main idea and specific information of the text, finding the reference and the meaning of words or expression within the text, and making inferences from the text. The researcher reviewed that reading comprehension consists of several indicators, there are:

1) Finding Explicit Information:

It consists of finding details and fact

2) Finding Implicit Information:

It is consists of finding the main idea, inferring referents, drawing a conclusion, detecting the title of the text, detecting the purpose of the text and making a prediction.

3) Finding Judgment:

It is consists of making a judgment.

2.3 Narrative text

1. The Understanding of Narrative Text

Narrative text is one of genre which is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005: 52) states that narrative is one of the most powerfulways of communicating with others Anderson in the use of graphic organizer method to teach narrative text in senior high school by Dwi Noviansari. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and toentertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

2. The Generic Sructure of Narrative Text

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes :

a. Orientation : The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

b. Complication : The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.

c. Sequence of events/ climax : This is where the narrator tells how 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. The audience is given the narrator's point of view.

d. Resolution : In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering 'How did it end"?)

e. Re-orientation : it is an optional closure of event. Anderson in the use of graphic organizer method to teach narrative text in senior high school by Dwi Noviansari.

It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story. The researcher will show an example of narrative text.

3. Language Features of Narrative text

According to Anderson in teaching narrative text in improving writing to the tenthgrade students of sma negeri 1 petarukan, pemalang by Intan Karolina(2006) the language features of narrative text are:

a. Nouns that identify the spesific characters and places in the story

b. Adjectives that provide accurate descriptions of the characters and settings Resolution

c. Verbs that show the actions that occur in the story

d. Time words that connect events to tell when they occur; the use of

e. simple past

f. tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

2.4 Factor of Students' Problem

Students' problems are a condition of students that can obstruct the process of learning activities. The problem can be caused by many factors. The factors can come from internal or external by the students. Syah (2007, as cited in Pristiyan, 2010) underpins that three factors influence the students in the learning process. The factors are an internal factor, an external factor, and the factor of approach learning.

1. Internal factor

   Internal factor is the factor that is available in the students self. The factors are physiologies and psychologies. Physiology is the condition of the body. For example, is like the health of the students. It can become the students' more spirit when they are doing the teaching and learning activity in the class. Besides, the healthy condition of the students can influence the students' achievement in academics. The students that have a problem in healthy, they have risk in school problem (Shaw, Gomes, Polotskaia, & Jankowska, 2015). Besides, the psychology aspect is the aspect that can influence the quality of the students. For example are the intelligence of the students, motivations, and so on.

2. External Factor

   Syah (2007), in Pristiyan, 2010) argues that external factor is the factor that influences the students that come from the outside of the students. There are two kinds of external factors. They are a social environment and a nonsocial environment. The social environment consists of the social environment and family environment. The examples of the society of the environment are the teacher, the staff in the school, and the classmates of the students. Whereas, the nonsocial

environment consists of the facilities, the tools that are used in the process of teaching and learning, and the timing of the students when they are doing the activities of teaching and learning.

3. Approach to Learning Factor

Approach to learning is the method or the strategy that is used by the students to get an understanding of the materials. The meaning of the strategy, in this case, is the way to solve the problems, and the strategy can help to reach a specific purpose (Lawson, 2003, in Pristiyan, 2010). It means that the students must have a strategy to solve their problems in teaching and learning activity. From the explanation of some of the experts above researchers can conclude that student problems are one of the things experienced by students that can disrupt the process of learning activities. Several factors cause problems in students, namely internal factors, external factors, and learning approach factors. the cause of problems experienced by students is a factor of itself. Sometimes the problem originates from the health of the student so that it makes students not eager to accept the lessons given by the teacher so that the learning process does not run effectively and it will also greatly affect the scores will be obtained by the students themselves.

The other factors can also be caused by the environment of these students both from the school environment, friends and family and the last factor is the factor of the method and also the strategy used by the teacher in delivering the material also a will greatly affect students, if the teacher does not provide methods and strategies of learning that are good and suitable for the subject to be studied it will cause students to become bored and make students difficult to understand the material to be delivered and it will be a problem for students and students will assume the lessons given are difficult to learn. so many factors that cause problems in students in learning English.

2.5 Previous Study

There are some studies the researcher found that are almost identical to this research, which is the research that is related to students' problems in learning English.

