

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the students' problems on reading the narrative text for eighth grades at Junior High School N 1 Batanghari. This chapter consists of (1) Overview of the research. (2) Discusses biographical description of participants. (3) Discusses finding by the research question. (4) Discusses of the findings with previous research.

4.1 Overview of the Research

The purpose of this research was to determine the problems on reading of narrative text for eighth grades at SMP N 1 Batanghari. To achieve the purpose of the research, the researcher was guided by the following research question:

- What are the students' problems on reading of narrative text for eighth grades at SMP N 1 Batanghari?

This research was conducted by using a qualitative design with a case study as the approach. The reason to use the case study was the researcher wanted to gain in-depth data by exploring the experiences or cases. Creswell (2007) suggested case study to be done by through detailed, in-depth data collection, involving multiple sources of information (e.g., observation, interviews, audio visual materials, documents and reports) and reports a case description and case based-themes. The participants in this research were the ten students who have been problems in reading narrative text.

The data were collected through the demographic questionnaire and interview.

1. Demographic questionnaire was used here to get the general data from participants while the “Qualitative interviewing allow researcher to enter into the inner world of another person

and to gain an understanding of that person's perspective" (Johnson & Christensen, 2008). The data is analyzed descriptively. The process of analyzing the interview result, the researcher used within case and cross case displays and analyses. Further, the transcription of interview was put into categorizing or called coding process. The themes and sub-themes emerged from the process of within case and cross case.

2. Before doing the interview, the researcher does observation. The observation was conducted August 8th 2018. In conducting the observation, the researcher observe the students when their learning in the class. And then, the researcher does the checklist during the students' activity in the classroom and documentation the result of observation to idea in research material into video. The result of the observation was the students' less like in learning English, especially in reading text. They difficult when reading sentences or text, confuse similar –looking words, difficult to identifying the contents, difficult in re-telling what has just been read and difficult with retention of new vocabulary (see appendix 3).
3. The interviews were conducted from August 11th to 21th 2018. In conducting the interviews, the researcher used semi-structured interviews format that prepared by the researcher before conducting the interview. The researcher allowed the participants to use Indonesian and Jambi language (the first language of teachers and researcher) in interview to share the information about how are the problems on reading of narrative text for eighth grade at Junior High School N 1 Batanghari. After the researcher did the interview, the data have been transcribed into text data as in transcript and developed codes. The researcher did member checking, transcribe result was given back to the participants to make sure the data is valid on August 26th 2018 and all of the result from collecting data and analysis checked by the supervisor.

4.2 Biographical Description of Participants

The researcher used demographic questionnaire to get the individual information about participants before doing an interview. In this research, the demographic questionnaire consisted of name, English score of the recent semester, class of each participant, English score and join English course or not.

All of the participants were four females and eight males. The researcher replaces all participants' names by pseudonyms. The researcher took all of participants from one Junior High School at the research site. The location of research site was in Batanghari.

Table 4.1 Demographic Characteristics of Research Participants

Participants	Class	English Score of the Recent Semester	Join English Course or Not
S1	VIII3	70	No
S2	VIII3	61	No
S3	VIII3	63	No
S4	VIII3	70	No
S5	VIII3	70	No

S6	VIII3	70	No
S7	VIII3	50	No
S8	VIII4	63	No
S9	VIII4	60	No
S10	VIII4	70	No
S11	VIII4	70	No
S12	VIII4	70	No

4.3 Findings by the Research Question

This finding would answer the research question. Related to the research question, there were four major themes and thirteen sub-themes related. See Table 4.2.

