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*The Students Difficulties in Comprehending Reading Text at the Eleventh Grade of  
SMA Negeri 6 Sigi*

**Kesulitan Siswa dalam Memahami Bacaan Teks Kelas Sebelas di SMA Negeri  
6 Sigi**

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**Abstract**

*This research was conducted to find out the students' difficulties in comprehending English reading narrative text. The subject of the research was the eleventh grade IPA 1 students of SMA Negeri 6 Sigi. The research used descriptive qualitative method. The instruments were test and interview. The test was used to gain data of the students' difficulties in comprehending reading text. Furthermore, the interview was used to support the data about the students' difficulties in comprehending reading text. The finding showed that the students' difficulties are lack of vocabulary, low ability in comprehending narrative text, not have enough understanding about the general structure and types of narrative text, have no interest in English reading text, bored in reading English texts, and difficulties used past tense in narrative text. In other words, the students at the eleventh grade of SMA Negeri 6 Sigi still got difficulties in comprehending reading narrative text.*

**Key words:** *Difficulties, Comprehension, Narrative Text*

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**Abstrak**

Penelitian ini dilakukan untuk mengetahui kesulitan siswa dalam memahami teks naratif dalam bahasa Inggris. Subjek penelitian ini adalah siswa kelas sebelas IPA 1 SMA Negeri 6 Sigi. Penelitian ini menggunakan metode kualitatif deskriptif. Instrumen yang digunakan adalah tes dan wawancara. Tes digunakan untuk mendapatkan data tentang kesulitan siswa dalam memahami teks bacaan. Selanjutnya, wawancara digunakan untuk mendukung data tentang kesulitan siswa dalam memahami teks bacaan. Hasil penelitian menunjukkan bahwa kesulitan siswa adalah kurangnya kosakata, kemampuan memahami teks naratif yang rendah, pemahaman yang kurang memadai tentang struktur dan jenis teks naratif secara umum, tidak tertarik pada teks bacaan bahasa Inggris, bosan membaca teks bahasa Inggris, dan kesulitan menggunakan bentuk lampau dalam teks naratif. Dengan kata lain, siswa kelas sebelas SMA Negeri 6 Sigi masih mendapatkan kesulitan memahami teks naratif.

**Kata kunci:** Kesulitan, Pemahaman, Bacaan Naratif

## **INTRODUCTION**

English is considered as a foreign language in Indonesia. It is taught to students in the private schools from elementary schools to university levels. Based on the 2013 curriculum that focuses on the English teaching are the four basic language skills: reading speaking, listening, and writing. These English skills are important to support student's mastery of the English language. Those skills should be supported by language components, such as grammar, structure, vocabulary, and pronunciation.

Reading as one of the language skills is important to be learned by the students to get much information and increase their knowledge. The importance of the English reading text is to understand the information and message in the text such as, in a scientific book, magazine, article, letter, novel, and any other media. There were some aspects to be learned by students in senior high school that related to English reading such as, narrative text, descriptive text, procedure report, and recount. However, the student at the eleventh grade of SMAN 6 Sigi just learned about the narrative text.

In learning reading, the students should comprehend the text to get meaning of text and get the message of story. According to Chastain (1976) that the students are required to comprehend English reading text. They are not required to understand each part of the sentence or paragraph, but they should understand the message by the writer to convey. Furthermore, Oberholzer (2005) said that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading nothing used purpose. It means that understanding text was the most important aspect in reading. Comprehend means that the students should fully understand all the aspects of the text (Townend, 2003). Based on some statements above that understand reading text was very important.

The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text was an important skill and as an achievement indicator in reading that should be achieved. If the students find difficulties in comprehending the text, they effect of their study. Oberholzer (2005) stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive." Therefore, the researcher believes that it was important to research based on this topic with the assumption that every student had different difficulties in comprehending English reading text.