The first study conducted by Shinta Novia astari, (2015) with the title " the students' problems in learning speaking at SMA N 1 KOTA JAMBI. The method of the study used qualitative research with a case study approach design with demographic questionnaires and interviews.This study focused on finding out the student problems in speaking activity and teachers" way in helping students solve their problems. students and teachers at one of Senior High School in Jambi City were the participants. The students selected from each grade, three students from X graders, three students from XI graders, and three students from XII graders. For the teachers, all English teachers in the school selected as participants. In this study, the data collected by using demographic questionnaires and interviews. The researcher interviewed thirteen participants, which consist of nine students and four teachers. The interview used the interview protocol which planned to explore a specific topic and to ask specific open-ended questions of the interviewee.

Other research was conducted by Shimaa M. Hwaider (2017) the title is Problems Of Teaching the Listening Skill to Yemeni EFL Learners. This research aimed to investigate the most problematic areas of teaching listening skills. In this research, the researcher used two data collection procedures to collect the data; a classroom observation, and a questionnaire for teachers. There were fifty teachers of English language responded to the questionnaire and 11 secondary schools in five districts of Aden Governorate were observed to collect data on the teaching of the listening skill. The data were analyzed quantitatively and qualitatively. The findings were some problems are classified into linguistic and non-linguistic problems. The non-linguistic problems are the main hindrances to teaching listening in the context of the study including problems relating to learners, teachers, and teaching environment which have mostly led to neglecting this skill. The linguistic problems are observed in the pronunciation, stress, intonation, vocabulary, and syntactic structure. This research suggested some pedagogical

implications to improve the process of teaching listening in the secondary schools of Yemen.

Associated with previous research there are similarities and differences in research with this research. The similarity between previous research and this research is investigated about the problems faced by students, but both of these studies are more specifically not discussing English problems in general.

The first study by Shinta Novia Astari (2015) previously analyzed qualitatively is the same as the research that will be examined by researchers. There are some differences between previous research and this research. The first research focused on the problem of speaking in students and also English teachers and this study used a research method by using demographic questions and interviews.

while the second study by Ratih Laily Nurjanah (2018) about The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test. Reading is one of skills considered important in language learning and like the other skills, the mastery is influenced by some factors. This research is an attempt to find out the difficulties faced by students in doing reading comprehension to find the perfect technique or method to overcome the problem and answer the research questions (1) what difficulties are faced by students in doing reading comprehension test? (2) what are the causes of the difficulties? (3) what methods or learning activities are applicable in the classroom to overcome the difficulties?. The method of this study is explanatory multi-method strategy by first giving test to students then analysed the results of the test. A questionnaire was distributed to find out students' expectation to the class. The findings show that students face problem related to vocabulary knowledge or mastery. These problems are related to poor habit of reading and less interesting reading comprehension course they have in the classroom. Students need more interactive learning activities to be applied in the classroom such as games, or audio visual media to keep them interested in the lecture or reduce the anxiety. So here, the teachers should be more aware of problems faced by student and provide more interactive teaching technique.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research used qualitative research with a case study approach. Qualitative research was a kind of educational research in which the researcher focused on students' problems in learning English the views of participants; asked general questions and the participants experience; collected data consisted words from the participants; described and analyzed that words and conducts it is subjective (Creswell, 2008).

Researchers use qualitative research to obtain data to be collected by observing and also use interviews as a tool to obtain information about what will be delivered. Researchers use audiovisual as a research tool to interview and obtain data that will be used, after obtaining data through interviews the researchers then transmit the data obtained from interviews conducted during the research process conducted with research participants involving with this research.

3.2 Subject of The Research

The subject of this research is one students of SLBN Prof. Dr. Sri Soedewi MS, HS Jambi. The students are AS. The students' names were written in an initial letter to protect their privacy as a student. The reason the researcher chose the participant was that the one students who were willing to be interview and also the student were the students who got the lowest grades and were below the kkm standard and did not meet the predetermined grades. Some of the students who became participants had different problems. different from the problem that researchers can get data and problems to be study. In this research, the students will interview using some questions relate to their thought of the students' problems in reading English text at SLBN Prof. Dr. Sri Soedewi MS, HS Jambi.

3.3 Research Bias

Creswell (2014) stated that the researcher will be in the neutral part which does not take apart into a positive or negative statement and build trust first between the researcher as an interviewer and participants that will be the interview. To avoid researcher bias, the researcher try to see a different perspective that relate to the research and kept personally involve self-awareness on researchers' potential bias that might affect the research process.