Table 4.2 Themes and Sub-themes of the Problems on Reading of Narrative Text for Eighth Grades at SMP N 1 Batanghari

**What the Problems on Reading of Narrative Text for Eighth Grades at
Junior High School N 1 Batanghari**

Theme	Sub-Theme
How the Students' Opinion about Studying	Difficulty or Simplicity
	Enjoying or not
	Opinion of reading narrative text
	Knows or not about narrative text
Theme	Sub-Theme
How the Students' Reading Narrative Text	Understand or not
	Quickly or slowly
	Aloud or silent
	Reread the text more than one
Theme	Sub-Theme
Students' Problem in Reading Narrative text	Vocabulary
	Grammar
	Meaning of the sentences
Theme	Sub-Theme
When Students Read the Narrative Text, the Student	Find any difficult words
	Understand what sentences mean

Within this question, there were four major themes (as shown in table 4.2): how the students' opinion about studying, how students' reading narrative text, students' problem in reading narrative text and when students read the narrative text and thirteen sub-themes.

4.3.1 How the Students' Opinion about Studying

There was one major theme (as shown in table 4.2); how the students' opinion about studying. Major theme included four sub-themes: a. difficulty or simplicity; b. enjoying or not; c. opinion of studying reading narrative text; d. knows or not about narrative text.

4.3.1.1 Difficulty or Simplicity

Some people have difficulty and simplicity in learning all materials, especially in English learning that not our language. But everything will be easy if learn seriously and diligent. Think about that the materials are easy and nice. The difficulty will be easy and the simplicity will be easier.

“Difficult...” (S12, Student).

“Study the English is difficult...” (S8, Student).

“Difficult because it is not our language...” (S5, Student).

“Difficult...” (S7, Student).

“Difficult... In writing is difficult....” (S6, Student).

“Difficult...” (S1, Student).

“Don't know... Difficult.” (S3, Student).

From S12, S3, S8, S7 and S1 said that studying English is difficult. Meanwhile, S5 argued that difficult because it is not our language and S6 argued that difficult in writing.

“Nice... many get the knowledge“ (S10, student).

“Like English... It’s nice..!... “ (S11, student).

“Like...” (S9, Student).

“Difficult and nice....” (S4, Student).

“Difficult, Difficult but easy...” (S2, Student).

From S10’s statement, it’s known that he disagree with his friend said above. He like English because learn English he can get many knowledge. Besides that, S11 and S9 argued that they like studying English because it is nice. Furthermore, S4 and S2 argued that studying English difficult but nice and easy.

4.3.1.2 Enjoying or Not

In study of English we should learn with seriously, enjoying the materials and also we must like the materials that the teacher preached. If we cannot seriously, like and also enjoying the material, maybe we cannot understand the materials.

“No...” (S12, Student).

“No...” (S6, Student).

“Difficult and not enjoying...” (S7, Student).

“Not enjoying because it’s not our language...” (S8, Student).

“No....” (S4, Student).

“No...” (S1, Student).

“Don’t like reading... not enjoying...” (S9, Student).

“No...” (S2, Student).

“No...” (S10, Student).

“Don’t Like... not enjoying reading...” (S11, Student).

S12, S6, S4, S1, S2, and S10 statement showed that they not enjoying study English in reading. Meanwhile S7 said that S7 difficult and not enjoying the English lesson about reading. And S8 argued that S8 not enjoying study English in reading because it’s not our language. Whereas, S9 and S11 argued that they don’t like reading and not enjoying study English in reading.

“Like and enjoying...” (S5, Student).

“Enjoying...” (S3, Student).

From S5’ statement above, S5 said that S5 is like and enjoying about study English lesson in reading. Whereas S3 said that S3 also enjoying the English lesson in reading.

4.3.1.3 Opinion of Reading Narrative Text

Reading as one of the English language skills plays a great role in teaching and learning process. It can be used as the key to open the window of the knowledge. According to Carrel, *et al.* (1988, as cited in Tasnim, *et al.* 2014) for many students, that reading is by far the most important of the four language skills in a second language, particularly in English as a second or a foreign language. Porter (2002, as cited in Alberti 2014) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

“I understand...” (S6, Student).

“Easy to understand...” (S4, Student).

“Happy because can know the lesson...” (S8, Student).

From S6’s statement, S6 said that understand about reading narrative text. And S4 said that easy to understand of reading narrative text. Meanwhile S8 argued that happy reading narrative text because can know the lesson.

