



Students' Ability and Difficulties in Reading Narrative Text in SMA Kristen Petra Kefamenanu

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Abstract

The purpose of this study was to examine students' ability and difficulties in reading narrative text in SMA Kristen Petra Kefamenanu. It develops a way of reading English narrative texts through short stories as a medium of learning for students. This research used classroom action research. This classroom action research was carried out in 2 cycles. Each cycle consists of four steps, namely planning, action, observation and reflection. This research technique uses a short story test consisting of multiple choices. The test consisted of cycle I and cycle II. This study analyzed the average score of each test to determine the increase in students' vocabulary in the short story narrative text after the action taken. The results showed that narrative texts could improve students' vocabulary, which was seen in the results of the students' average score in Cycle I was 92 and in Cycle II was 92. It is concluded that teachers chose short story narrative texts to learn and teach vocabulary as one of the techniques to improve students' reading skills.

Keywords: Ability; difficulties; reading; students.

1. INTRODUCTION

Learning to read is one of the greatest achievements in childhood because it is the basis for learning and academic achievement (Paris:2005). Therefore, reading is one of the achievement tested through English subjects for junior high and senior high school, for this subject, there are 4 basic skills, namely: students can speak, listen, write and read, from the four skills above can help students to master in the future.

Reading is an activity done to get a lot of information from written text, the activity is usually done by the readers they do the activity since they know that reading is the construction of meaning from a printed or written message (Richards,1998). To arrive at an understanding, the reading should broaden their prior knowledge first, they can do that by not reading in a formal situation only but reading in any situation, wherever and whenever. Since reading is not separate to develop the readers' life, positive impact is experienced by themselves, better achievement is met in their life.

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However not all people are readers, even good readers or good spellers since reading is not their habit, this is since in students' daily life activities. Some of them are busy with electronic tools such as mobile phone, play station, tablet, PC, laptop, internet, in case they are busy with useful things like playing game, or social media like, Facebook, twitter, WhatsApp. Other students dislike reading because they consider reading takes a long time to do. Some of them say that when they do the activity it really presses them. The more when it is done in the classroom with the teachers' or the lecturers' instruction. Really they cannot enjoy their reading activity. Their complaints are not expressed if they really realize that reading is very important in their life. It can give positive effects to achieve their ideas.

To face global era and to develop students reading skills ,based on the study by (Burhan:2012) in English department of IKIP Gunung Sitoli, that already put a new lecture in a 2014 curriculum that is extensive reading to competence standard said that reading is a physicmand mental activity to reveal the meaning of the written texts while in that activity there is a process of knowing letters and added that reading is a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of mind are involved in it. The study concludes that the main goal off reading is a process of comprehending written text.

Grabe and Stoller (2011) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. It is also an interactive in that sense of linguistic from the text interacts with information activated by the reader from long-term memory, as background knowledge. Thus, it can be concluded that reading is a way to draw information from a text and to from an interpretation of that information.

Considering to the facts above, the researcher believes that some efforts are needed to solve the teaching of reading comprehension. Was interested in conducting research on however, before the, the problem need to be diagnosed, such as study ability in reading, and the difficulties this faces in reading. Thus, this research waits /interact analysing structure reading ability and the difficulty or problems.

2. METHODS

This study is descriptive research in which Mack, et.al (2005) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants.

This study will be conducted to find out the answer of three research problem. First, to know the students' ability on reading text. Second, is to know the students' mastery level of reading text and the third is to know the problem faced by students' in reading text. Based on the research question and objective of the study, the appropriate research design of this study will be mixed method where both quantitative and qualitative design are applied. The quantitative data included closed-ended information and statistical analysis, while the qualitative data consists of open-ended information and ideas presentation (Creswell, 2014: Hamied, 2017). Each approach has its own strength and limitation. Therefore, the mixed method was chosen to minimize the limitation of both quantitative and qualitative approaches.

