# STUDENTS PROBLEMS OF READING SKILL
# IN NARRATIVE TEXT
# AT TENTH GRADE OF SMA KARTIKA PEMATANGSIANTAR

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**Abstract**

*Reading is one of the four language skills taught in the process of learning English, along with listening, speaking, and writing. Reading is the ability to comprehend the content of a text. Reading can provide readers with all of the messages and information they require. The purpose of this study is to learn about the students' reading problems at SMA Kartika 1-4 Pematangsiantar as well as to find a solution to the problems. Descriptive qualitative research was performed in this study. The participants in the study were tenth-grade of MIPA 3 students from SMA Kartika Pematangsiantar, who were found to have reading difficulties. The result of this research found that the students' problem in reading as follow : internal problems (lack of student vocabulary, a lack of student interest in English subjects, boredom and laziness, and a lack of time to study any English text in class.) And external problems (such as the teacher's method of instruction, students' lack of personal dictionaries, the narrative text's level of difficulty and the lack of textbooks). As a solution, the teacher must play an important role in overcoming the problems faced by students by making teaching techniques more interesting and interactive.*

Keywords: *Reading, Narrative Text, Students, Problems, Solution*

## 1. INTRODUCTION

English has played a very important role in all aspects, especially in the education aspect. In the Indonesian education curriculum, English is taught since junior high schools. Writing, speaking, listening, and reading are the four English skills that students must master. The writer will concentrate on reading skills in this study because many students in SMA KARTIKA 1-4 Pematangsiantar struggle to understand this subject and are often puzzled about how to master the reading text.

Reading is a crucial ability for English as a second language students. This is the most critical skill for most learners to master in order to succeed not only in learning English, but also in any content classroom learning where English reading is required. Learners will make more progress and development in all other areas of learning if their reading skills are improved. Everyone, even students, should be able to read.

According to Mikulecky & Jeffries (2004) reading is important because it can help students improve their general language skills in English, as well as help them think in English, expand their English vocabulary, improve their writing skills, and give them new

ideas, facts and experiences. As a result, reading ability is seen as something that can help students in enriching their English knowledge.

Students can expand their knowledge as well as become knowledgeable and respectful by participating in reading exercises. Students' reading ability needs to be improved. Teachers have a responsibility to improve their own abilities and skills. Everything teachers do in reading lessons should be directed at increasing students' capacity to understand texts with increasingly complex content.

The teacher's tactics, approaches, and teaching materials will have an impact on the success of the teaching and learning process and student achievement. In this research, good techniques, media, and strategies are needed in learning reading activities. In order to gain information from a text, the learner must first understand its content. Reading is the process of transferring science from a book to a reader's brain, and this information will not be obtained by the readers if they do not grasp the text's substance. Another issue with reading is a lack of vocabulary as well as pronunciation.

Because of the numerous issues, people would believe that learning English is difficult, particularly the reading competence. The students know that they always failed the reading text because of their test results. This issue will arise as a result of the purpose of teaching and learning. The solution to these challenges is for the instructor to gain a better understanding of the approach, technique, and strategy for learning English, since the method will assist the teacher in making her teaching more engaging and effective.

According to the introduction above, the researcher would like to identify students' problems in reading skill in SMA Kartika 1-4 Pematangsiantar and solution to solve the problems. With the research questions as follows:

1. What are the students' problems of reading skill in narative text at tenth grade of SMA Kartika Pematangsiantar?
2. What are the solutions to solve students' problems of reading skill in narrative text at tenth grade of SMA Kartika Pematangsiantar?

Hence, the researcher wanted to know the problems and to know the solution to solve students problems in reading skill. Hopefully, the findings of this study will be useful for language teachers to play an important role in overcoming reading problems faced by students by making teaching techniques more interesting and interactive.

## 2. THEORETICAL BASIS

### 2.1. Reading

Reading is an important skill that must be mastered by all students. This will help students in understanding the meaning of the literature they have learned in school. Reading according to Tarigan (2008) is the process of getting the author's message through words or written language. Meanwhile, according to Anderson (in (Mulyati & Cahyani, 2007)), reading is the process of deciphering the meaning conveyed in a text and examining the concepts contained therein. Furthermore, reading according to Finnochiaro (in (Mulyati & Cahyani, 2007)) entails giving and receiving meaning from printed or written content.