“Difficult...” (S10, Student).

“Difficult...” (S11, Student).

“Don’t know...” (S3, Student).

“Don’t know...” (S1, Student).

“Don’t know what narrative text...” (S9, Student).

“Don’t know...” (S2, Student).

“Difficult...” (S5, Student).

“Don’t know...” (S7, Student).

“Difficult...” (S12, Student).

From S10, S11, S5 and S12’s statement, they said that they difficult about reading

narrative text. And then, S3, S1, S9, S2 and S7 argued that they don't know about reading narrative text.

4.3.1.4 Know or Not about Narrative Text

In Junior High School, students have been teaching about text. Such as functional text, descriptive text, narrative text etc.

“No...” (S12, Student).

“No...” (S1, Student).

“Don't know...” (S9, Student).

“Don't know...” (S2, Student).

“Don't know... once preached but forget...” (S10, Student).

“Don't know but once preached...” (S11, Student).

“Don't know...” (S3, Student).

“Don't know the narrative text...” (S8, Student).

From S12, S1, S9, S2, S3 and S8's statement, they argued that they don't know about narrative text. Meanwhile S10 and S11, they said that they don't know about the narrative text but once preached by their teacher.

“I know...” (S5, Student).

“I know...” (S7, Student).

“Yes, I know...” (S6, Student).

“I know...” (S4, Student).

From S5, S7, S6 and S4's statement, they argued that they know about the narrative text.

4.3.2 How the Students' Reading Narrative Text

There were four sub-themes in this theme there were: a. Understand or not about narrative

text; b. Read quickly or slowly; c. Read aloud or silent; and d. Reread the text more than one.

4.3.2.1 Understand or Not

The narrative text is a text which tells a story or an account of a sequence of events, usually in chronological events. The purpose of this text is to entertain the reader about the story (Raja *et al*, 2013). Although the purpose is to entertain the reader, but it is still the readers who get nothing after reading the text since they get difficulties to understand the text.

“I understand...” (S4, Student).

“Understand...” (S6, Student).

“Ever read...” (S7, Student).

“Understand...” (S5, Student).

From S4, S6 and S5’s statement, they argued that they understand when reading narrative text. Whereas S7 said that S7 ever read the narrative text.

“Not understand...” (S12, Student).

“Not understand...” (S8, Student).

“Not understand...” (S3, Student).

“Not understand...” (S11, Student).

“Ever read but not understand...” (S10, Student).

“Not Understand...” (S2, Student).

“Not understand...” (S9, Student).

“Not understand...” (S1, Student).

From S12, S8, S3, S11, S2, S9 and S1’s statement, they argued that they not understand when reading narrative text. And then S10 argued that S10 ever read the narrative text but S10 not understand about the narrative text.

4.3.2.2 Quickly or Slowly

Reading is the good activity, because from reading we have known much knowledge. In reading book, text, magazine, etc we have our own style. There is read with quickly and there is

read with slowly.

- “Slowly...” (S1, Student).
- “Slowly...” (S9, Student).
- “Slowly...” (S2, Student).
- “Slowly...” (S3, Student).
- “Slowly...” (S4, Student).
- “Slowly...” (S6, Student).
- “Slowly...” (S7, Student).
- “Slowly...” (S5, Student).
- “Slowly...” (S10, Student).
- “Slowly...” (S11, Student).
- “Slowly...” (S12, Student).
- “Slowly because still don’t know how to understand...” (S8, Student).

In reading narrative text, S1, S9, S2, S3, S4, S6, S7, S5, S10, S11, S12 and S8 have same statement. All of them have slowly when they reading the narrative text.

4.3.2.3 Aloud and Silent

When reading the text, book especially narrative text, all people include the students have their own character. There is read with load voice and there is read with silent voice.

- “With loud voice and strong...” (S8, Student).
- “Loudly...” (S6, Student).
- “Loudly...” (S3, Student).
- “Loudly...” (S11, Student).