SMA Negeri 6 Sigi was chosen under the considerations that these difficulties may as well happen to the students at the school. Therefore, the researcher conducted preliminary research making sure that her research was possible to be conducted in this school. The preliminary research was done by interviewing the English teacher of the eleventh grade students about their class especially when the focus of the lesson was on reading narrative text. Based on the interviewed, the researcher found some of the eleventh grade students of SMA Negeri 6 Sigi had difficulties in understanding the reading text, especially narrative text. According to the English teacher, until today, she still found a lot of students who made mistakes while working on reading questions, vocabulary, and the mistakes resulted in their low reading achievement. This mistake happened probably because they did not understand the content of the text.

Based on the background study above, the researcher conducted the research entitled "The Students' Difficulties in Comprehending Reading Text at The Eleventh Grade Students of SMA Negeri 6 Sigi". Based on the background of the research above, the researcher tried to answer the following questions: "What are difficulties faced by the eleventh grade students of SMA Negeri 6 Sigi in comprehending reading the narrative text?" The objective of the research is to found out the difficulties faced by the eleventh grade students of SMA Negeri 6 Sigi in comprehending English reading narrative text.

This research has a relation to some studies that have been written previously. The first research was conducted by Puspita (2017) with her research entitled "Students' Difficulties in Comprehending English Reading Text at The Second Grade Students of SMA N 2 Metro". This research focused on students' difficulties in procedure text. She concluded that students' difficulties in comprehending English reading text at the second grade students of SMA N 2 Metro is 80% of the students have constraints concerning to five aspects of reading; determining the main idea, finding specific information,

making an inference, identifying reference, and understanding the meaning of words in comprehending English reading text. Based on supporting data, the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns. This indicates that students' capability of comprehending English reading texts needs to be improved.

The second research was conducted by Sarwo (2013) with his research entitled "Analysis on the Students' Problems in Comprehending Narrative Texts of the Eighth Grade Students of SMP Kemala Bhayangkari Kubu Raya". This research focused on students' analysis on the students' problems in comprehending narrative text. Based on his supporting data, the students still weak at reading comprehension. They were weak at finding orientation, complication, resolution, reorientation and vocabulary.

From the previous studies above, the researcher can concluded that difficulties in understanding the reading text were very important to be known by the students and the teacher. Since every student probably had different difficulties in understanding the reading text, the researcher got an inspiration to do research based on this topic.

## **METHOD**

This research used descriptive method that aims to describe the characteristic of the subject. In this case, the researcher found out the students' difficulties in comprehending reading text at the eleventh grade students of SMA Negeri 6 Sigi. This research took place in SMA Negeri 6 Sigi, focusing at the eleventh grade students. It located at Jl. Tadulako. Ampera, Palolo, Regency of Sigi, Sulawesi Tengah. The subject was the small unit of the students or classes taken or chosen from the object of research. The way of selecting the subject, the researcher took IPA 1 based on the interview with an English teacher at the eleventh grade students of SMA Negeri 6 Sigi.

## **FINDINGS**

There are two kinds of data in this research and the researcher presents the result of the research based on those data. The first data was obtained from the result of the test that was given to the students about the difficulties faced in comprehending English reading narrative text. The last data was obtained from the result of the interview to the English teacher that was used to support the data obtained. The data was collected on Monday, 06<sup>th</sup> April 2020. Based on these data, the researcher obtained the following results:

### **Students' Difficulties in Comprehending English Reading Narrative Text**

In this research, the test was used by the researcher to find out the students' difficulties in comprehending English reading narrative text. The test was given to the students on Monday, 06<sup>th</sup> April 2020. In the test, the students answered fifteen questions based on their comprehension of the text. There were ten multiple choice forms and five essay forms. The questions were about identifying the main idea, place of story, specific people, the character of the story, message of the story, and comprehending the structure of the text. The participant worked on the test under the supervision of the researcher herself and the teacher. Only one of the students got Score 172 (F S). So it indicated that the students' ability in comprehending the text was poor. In other words, they still got difficulty in comprehending narrative text.

### **Result of Interview**

The interview was conducted on Monday, 06<sup>th</sup> April 2020, at 12:25 PM. It consisted of five questions that were given to the English teacher. The result was as follows: First, when the English teacher taught reading narrative text the students did not know the meaning of the reading text, they did not understand what the text told about. It can be seen from student participants in the classroom. When the teacher gave some questions they did not answer correctly. Because of the students' lack of vocabulary. So they had not completed the exercises well.