Based on the description above, reading is an activity or a process that connects the reader to the writer's idea by helping them understand the meaning, message, and purpose of printed or written information.

Reading is the act of comprehending a passage or text. The purpose of reading is to condense an idea or piece of information into a paragraph of text. Reading's primary purpose is comprehension. Anderson states in (Mulyati & Cahyani, 2007) that the objective of reading is to:

a. Reading for specific information

This reading assignment aims to learn about a character's discoveries or to solve the challenges that he or she has created.

b. Looking for major points while reading

This reading activity was designed to help students determine what the major topic of the reading passage is.

c. Sequence and arrangement reading

This reading activity aims to help students understand the order in which events or stories occur in the text.

d. Inference reading

The purpose of this reading activity was to bring the contents of the reading passage to a close.

e. Reading in order to categorize

The purpose of this reading activity was to classify the story in text.

f. Evaluation by reading

This reading activity was designed to help students evaluate the text's content.

g. Compare and contrast reading

This reading activity seeks to compare and contrast phenomena in the text with real-life situations

## 2.2. Principle of Teaching Reading

There are six concepts to teaching reading, according to Harmer (2001) :

a. Reading is an active skill, not a passive one.

Reading is a very energetic activity. To do so successfully, we must first understand the meaning of words, see the picture that words represent, understand the arguments, and choose whether we agree or not. If readers don't achieve these things, they will only erode the surface of the material and will quickly forget about it.

b. Students should be interested in what they read.

Students who are not engaged with the reading text, like everything else in the session, are not actively interested in what they are doing and are less likely to benefit from it. When they are fascinated by a topic or activity, they get more out of what is in front of them.

c. Students should be encouraged to respond to the contents of the reading text.

The content, meaning, and message of the text must be understood by students. Students should be given more opportunities to voice their reactions to the teacher's reading.

d. One of the most important aspects of reading is prediction.

Before starting to read, the reader should check everything, including pictures, tables, titles, book covers, and so on. Readers will get clues from everything, generate predictions and reading assistance. As a result, students will receive a tip and will be able to predict what will happen next.

e.  Assign assignments to appropriate topics.

The teacher must give reading assignments that are in accordance with the books that students will read. With inventive and difficult tasks, even the most imaginative texts can be made more interesting.

f.  A good teacher makes good use of the reading text.

Good teachers combine reading texts into engaging classroom sequences, incorporating topics for discussion and additional assignments that use language for learning and activities.

## 2.3. Narrative Text

In speaking, there are some aspects, such as how speaker pronounce a word, how the speaker use grammar and express idea. Actually, speaking has several components that should understand on speaking ability. According to Harris (1977), there are some components of speaking.

A narrative is a sort of text that tells the story of a set of events, either actual or imagined. Students anticipate narrative texts from the start of their educational careers. The activity, method, or capability of telling a tale is therefore characterized as narrative.In addition, reading a narrative text is an imaginative experience. The plot follows a series of events that culminate in a crisis or turning point, after which a solution is found. Narrative text is a story that is told to entertain the reader or listener. According to Mukarto (2007), narrative text is a text that tells a story to entertain the reader or listener. Meanwhile, the purpose of narrative text according to Billups-Thomas (2011) is to entertain, tell a story, or provide a pleasant reading experience. Barbara (2002) in (Suryani, 2017) defines narrative text as "text that tells a tale in the broadest sense." Short stories, novels, folklore, fairy tales, myths, fables, legends, fantasy, and science fiction are examples of narrative writings. Furthermore, according to Hyland (2008), narratives should includes :

1) Orientation (where the environment is introduced and the time specified incident);
2) Complications (where the problem occurs); and
3) Solution (where the problem is solved).

Meanwhile, language features of the narrative are:

1) Use of words that connect the temporal phase
2) Use adjectives and adverbs
3) Use action verb
4) It might be written in the first person or third person.