From S6, S3 and S11’s statement, they have loudly voice when they reading the narrative text. And then S8 argued that S8 reading the narrative text with loud voice and strong.

- “Silent...” (S4, Student).
- “Silent...” (S5, Student).
- “Silent...” (S12, Student).
- “Silent...” (S7, Student).
- “Silent...” (S1, Student).
- “Silent...” (S2, Student).
- “Silent...” (S9, Student).
- “Silent...” (S10, Student).

From S4, S5, S12, S7, S1, S2, S9 and S10’s atatement, they argued that they have silent

voice when they reading narrative text.

4.3.2.3 Reread the Text more than One

A text has difficult level that different. Such as descriptive text to tell about description of something like house, animal, things, fruits, etc and narrative text tell about the cronological of thing. To understand the text, we should read the text more than one.

“Reread...” (S1, Student).

“Reread...” (S2, Student).

“Reread...” (S3, Student).

“Reread...” (S4, Student).

“Reread...” (S5, Student).

“Reread...” (S6, Student).

“Reread...” (S7, Student).

“Reread...” (S9, Student).

“Reread...” (S10, Student).

“Reread...” (S11, Student).

“Reread for twice...” (S8, Student)

“Reading once again...” (S12, Student).

From S1, S2, S3, S4, S5, S6, S7, S9, S10 and S11’s statement, all of them argued that they reread again or read more than one the narrative text to understand the text. Meanwhile S8 argued that S8 reread the narrative text for twice. And then S12 argued that S12 reading once again the narrative text.

4.3.3 Students’ Problem in Reading

There were three sub-theme in students’ problem in reading narrative text theme, there included: a. Vocabulary; b. Grammar; and c. Meaning of the sentences.

4.3.3.1 Vocabulary

Vocabulary is a difficult thing in English. Because vocabulary activity to make the students understand the meaning of words that students taught by the teachers. According to Thornbury (2012, as cited in Lestari 2017). Without vocabulary, nothing can be conveyed. It means that without vocabulary there is not value meaning that can be transferred to the others in communication. It helps the learners to understand the message of the communication. By mastering vocabulary, the students will be easy to learn English.

“Vocabulary...” (S1, Student).

“Vocabulary...” (S5, Student).

“Vocabulary...” (S4, Student).

“Vocabulary...” (S6, Student).

“Vocabulary. It is difficult without dictionary...” (S2, Student).

“Vocabulary, punctuation, dots and comma...” (S3, Student).

“Vocabulary... Difficult” (S7, Student)

“Vocabulary is understand but it is difficult to understand...” (S8, Student).

“Vocabulary...” (S9, Student).

“Vocabulary...” (S10, Student).

“Vocabulary...” (S11, Student)

“The vocabulary is difficult to understand...” (S12, Student).

From S1, S4, S5, S9, S10 and S11's statement, they argued that their problem when reading narrative text is in vocabulary. And then, S2 argued that when reading narrative text the vocabulary is difficult without using the dictionary. Whereas S3 argued that not just vocabulary is difficult for S3 but punctuation, dots and comma is also difficult in reading narrative text. Meanwhile S8 argued that when reading narrative text vocabulary is difficult because vocabulary is difficult to understand. And S7 argued that Vocabulary is difficult. And the last, S12 argued that S12 agree with S8. S12 argued that vocabulary is difficult to understand when reading the narrative text.

4.3.3.2 Grammar

Grammar is a difficult thing too to understand in English lesson. Learning grammar is need for understanding Genre (certain grammar such as tenses) Marpudin, (2008, as cited in Nurrahmatiah 2010). Some people have problem in grammar because grammar is learn about the tenses. In grammar sub-theme, all students (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11 and S12) have not understand about grammar and no one mention about grammar in the interview session between the researcher the students.

4.3.3.3 Meaning of the Sentences

Meaning of the sentences will be difficult for us, especially for the students not seriously learn and memorize it. Know the meaning of the sentences will help us to know and understand the contents of the text.

“Meaning of the sentences...” (S6, Student).