The second, the students had low ability in comprehending narrative text. They did not have enough understanding of the general structure of narrative text and types of narrative text. Because the students got difficulties in comparing the types of narrative text, as the teacher has explained, most of them used present tense when they told about narrative text whereas the narrative text was used past tense.

The third, teachers often used the discovery learning method in reading to improve students' ability in comprehending narrative text. For example, she provided legend or fairy tale story. So the students chose one of the types given, then they read and understand it. So they retold in front of the classroom with their own words. When they did it, they often used present tense. Based on the results of the interview with an English teacher at the eleventh grade of SMA Negeri 6 Sigi. Those were some difficulties in understanding narrative reading text.

## **DISCUSSION**

This section presented a discussion based on the findings of the research. It concerned about the students' difficulties in comprehending reading text at the eleventh grade of SMA Negeri 6 Sigi. The difficulty can be seen from the mistakes they did while working in the question. Therefore, the students' difficulties in comprehending reading narrative text can be seen from the high number of percentage of the participants who answered wrong on every question of the test. Based on the result of data analysis, the researcher found that the students' got difficulties in some points. The students did not know the meaning of the reading text, they did not understand what the text told about because the students lack vocabulary. The students had low ability in comprehending narrative text. They did not have enough understanding of the general structure of narrative text and types of narrative text. The students bored reading English text and they used present tense while narrative text used past tense in narrative.

The first is lack of vocabulary, the results of the test showed the high percentage of the participants who could not write English of the text appropriately. Almost of participants made mistakes in writing, they used the Indonesia language to answer the questions of the test. It means they had difficulties in vocabulary. The vocabulary was important to know because it was made easy to understand the test or reading text. So, if they could not use English vocabulary in answering the questions of the test, they cannot be able to understand the reading text. It could be seen from the results of their tests; most of them only used Indonesia to answer the question about the narrative text.

Second, the difficulties identified the general structure in narrative text. The students confused identifying the general structure in narrative text. Most of the students had difficulties to determine the structure of the narrative text. As the orientation, the complication, the resolution, and coda. It was important to know the general structure of the narrative. Because easy to understand the reading text or message of the text. It could be seen as the results of their tests.

Third, the students get bored English reading text. Most of the students did not answer some questions of test it, because they were bored reading English text. They did not have a well incorrectly. They leave the answer blank so they got low results in reading narrative text. Understand of the reading narrative text. Most of them got difficulties to answer some question.

The last, the students used present tense while narrative text used past tense can be seen from the mistakes students answer the question of the essay tests. They could not compare past tense and present tense. They did not have enough understanding used past tense in narrative text. Most of them have the same difficulties in the used past tense in narrative text.

## **CONCLUSIONS AND SUGGESTIONS**

This research is the students' difficulties faced by the eleventh grade students of SMA Negeri 6 Sigi. The researcher indicated that the students faced many problems that were (1) the students did not know the meaning of the reading text, they did not understand what the text told about because the students lacked vocabulary. (2) The students had low ability in comprehending narrative text (3) they did not have enough understanding about the general structure of narrative text and types of narrative text (4) the students did not have an interest in English reading text (5) the students bored reading English text

and (6) they used present tense while narrative text used past tense in narrative. It could be seen from the high number of percentage of participants who answered wrong on every question of the test.

Based on the results of the research, the following suggestion was recommended for the teacher and students at the eleventh of SMA Negeri 6 Sigi. First, English teacher should be more creative in the teaching learning process especially in reading narrative text. The English teacher should create various appropriate media to support the comprehending of the students and the teacher should provide a difficult vocabulary that related in the reading text to be learned before the students read the reading text especially in narrative text and English teacher choose appropriate method to teach reading especially in narrative method. It is better to provide the difficult vocabulary, so the students easy in comprehending reading text

Second, the students must read the passage repeatedly in the order they can understand the reading text. The students must have a lot of stock vocabulary to make them easy understand the reading text and answer the question base on the test of reading text.

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