Suharsimi (2006), a classroom action research consists of three words. They are research, action, and class. Class is a group of student who receive the lesson from teacher. In the other hand, class is the room of a group of students who are study. From this design of research is expected learning problem can be solved. This research start based on teacher observation in teaching learning process. Classroom action research gives a chance to the teacher to be more creative in teaching so that can increase their ability in transfer knowledge to solve the problem. In conclusion, classroom action research was

activities began from plan until reflection that done by teacher or researcher. This research was conducted in the classroom to solve the problem that comes from students, and in teaching and learning process

Qualitative research is based on the philosophy of post-positivism, because useful for studying natural objects, (as opposed to experimenting) researchers contribute as a key instrument, sampling, source Data collection is done purposively and snowball, the collection techniques are: triangulation (combined), inductive/qualitative data analysis, and results research is more important than generalization (Sugiyono 2011).

3. RESULTS AND DISCUSSION

The results of this study used a narrative text reading test. The findings of this study consisted of two cycles, namely Cycle I and Cycle II as follows:

1. Cycle I

This research is a qualitative research using classroom action research the aim is to find out the results of increasing the mastery of reading grade eleventh students Kristen Petra High School students using narrative text. The research method used to assist teachers in the process of teaching and learning activities and students also able to master the material given by the teacher, so that learning outcomes can be increased. This research will be carried out in one cycle to solve the problems found in the teaching and learning process. In the (post-test) which consists of 25 multiple choice questions, learning in this cycle can improve student learning outcomes. The results of the data will be displayed on the following table:

Table 1. List of reading test result

No	Initials	Types Of Answer		Score	Level of Mastery
		Right	Wrong		
1	A Y B	3	22	12	Very poor
2	A S	2	23	8	Very poor
3	B S	8	17	32	Very poor
4	D A T	18	7	72	Fair
5	M S O T	10	15	40	Very poor
6	M Y T	23	2	92	Very good
7	M S S	21	4	84	Good
8	N P S	11	14	44	Very poor
9	O B	15	10	60	Poor
10	S K T	8	17	32	Very poor
11	S C N	7	18	28	Very poor
12	T A S	12	13	48	Very poor
13	V J N	6	19	24	Very poor

14	Y M D L	8	17	32	Very poor
15	Y K	17	8	68	Fair
16	D L	21	4	84	Good
17	D J B	10	15	40	Very poor
18	I J S	4	21	16	Very poor
19	V B M T	20	5	80	Good
20	Y A	21	4	84	Good
Average			49	Poor	

2. Cycle II

The table shows that the students have score from multiple choice. The students score in shows that the highest score is 92 and the lowest score 8. The score show that from 20 students, who did the test. The data reveal that 1 students got the score 92. 3 students got the score 84, 2 students got the score 32, and other students each have a score with a score about 1 students got the score 8, 1 students got the score 12, 1 students got the score 16, 1 students got the score 24, 1 students got the score 28, 1 students got the score 44, 1 students got the score 48, 1 students got the score 60, 1 students got the score 68, 1 students got the score 72, and 1 students got the score 80. It is based on data their average score is 49%. It is got from the division of the total number of the score (980) with the total number of students (20 students) with the level of mastery is enough. Therefore, it is necessary to improve learning.

Table 2. List of test result in cycle 2

No	Initials	Types Of Answer		Score	Level of Mastery
		Right	Wrong		
1	A Y B	18	7	72	Fair
2	A S	18	7	72	Fair
3	B S	18	7	72	Fair
4	D A T	20	5	80	Good
5	M S O T	18	7	72	Good
6	M Y T	23	2	92	Very good
7	M S S	22	3	88	Good
8	N P S	18	7	72	Fair
9	O B	18	7	72	Fair
10	S K T	18	7	72	Fair
11	S C N	18	7	72	Fair
12	T A S	18	7	72	Fair
13	V J N	18	7	72	Fair
14	Y M D L	18	7	72	Fair
15	Y K	18	7	72	Fair
16	D L	22	3	88	Good
17	D J B	20	5	80	Good
18	I J S	18	7	72	Fair
19	V B M T	22	3	88	Good
20	Y A	23	2	92	Very good
Average				77,4	Good

Table 2 presents the students' reading mastery levels obtained showing that the students' mastery levels are distributed from very good to very poor. There are 7 students in the very good category, 13 students in the fairly good category, from here we know that every student has progress from the beginning of the test, some students are able to complete the test and get good grades while most are still below the KKM (Minimum Completeness Criteria) so students who are less able need to learn a lot or guidance because from the results obtained we know that they have difficulty in vocabulary and lack in reading/understanding the text so the results are also unsatisfactory, but after giving them the second test, students begin to be able to complete the narrative test of this text so that the results obtained begin to improve. I think as we know that most students are lazy to learn English because according to them it is very difficult but after it is studied well and is really understood it is very easy and fun from here we need to train more students to be easy in speaking English so they don't trouble again.