“Meaning of the sentences...” (S4, Student).

From S6’s statement, S6 argued that the problem when S6 reding the narrative text is in meaning of the sentences. It is same with S6, S4 also argued that the problem when S4 reading the narrative text is in the meaning of the sentences.

“Don’t know...”(S1, Student).

“Don’t know...”(S2, Student).

“Don’t know...”(S3, Student).

“Don’t know...”(S5, Student).

“Don’t know...”(S7, Student).

“Don’t know...”(S8, Student).

“Don’t know...”(S9, Student).

“Don’t know...”(S10, Student).

“Don’t know...”(S11, Student).

“Don’t know...”(S12, Student).

From S1, S2, S3, S5, S7, S8, S9, S10, S11 and S12’s statement, all of them argued that they didn’t know about meaning of the sentences.

4.3.4. When Students Read the Narrative Text, the Student

There were two sub-theme in when students read the narrative text, the student theme, there included: a. Find any difficult words; and b. Understand what sentences mean.

4.3.4.1 Find any Difficult Words

In reading narrative text, some people especially the student in Junior High School have find some of difficult words. Because in Junior High School, maybe it is the first time for the student to learn about English especially in reading narrative text.

“Yes...” (S1, Student).

“Yes, meet often...” (S4, Student).

“Yes...” (S6, Student).

“Yes... Ever...” (S2, Student).

“Yes...” (S9, Student).

“Ever...” (S12, Student).

“Yes... There is the difficult words...” (S5, Student).

“Yes...” (S10, Student).

“Yes...” (S11, Student).

From S1’s statement, S1 argued that S1 have find some the difficult words when reading the narrative text. It is same with S6, S9, S12, S10 and S11, they argued that they find some the difficult words when reading the narrative text. Meanwhile S4 argued that S4 meet often the difficult words when reading the narrative text. And then S2 argued that S2 ever meet the difficult words when reading the narrative text. Furthermore, S5 argued that when reading the narrative text, there is the difficult words that S5 find.

“No...” (S3, Student).

“No...” (S8, Student).

“Never...” (S7, Student).

From S3 and S8's statement, they argued that they not find any difficult words when they reading the narrative text. Whereas S7 argued that S7 never find any the difficult words when S7 reading narrative text.

4.3.4.2 Understand What Sentences Mean

In English lesson, understand the sentences mean is important thing. Because if we cannot understand about the sentences mean, we cannot understand and cannot know what the content in the text especially narrative text.

"Understand..." (S1, student).

"Understand... One word merged into sentences..." (S3, Student).

"Yes, understand..." (S2, Student).

"Understand... Sentences is consists of several sentence..." (S4, Student).

"Understand..." (S9, Student).

"Understand..." (S7, Student).

"Understand..." (S5, Student).

"Words combined into a sentence..." (S8, Student).

From S1's statement above, S1 argued that S1 understand what is the sentences mean. And then, for S9, S7 and S5 argued that they agree with S1's argued about what is the sentences mean. They said that they understand. Whereas, S3 argued that S3 understand about what is sentences mean S3 said "*one word merged into sentences*". And then, S4 argued that S4 also understand about what is sentences mean, S4 said "*Sentences is consists of several meaning*". Meanwhile, S8 argued that "*words combined into a sentence*". It's mean that S8 also understand about what is sentences mean.

"Not understand...: (S6, Student).

"No..." (S10, Student).

"No..." (S11, Student).

"Not understand..." (S12, Student).

From S10 and S11's statement, they have same opinion about what are the sentences

mean. They argued that they did not know about the sentences mean. And then, S6 and S12 argued that they don't understand about what is sentences mean.

4.4 Discussion

The purpose of the research was to determine the problems on reading of narrative text for eighth grade at Junior High School N 1 Batanghari. It also aimed to identify how the students' problems in reading narrative text. There were four major themes in this research. They were how the students' opinion about studying, how the student's reading narrative text, students' problem in reading narrative text and when students read the narrative text, the students.

