# CHAPTER IV

# FINDING AND DISCUSSION

This chapter presents the finding and discussion of the study. The first to be discussed is the findings. The findings are organized based on the research questions. The questions are: "what are the problems faced by students in reading comprehension of narrative text" and "what are the teachers' perceptions on the possible solutions for the students' problems in reading comprehension in the context of narrative text." The second part is discussion. The discussion contains the findings' interpretations, which correlate with the relevant theories and previous studies. The limitations are also mentioned.

## Research Findings

This section will present two parts; the students' problems in reading comprehension of narrative text and also teachers' possible solutions regarding the reading comprehension problems. In regard to the students' problems, the explanation will highlight the problem from the high achiever students, middle achiever student and low achiever students' perspectives. The participants were labelled as T for teacher, S1 for student 1, S2 for student 2, S3 for student 3, S4 for student 4 and S5 for student 5. The findings are explained as follows:

### Students' Problems in Reading Comprehension of Narrative Text

This section will discuss students' problems on reading comprehension of narrative text. The explanation will be sectioned based on the group of the students: high achievers, middle achievers and low achievers.

* + - 1. **Problems of High Achiever Students**

Based on the results of the interview, there were four major problems faced by high achiever students in reading comprehension of narrative text. They are lack of familiarity with the subject matter, lack of use of effective reading strategies, limited vocabulary knowledge, and difficulty in understanding long sentences and text.

The first problem is a lack of familiarity with the subject matter. The students are unfamiliar with the subject matter of the narrative text. They did not know what types of text they had learned while at school. However, the students indicated that they had learned the text of the short story, which is a narrative text. This finding is illustrated in the student's response to the interview question.

*"Now, I'm just learning about a text like a story*

*…I don't know. What is the narrative text? "(S1)*

*"What text do you mean? I don't know.*

*.. Oh yes, I've learned the story text." (S2)*

 The second problem is the lack of use of effective reading strategies. The students had problems using inadequate effective reading strategies. The students admit the teacher has never taught them good and effective reading comprehension strategies. Therefore, students read and comprehend the text in their way. This finding is illustrated in the student's response to the interview question.

*"So far, I've never been taught an effective reading strategy.* *So I just used my reading own way. First, I read the whole text and then translated it word by word so that it became meaningful sentences. "(S1)*

*"I guess I've never been taught a reading strategy.*

*…to understand the text, I translate word by word…" (S2)*

The third problem is limited vocabulary knowledge. The students have difficulty when finding new vocabulary in a text. They can't understand the text because the new vocabulary sometimes has different meanings, or the meaning in the dictionary doesn't match with the translation of the sentence. In addition, the students did not know the pronunciation of new vocabulary and did not know its meaning. This finding is illustrated in the student's response to the interview question.

*"Yes, sometimes when I'm dizzy, because I don't know the meaning and how to pronounce when I find new vocabulary, I like to look up the meaning in the dictionary, but sometimes I find words that have different meanings from those in the dictionary, so it's hard to understand the text. "(S1)*

*"..it's hard to pronounce the new vocabulary, and I don't know the meaning, and if I find a new vocabulary, usually if my friend knows, I ask my friend, but if we both don't know the meaning, I'll open the dictionary if I bring it." (S2)*

The fourth problem is difficulty in understanding long sentences and text. The students had difficulty understanding the long sentence and text because of the complicated structure and the text with so many words the student did not understand. Therefore, the effect of this problem is that the students cannot comprehend long sentences and fail to understand the text's content. They also need a lot of time to read and understand each sentence. This finding is illustrated in the student's response to the interview question.

*"..when I'm dizzy, and I'm told to read a long text, sometimes I don't understand what text is about, and it* *took me a long time to read it..." (S1)*

*"..if the sentences and text are too long, it's difficult to read, it takes a long time to read, and it's also difficult to understand.” (S2)*

Overall, the two high achiever students agreed that they had problems in lack of familiarity with the subject matter, lack of use of effective reading strategies, limited vocabulary knowledge, and difficulty in understanding long sentences and text.