In a nutshell, narrative text is a piece of writing that recounts a story to amuse the reader or listener. The past tense is commonly used. Folklore, fairy tales, myths, fables, legends, fantasy, science fiction, and other types of narrative texts are all examples of narrative texts. The orientation, complications, and solutions should all be included.

## 3. RESEARCH METHOD

Because the research issue stated this study used the descriptive-qualitative method, as discussed in the previous chapter. "The descriptive technique is a method that is used to explain or analyze research results but is not used to make broader," (Sugiyono, 2013). This was a qualitative approach of investigation. Furthermore, it is appropriate for the topic being studied, as the outcome of assessing students' problems will be conveyed based on the readers' skill of the research findings. This study was used as a case study. A case study is a qualitative method.

In this study, researchers utilized purposeful sampling. The word "purposive sampling" refers to selecting a subject for a specific reason. X MIPA 3 SMA Kartika Pematangsiantar had difficulty reading narrative text, according to the verdict. In this study, 35 students from Class X MIPA 3 were used as the sample.

Two instruments were utilized to collect data. The test was the first instrument, and it consisted of 20 multiple choice questions. Fable, Folktale, Fairytale, and other story forms were used in this study. The test is based on what the pupils learned in the prior class.

The second instrument is 10-question interview, which includes factors that influence students' problems interpreting narrative texts. The interviews' findings can be used to figure out why students have problems in reading narrative texts.

## 4. FINDINGS AND DISCUSSION
### 4.1. Students Reading Abilities in Narrative text

**Table 1** Students Reading Abilities

| NO. | Range of Score | Number of the students | Category | Percentage |
|---|---|---|---|---|
| 1 | 80-100 | 4 | Very good | 11.43% |
| 2 | 70-79 | 6 | Good | 17.14% |
| 3 | 56-69 | 10 | Satisfied | 28.57% |
| 4 | 46-55 | 3 | Poor | 8.57% |
| 5 | 0-45 | 12 | Very poor | 34.29% |
| Total | | 35 | | 100% |

The reading skills of X-MIPA 3 students in SMA Kartika Pematangsiantar is low when it came to comprehending narrative text. It can be stated that students struggled with narrative text. This is based on the percentages that were explained: as many as 4 students were on the very good category (11,43%), as many as 6 students were classified as good category (17,14%), as many as 10 students were classified as satisfied category (28,57%), while as many as 3 students were poor (8,57%), and 12 students were extremely poor (34,29%). According to the percentages, the majority of students had difficulty comprehending the text, particularly in terms of locating the main idea, locating supporting

details, identifying generic structure, locating the referent, and making reference (5 types of difficulties in comprehending narrative text). Making inference was the most challenging form of comprehension challenge for pupils, according to the calculations, followed by discovering referent, finding supporting details, identifying generic structure, and finally finding primary idea.

## 4.2. Students Problems of Reading Skill in Narrative text

According to Yunus (2012), reading is an activity that is performed in order to obtain the information communicated in reading material. Many pupils are fails to read well in the foreign language, are unable to fully comprehend what they read, and must read at a slower rate (Alderson, 1984 in (Mulyati & Cahyani, 2007)). When reading a text, students may run into a variety of issues that contribute to their inability to comprehend the material.

There are two types of elements that influence students' problems in interpreting narrative text: internal and external factors. Internal factors or student problems include a lack of student vocabulary, a lack of student interest in English subjects, boredom and laziness, and a lack of time to study any English text in class. While external factors such as the teacher's method of instruction, students' lack of personal dictionaries, the narrative text's level of difficulty and the lack of textbooks in school may all play a role in students' reading problems in interpreting narrative text.

However, it can conclude that according to Snow (2002), the reader, the text, and the activity are reading skill aspects that contributed to the students' problems in interpreting narrative text. According to explanation above, those two aspects are the variables that generate students' problems. The students themselves (lack of student vocabulary, lack of student interest in English subjects, students' boredom and laziness, and restricted time to read any English text in class).