3.4 Technique of Data Collection

In collecting the data, the researcher use to interview technique. To get the data for this research, there is some step have by the researcher. The first step to collect the data, the researcher come/contact the school to get permission then the researcher interview and ask about the data with a student in learning English at the school after that the researcher can interview them.

1. Interview

The researcher use the interview as one of the methods to collect the data. The researcher interview one participants, which consist of a students. The interview use the interview protocol which plan to explore a specific topic and to ask specific open-ended questions of the interviewee, but, the interviewer does not have to follow these topics and questions. The interviewer can change, added or decrease the words from the questions listed in the interview protocol.

The researcher use in-person interview which means online interviews. The student was interviewed 5-10 minutes for each participant to investigate students' problems and students ways to solve their problems. The instrument use in this interview is an audiovisual recording or chatting online with the participant.

In this research, the tools of data collecting are:

1. Written assessment.

The type of the assessment used in this research is essay test. The writer constructed 10 essays questions to cover the student's reading comprehension.

2. Observation checklist

Observation checklist is used to observe the students and the teacher acts in conducting the authentic material reading strategy in the classrooms' activity.

3. Field Notes

Field Notes is a note which is made to record the important events which appear during teaching learning process, when the treatment is applied, and the situation in the classroom during those time to support the data from the observation checklist.

To score the students' worksheet, holistic scoring will be used. Van Blerkom (2009:82) states that when using a holistic scoring strategy, the teacher will look at the answer as a whole and much more focus on the students' intended meanings rather than the way they construct the answer. Each answer will be scored holistically but the answer with correct structure will be more appreciated. This will be explained in the rubric score.

3.5 Data Analysis

In this research, the researcher collect the data from all participants with interviews method. Data from the interview wil transcribe to become transcription. Johnson and Christensen (2008) stated that "transcription is the process of transforming qualitative research data, such as audio recordings of interviews or field notes written from observations, into typed text," (p.534). The researcher read the transcript line by line. The next process called coding. Coding is the process of marking segments of data with symbols, descriptive words, or category names.

The data collect using interviews will analyze qualitatively using Miles and Huberman techniques of analyzing data: data reduction, data display, and conclusion drawing. Data reduction is a process of sharpening, classifying, directing, removing and organizing the data in such a way to take a final data conclusion. The data will displaye as organize information descriptively to draw the data conclusion. In concluding the data, the researcher use the result of the analyze data to answer the research problem of the study. The results will describe base on the students' statements about problems in learning english at SLB Jambi City.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

4.1 Research Findings

In the research, the researcher classified the findings the difficulties faced by students. Obtaining the data, the researcher used the document to analyze students' difficulties in comprehensing English reading. Reading the narrative text that had been received before. The process of collecting data was held on Agustus 27th, 2020. The researcher also used the interview to know the factors of causing the students' difficulties in comprehending English reading. The subject of the research is limited to the students of SLBN Prof. Dr. Sri Soedewi MS, HS Jambi.

His score in of reading test and their standard in reading comprehending. The score gets from the reading test by the teacher of SLBN Prof. Dr. Sri Soedewi MS, HS Jambi. The data were collected from the students" score. The data was taken from AS.

4.1.1 Difficulties faced by the students

Based on the research finding of students in comprehending English reading from worksheet and interview on August 26th 2020 with AS, the researcher found several difficulties faced by the students in reading comprehending. There are some problems or difficulties faced by the students such as:

a. Inadequate instruction presented by the teacher

The first problem was inadequate instruction presented by the teacher, based on the interview with AS:

Interview:	Menurutmu, pelajaran Bahasa Inggris di kelas menyenangkan tidak? Apakah kamu suka dengan pelajarannya?
Interviewee	*"kurang menyenangkan kak, aku kurang suko kk belajar bahasa inggris"*
Interview	Menurut kamu ketika pelajaran bahasa inggris berlangsung apakah gurunya menjelaskan materi dengan jelas?
Interviewee	*"jelas kak, Cuma aku sering dak ngerti, susah nian paham belajar bahasa inggris ni kak"*

From the interview above, the teacher is a key factor in teaching. Without the teacher, the learners will not gain and gather information. In this problem, the teacher is the most affected person. If the teacher is a resourceful person, then this problem will be solved. It is important that a teacher must make an alternate solution or ways on how to sustain needs in teaching. Through this ways, teaching learning process will become productive and conducive. The classroom supplies are the important material in teaching. Without these materials, learning cannot take place.

b. Lack of pupil interest

The second problem was lack of pupil interest, based on the interview with AS:

Interview: Menurutmu, pelajaran Bahasa Inggris di kelas menyenangkan tidak? Apakah kamu suka dengan pelajarannya?
Interviewee *"kurang menyenangkan kak, aku kurang suko kk belajar bahasa inggris"*

From the interview above, the lack of interest of students in reading English so that students' understanding is less and do not understand the meaning of the material. The students can not understand the content of the material or the sentence makes the students need more time to find the meaning of the word and the correct answer. They use dictionaries to search for their meaning.

c. The students limited to vocabularies

The third problem was students limited to vocabularies, based on the interview with AS:

Interview   Apa kesulitan yang kamu dirasakan dalam belajar bahasa inggris?
Interviewee *"paling susah kalo sudah disuruh baco kak, kan tulisan samo caro baco bae beda, belum lagi nak memahami artinyo"*
Interview   Apakah kamu sudah mempelajari teks naratif?
Interviewee *"sudah kk, la pernah diajarin guru kami kak"*
Interview   Apa kesulitan yang dialami dalam membaca teks naratif dalam bahasa inggris?
Interviewee *"tulisannyo panjang-panjang jadi kami sering gagap baconyo kak, salah-salah caro baconyo"*
Interview   Bisakah kamu menemukan bagian klimaks/inti dari teks naratif?

Interviewee	*"ini kami belum tau kak, soalnyo teks naratif tu kan banyak kak, sering dak tau apolagi belum tau terjemahannyo"*
Interview	Bagaimana cara kamu mengatasi jika harus membaca teks naratif?
Interviewee	*"kami baco pelan-pelan bae kak, walaupun salah-salah atau belum tau artinyo, pede bae, nanti buk guru kan ngajarin jugo*

From the interview above, learning to read written texts is not the same as learning to understand written texts. Reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author"s purpose, evaluating the context, and making judgments. The students cannot understand what the text is about because they do not know the meaning of the word.

4.2 Disscusion

In this research, the researcher tried to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on their worksheet. The researcher also tried to identify the difficulties faced by the students in comprehending English reading thoroughly the result of the interview from the students.

To identify the students" difficulty in comprehending English reading text, the researcher used Kennedy (1981: 195-197) theory. Kennedy said that the difficulties in reading comprehension are produced by a variety of factor, there are: the difficulties during the learning process, such as: Inadequate instruction presented by the teacher, lack of pupil interest, the students cannot understand the material, and the students have limited vocabularies.

In SLBN Prof. Dr. Sri Soedewi MS, HS Jambi, the researcher found 3 kinds of difficulties faced by students in comprehending English reading text. There is inadequate instruction presented by the teacher, the students cannot understand the material, and the students have limited vocabularies.

First, the students had difficulty because of inadequate instruction presented by the teacher. It can be explained as selecting the wrong skill to

emphasize. Because the teacher selected the wrong skill to emphasize, it made the students in SLBN Prof. Dr. Sri Soedewi MS, HS Jambi are bored when teaching learning process was happening.

Second, the students had difficulty because of lack of pupil interest. It made the students in SLBN Prof. Dr. Sri Soedewi MS, HS Jambi did not understand the meaning of the material or sentence, when they read the text. The students need more times to look for the correct answer. They used the dictionary to search the meaning. It is in line with Kennedy"s theory (1981: 195-197). It is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. The students in SLBN Prof. Dr. Sri Soedewi MS, HS Jambi said that reading English is difficult. They were not familiar with the vocabulary. When the students did not interest with the materials, it caused the students having difficulty in absorbing the materials.

Last, the students had difficulty because of the students limited of vocabulary. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found seventh grade students" in SLBN Prof. Dr. Sri Soedewi MS, HS Jambi knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that students" reading comprehending English in Narrative text is less. It is in line with Kennedy (1981: 195-197), an excessive vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words.

CHAPTER V
CONCLUSION AND SUGGESTION

After analyzing the result of the students' difficulties and the factors of causing the students' difficulties in reading comprehending English reading text at SLBN Prof. Dr. Sri Soedewi MS, HS Jambi, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

5.1 Conclusion

The researcher drawn the conclusions as follows, the students get problem to look for the identifying main idea of the text, identifying specific word in the text and students have difficulty in understanding the structure of the text. They have limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

The solution to overcoming the students" difficulties such as the students need to take note and memorize vocabulary. They bring dictionary and teacher translates the material. The teacher motivates the students to understand the material.