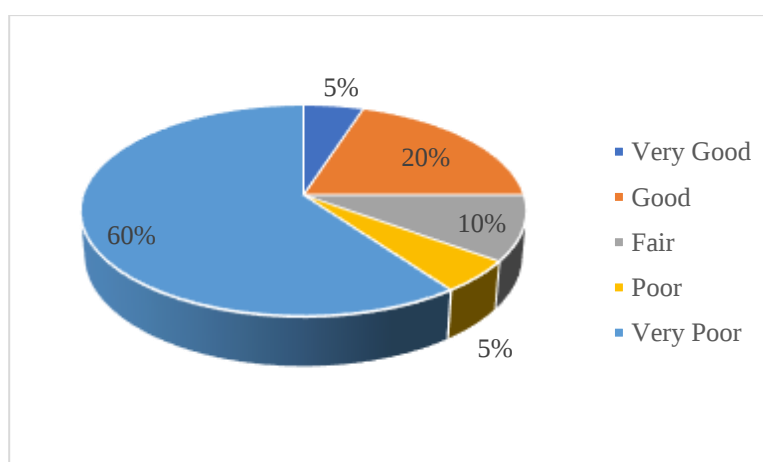


Figure 1. Results of Cycle 1

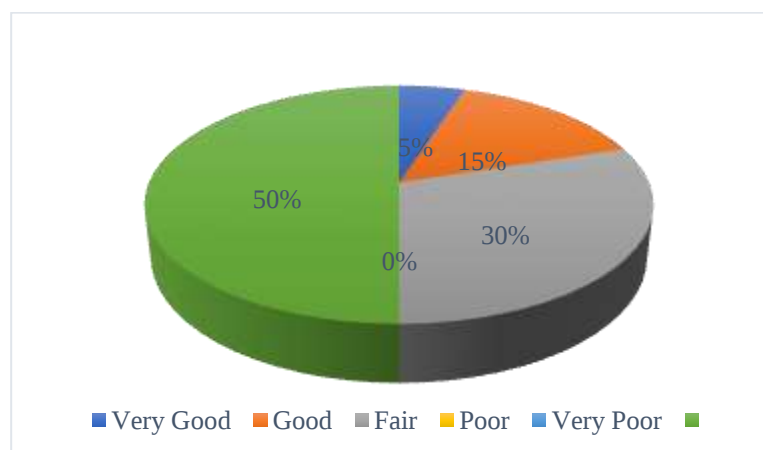


Figure 2. Results of Cycle 2

Based on the tables and graphs above, we can conclude that, the students' ability in writing narrative text is still low. The standard passing grade (KKM / Minimum Completeness Criteria) in writing is 92, and only 7 students scored high or were able to write narrative text. Our other students are categorized as incapable of writing narrative texts, because their scores indicate their ability to write narrative texts writing is still low and has not yet reached the writing graduation standard (KKM / Minimum Completeness Criteria).

It can be seen from the percentage of student scores, such as: Students who are at a high level or capable is 76-100 only 7 students, while students at the intermediate level or unable are 13 students or 61-75, and students at low or incapable levels as many as 0 (zero) students or 0-60. So, we can conclude that, students' ability in writing, especially in working on narrative text test questions is still low. The graph above clearly illustrates the low achievement of students in writing. Students at a high level or competent only 7 students. This can show that, students understood by this paper, because we can see from their achievements. Students already have sufficient vocabulary based on their writing, but they are still low in language structure.

Students at the intermediate or incompetent level are 13 students. Problems we can see is the students are still low in vocabulary, so they are very difficult to read the text because they don't know the words and keys in the narrative text. The students also struggled with generic structures, such as orientation, complications and resolutions, but students only write orientation. It can be shown that students are not competent in writing narrative text. What's difficult is students do not know about the generic structure of narrative texts, and students are also still low in vocabulary.