The findings included four sub-themes in the first theme which were difficulty or simplicity, enjoying or not, opinion of reading narrative text and knows or not about narrative text. The finding included four sub-themes in the second theme which were understand or not about narrative text, quickly or not, aloud or silent and reread the text more than one. The finding included three sub-themes in the third theme which were vocabulary, grammar and meaning of the sentences. The finding included two sub-themes in the fourth theme which were find any difficult words and understand what sentences mean.

Based on the findings indicated that there were some students have difficult about studying and there were some students have simplicity and nice about studying. Based on the interview with the all participants about they were enjoying or not about studying, most of them argued that they not enjoying about studying about reading. According to Smith (1994, as cited in Yaseen 2013) Of all the skills students learn, reading is arguably one of the most important learning skill. Today, especially in the developed world, it is considered a fundamental skill required for success. Unfortunately, for many children with reading difficulties, learning to read

is one of the most frustrating activities they will ever face. All too often, the barriers they face overshadow their desire to read, without proper guidance, they never overcome them.

Some people like and some people don't like reading, especially reading narrative text, some of participants showed that they have difficulty about reading narrative text. and less of them understand about reading narrative text. The participants have don't know and forget about narrative text although they have been taught before by they teacher. And just four participant answered they know about the narrative text. So, the researcher concluded that most of the participants, have difficulty about studying itself, difficulty when reading and difficult when reading the narrative text. And most of the participants don't know and forgot about narrative text while they were have been taught before.

In reading narrative text, we must understand to know the content of the text. In the interview with the participants about reading narrative text, most of the participants argued that they don't understand reading narrative text and less of them argued that they understand reading narrative text. In reading narrative text all of the participants read the text with slowly method. When reading slowly, students will understand about the text, the content of the text and the meaning of the sentences. According to Murray and Johnson (1996, as cited in Mule 2014), if you have done your schooling through the medium of English, you may never have learned to read in your home language. But, if you do not read fast in your home language you will be even worse in English where you probably also have to struggle to understand the meaning.

Eight of participants were reading the narrative text with silent voice. Silent reading is one of reading class performance, it is the way to read without produce any voice. So, the readers read the text by their heart. It makes people beside the reader doesn't hear the readers' voice (Annisa 2010). And four of participants were reading the narrative text with loudly voice. reading

aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of the study. The reading aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking.

To understand the content of the text and the meaning of the sentences, all the participants reread the text more than one. According to Tompkins (2003, as cited in Harmiati 2010), Repeated reading is the best approach to improve children's reading speed. In this, children practice rereading a book or an excerpt from a book three to five times, striving to improve their reading rate and decrease the number of errors they make.

In reading narrative text the participants have their problems. Vocabulary became one of problem their face when reading narrative text. All of the participants argued that they difficulty to understand the meaning of the words or vocabulary. Grammar also difficult to understand. In the interview between the researcher and thye participants, all the participants not mention about grammar. Grammar consist of form and rules, as Celce-Murcia (2001 as cited in Syamsiah 2011) stated that grammar is about form and one way to teach form is given students rules, however grammar is about much more than form, and its teaching is ill served if students are simply given rules.

Knowing the meaning of the sentences is important thing because its can help the students to understand the narrative text. Two participants mentioned that the problem in reading narrative text is meaning of the sentences. And the rest of the participant said that they don't now about the meaning of the sentences.

In reading narrative text the students always met some of the difficult words. Nine participants have been met the difficult words when they reading narrative text. And three of participants didn't met the difficult words when reading narrative text. Understand what the

sentences mean is important thing in reading narrative text. It is can help the students to understand the text. Eight of participants is understand about the sentences mean and four of participants didn't understand what the sentences mean.

This finding has differences and similarities as the previous research related to identify about what the students' problems in reading narrative text Alfajar (2015) and Raja et.al (2013)

(Alfajar, 2015) used classroom action research and Raja et.al (2013) used quantitative research. Moreover, not all the findings are totally the same because the research did in different research method time, place, and subject, it would get different findings.