Meanwhile, the narrative text is the text itself (the difficulty level of the text being given). Because of the text's difficulty level, students found it challenging to absorb and understand it. The activity, which comprises the lack of textbooks in school and teacher's teaching style and the invariant reading activity. The teacher's action may have an effect on the pupils' reading comprehension.

## 4.3. Solution to Solve the Students Problems of Reading Skill in Narrative text

Solutions used to solve the problem of students' reading skill in narrative text is use Grammar Translation Method (GTM). According to Latin & Greek, Grammar Translation Method (GTM) is a teaching method for teaching grammar with the main characteristics of focusing on translation and memorizing verb forms, and Grammar Translation Method is a technique for assisting students in understanding and appreciating foreign language literature. According to Kaharuddin (2018) the classical approach, often known as grammar translation method. This strategy is developed to aid pupils in reading and appreciating foreign language literature. Students would get a better understanding of the grammar of their mother language. Children would benefit cognitively from studying a foreign language; while it was understood that they would likely never use the target language, the mental exercise of learning it would be beneficial in any case.

In addition to using the Grammar Translation Method (GTM) teaching method, there are three ways that can be used as a solution to overcome the student's problems of reading skill in narrative text as follows:

1. To overcome students' problems in vocabulary, students need to have a special vocabulary pocket book. When writing it down, students will remember the word faster. In addition, making a pocket book specifically for English vocabulary can make students challenged and more confident in learning more new words.

2. To increase students' interest in English courses, the teacher should begin by ice breaking. In example, asking the students informal questions, such as "what did you eat today?" or "what time did you get up?" or "what time did you sleep last night?" This is a good approach to break up tension and relax students by asking everyone in a lighthearted manner. However, the teacher should be aware that one of the reasons for a lack of student enthusiasm is a rigid culture.

3. Include a game in every lesson, since the game will pique students' interest more than the theory. In example, when a teacher says, "Now it's time for games, or let's play games!", students are usually ecstatic as a response. Conversely, when the teacher says, "Try memorizing and executing the next exercise!", students are usually irritated as a response.

## 5. CONCLUSION

As a result of the discussion above, it can be concluded that students face two difficulties when reading narrative texts. The first is an internal problem, or student issue, that consists of four components: a lack of students' vocabulary, a lack of students' interest in English subjects, boredom and laziness, and a lack of time in class to study English texts. The second problem is an external that is divided into four elements, such as: the teacher's teaching methods, the absence of students' personal dictionaries, the difficulty level of narrative texts, and the absence of school textbooks. These difficulties can be overcome by evaluating students' characteristics and recommending the most appropriate strategy for each student through the use of icebreakers and games during the learning process. Teachers must have a better variety of instructional aids and strategies. The teacher may employ a variety of instructional strategies, including the Grammar Translation Method (GTM). The application of this strategy for the purpose of assisting students in reading. Students will have a better understanding of their language's grammar. Students will develop cognitively from learning a second language. While students may never speak the target language in their daily lives, mental activity will be beneficial.

**Suggestion**

Based on the conclusion above, the writer would like to suggest as follows:

1. Teacher

The teacher's explanation of the material must be clear and concise. The teacher's role is not limited to intellectual explanations; he or she must also stimulate students' interest in studying through the use of effective strategies and captivating narrative text subjects. The teacher can provide icebreakers and exercises throughout the learning

process. Additionally, the instructor might use a range of instructional approaches to maintain a dynamic and engaging learning environment.

2. Students

Students should comprehend the critical nature of reading. They must also overcome their indolence when it comes to reading. Additionally, students should bring their own dictionary to class to help them comprehend the new phrase they have acquired from reading. Students must pay close attention to the explanations provided by the teacher. Further, students must have the confidence to inquire about anything if they are unsure.

3. Further researcher

Further, it is suggested that future researchers interested in students' reading difficulties in narrative literature examine several components of this study. Subsequently, future researchers are expected to employ a number of tests, including an essay test and a questionnaire with open-ended questions, in addition to obtaining a range of replies from students as well as a complete explanation.

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