Based on the explanation above, teachers need to pay attention to improving students' ability to read, especially in reading narrative texts. Reading is an active process that depends on both an author's ability (Denton 2014 and Harmer 2007). Teachers are expected to use persuasive approach in the teaching process. Students' difficulties in learning become easier resolved using a persuasive approach. So that the teacher knows the student's personality students and can achieve teaching and learning objectives. According to students' opinion, English is difficult to learn. So, teachers need to provide guidelines for help students in solving their problems through various ways and techniques to avoid boring and hopeless. One way to overcome boredom, must be given a challenge a test that must be done by individual students to measure their ability and level of understanding to the subjects they study. Give a test accompanied by motivation to students so that. Therefore, students want and are interested in doing the tests given by the teacher.

This ability is very important to be a good reader. Reading in this case is not just reading some tables, diagrams, charts and other images but reading all the data that can be read. What is important is that students can read and transmit data correctly and remove ambiguity. Student us reading as a form communication, using written language or symbols (text). (Grabe and Stoller 2011).

To produce written language, learners must achieve basic skills, basic tasks of writing letters, words, punctuation marks, and very short sentences. This category includes the ability to correctly spell and understand the correspondence of phonemes in the English spelling system. This is the level at which learners try to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

Activities carried out while teaching in class contribute more opportunities for students to increase their knowledge in learning. In conclusion, the Multipass Strategy is an effective strategy to improve students' reading skills understanding. Improving students' skills in reading comprehension is generally influenced by teacher's perspective. the teacher plays an important role to make the class more interesting and meaningful for students who are studying. By experiencing interesting and meaningful learning, students motivated to study more seriously and it certainly affects the results of student achievement reading comprehension.

This ability is very important for being good reader. Reading in this case not only reads some table, diagram, chart and another picture but it is read everything that has the data can be read. The important thing is you can read and delivered it data correctly and disappear ambiguity. Reading is usually the third language skill that we learn, reading is the way of looking at order the sign of written and become meaning full from them. Reading is a communication process requiring a series of skills, such us reading is a thinking process rather than an exercise in eye movements.

Based on the definition above, that reader's knowledge of the world depends on lived experience. This is different in different countries, regions and cultures, because reading is process and product, the process of reading involves the interaction between the reader and the text how the readers is deciphering the writing on the page, what he or she is thinking about while reading and reader is monitoring his or her reading. (J. Charles: 2000).

In addition, there are many factors that affects students' ability and difficulties in reading English text. Yulita & Neno (2021) exposed that there are some internal factors and external factors that affect students' ability in reading. The internal factors are hold more importance and significance effects such as students' affective states towards reading. Students' who have strong and positive aspects towards reading intend to have highest score that their strong motivation and volition helps to finish the reading task completely.

Thus, teachers should encourage more students' affective states as the significance factors that could help students to increase their ability and give the students strong willingness to face any difficulties in reading. Moreover, Renandya (2007) had found that extensive reading activities are helpful to increase students' motivation in reading. By increasing their motivation, students could also increase their ability in reading. The combination pf extensive reading activities and intensive reading activities by teacher is important for students to develop their capability in EFL reading.

4. CONCLUSION

Based on the findings and discussion above, it is found that students' ability to read narrative text, by asking students to read narrative text, the data shows that 7 students or with a value of 76- 100 from the sample are high level or able to read narrative text problems and complete with the highest score. The ability of students in reading narrative text is mostly good enough in working on narrative text questions, the data shows that 13 students or with a value of 51-75 from the sample are at the intermediate level or good enough in working on the questions narrative text. The data also shows that students or with low score from the sample are classified as low or less in working on narrative text problems. Thus, it is concluded that most of students have low ability in reading and face many difficulties in EFL reading.

The study reveals that classroom activity helps the learners to understand the purposes of learning. The activities that are done during the teaching in the classroom contributed more opportunities to the learner to enhance his knowledge in learning. In conclusion, the activity in the classroom could be an effective strategy to improve students' skills in reading comprehension. Moreover, improving students' skills in reading comprehension is also commonly affected by the teacher's perspective. The teacher plays important roles to make the class more exciting and meaningful for the students who are learning. By experiencing exciting and meaningful learning, the students are motivated to learn more seriously and it certainly influenced the result of students' achievement in reading comprehension.

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