5.2 Suggestion

1. To School

a. The School Library should provide the collection of English Book

b. The School should facilitate the teaching learning process.

2. To The Teacher

a. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students" difficulties in comprehending the reading text.

b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.

3. To The Students

a. The students have to increase their vocabulary, by reading English textbook, find the meaning, and memorize a lot of vocabulary.

b. The students have to study more in reading English text to improve their ability to read skill.

c. The students must be able to understand the reading of the Narrative text in their English practice.

d. The students can add their vocabulary to understand in English text.

e. The students must participate actively in the class.

4. To The Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students" difficulties in reading comprehension, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give a new inspiration to the next researcher. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the students" difficulties in reading comprehension.

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Appendix 1

NARRATIVE TEXT
THE THIRSTY CROW
One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope. Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug!

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy. The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water kept rising. Soon it was high enough for the crow to drink. Her plan had worked.

A STUPID MAN AND HIS COW
One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. One the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Adapted from http://www.pitt.edu

APPENDIX 2

INTERVIEW GUIDELINES

Interview: Menurutmu, pelajaran Bahasa Inggris di kelas menyenangkan tidak? Apakah kamu suka dengan pelajarannya?

Interviewee *"kurang menyenangkan kak, aku kurang suko kk belajar bahasa inggris"*

Interview Menurut kamu ketika pelajaran bahasa inggris berlangsung apakah gurunya menjelaskan materi dengan jelas?

Interviewee *"jelas kak, Cuma aku sering dak ngerti, susah nian paham belajar bahasa inggris ni kak"*

Interview Apa kesulitan yang kamu dirasakan dalam belajar bahasa inggris?

Interviewee *"paling susah kalo sudah disuruh baco kak, kan tulisan samo caro baco bae beda, belum lagi nak memahami artinyo"*

Interview Apakah kamu tahu tentang teks naratif dalam pelajaran bahasa inggris?

Interviewee *"tahu kak'*

Interview Apakah kamu sudah mempelajari teks naratif?

Interviewee *"sudah kk, la pernah diajarin guru kami kak"*

Interview Apa kesulitan yang dialami dalam membaca teks naratif dalam bahasa inggris?

Interviewee *"tulisannyo panjang-panjang jadi kami sering gagap baconyo kak, salah-salah caro baconyo"*

Interview Bisakah kamu menentukan bagian orientasi dari sebuah teks naratif?

Interviewee *"orientasi tu yang diawalan cerito tu kan kak? Bisolah, tau kami kk"*

Interview Bisakah kamu menemukan bagian klimaks/inti dari teks naratif?

Interviewee	*"ini kami belum tau kak, soalnyo teks naratif tu kan banyak kak, sering dak tau apolagi belum tau terjemahannyo"*
Interview	Dibagian mana biasanya letak bagian resolution di sebuah teks naratif?
Interviewee	*"kalo ini kami ingat kak, kato guru kami dibagian ujung cerito, biasonyo la penghabisan cerito, kayak kemaren tu pas belajar dikasi tau samo guru kami ni kak"*
Interview	Bagaimana cara kamu mengatasi jika harus membaca teks naratif?
Interviewee	*"kami baco pelan-pelan bae kak, walaupun salah-salah atau belum tau artinyo, pede bae, nanti buk guru kan ngajarin jugo*

SCORING RUBRIC

NO	Criteria	Indicator	Score
1	Phrasing	Word by word	1
		Word by word with some two or three word phrases	2
		Primarily two word phrases	3
		Primarily three or four word phrases with some expression	4
		Reads in larger meaningful phrases with attention to expression	5
2	Pace	Slow and laborious. Rate is less than 65 correct word per minutes	1
		Slow. Rate is 65 to 90 words per minute	2
		Moderate slow. Rate is 90 to 125 words per minute	3
		Beginning to be conversation but may sometimes be too slow or fast. Rate is 125 to 360 word per minute	4
		Consistently conversational. Rate is 160 or more words per minute	5
3	Description	Reads wothout attention to phrasing or punctuation. Frequent repetitions, sound-outs, and multiple attempts at words	1
		Reads with little or no expression. Repetitions and deviations from text often disrupt the flow of reading	2
		Reads woth little intonation to mark end word groupings are choppy and	3

		unrelated to context of sentence	
		Primarily natural phrasing with some attention to expression, few repetitions and deviations from text	4
		Reads with excellent phrasing and expression and a consistently smooth pace. Self corrections are automatic	5

Source : adaption from Oregon Public education Network (1998)