* + - 1. **Problems of Middle Achiever Students**

 In addition to high achiever students, the middle achiever students have the same problem in reading comprehension of narrative text. There are lack of familiarity with the subject matter, lack of use of effective reading strategies, limited vocabulary knowledge, and difficulty in understanding long sentences and text.

The first problem is lack of familiarity with the subject matter. The student stated that she was not familiar with the type of narrative text. However, the student know and has studied texts in the form of fairy tales and stories. This finding is illustrated in the student's response to the interview question.

*"what kind of narrative text is that? I don’t know.*

*…yes I have been taught texts such as fairy tales or stories (S3)*

The second problem is lack of use of effective reading strategies. The student lack the use of effective reading strategies, then the student have not been taught to use effective reading strategies during reading learning at school. This finding is illustrated in the student's response to the interview question.

*"I've never been taught reading strategies. Sometimes i understand, sometimes i don't understand “(S3)*

The third problem is limited vocabulary knowledge. The student admitted that she had difficulty translating new vocabulary in a text. This finding is illustrated in the student's response to the interview question.

*"I have difficulty in defining foreign or new vocabulary”(S3)*

The last problem is difficulty in understanding long sentences and text. The student admitted that she had difficulty with texts and sentences that were too long and with long texts it was sometimes difficult to read and understand the text. This finding is illustrated in the student's response to the interview question.

*"If the text and sentences are long, it is quite a bit to understand but sometimes difficult too.”(S3)*

Therefore from the explanation above, the middle achiever students have the same problem with high avhiever student that are lack of familiarity with the subject matter, lack of use of effective reading strategies, limited vocabulary knowledge, and difficulty in understanding long sentences and text.

* + - 1. **Problems of Low Achiever Students**

Unlike high achiever and middle achiever students, low achiever students have more problems. There are six problems faced by low achiever students in reading comprehension of narrative text. They are lack of familiarity with the subject matter, lack of use of effective reading strategies, limited vocabulary knowledge, difficulty in understanding long sentences and text, lack of fluency, and difficulty in inferencing.

The first problem is a lack of familiarity with the subject matter. The students were unfamiliar with the types of text. Moreover, They admitted to having forgotten the material they had learned.. However, They know and admit that they have studied texts in the form of stories and fairy tales, a type of narrative text.. This finding is illustrated in the student's response to the interview question.

*“I don’t know, I’ve forgotten.*

*.. I have been taught stories and fairy tales..“(S4)*

*“I’ve forgotten….*

*…oh yes, the short story ever has been taught. “(S5)*

The second problem is the lack of use of effective reading strategies. The students admitted that they had never been taught reading strategies by the teacher. So this causes students to have difficulty understanding the text because of the lack of effective reading strategies. This finding is illustrated in the student's response to the interview question.

*“I guess I haven't been taught reading strategies yet. “(S4)*

*“I've never been taught reading strategies. “(S5)*

The third problem is limited vocabulary knowledge. The students have difficulty with vocabulary in a text. They cannot understand the text because the vocabulary they read is difficult to pronounce. In addition, the students also did not know the meaning of the vocabulary they read. So they only ask their friends to help with their difficulties. This finding is illustrated in the student's response to the interview question.

*“I’m dizzy when reading English text, and I don’t know the meaning. Then, if I find complex vocabulary, I ask my friends..“(S4)*

*“I’m confused.. I don’t know what it means, and I don’t know how to pronounce it.“(S5)*

The fourth problem is difficulty in understanding long sentences and text. The students do not understand many words and admit they are too lazy to read the text. Therefore, the effect of this problem is that students cannot understand long sentences and fail to understand the content of the text. This finding is illustrated in the student's response to the interview question.

*“Long texts are hard to read, so I'm lazy to read them...“(S4)*

*“I can't understand a long text because it's hard to read..“(S5)*

The four problems above are the same as those faced by high achiever students, but low achiever students face other problems. Another problem is the lack of fluency. The students are not fluent in reading English texts. They think English is difficult to understand and difficult to pronounce. Therefore, this causes students not to be able to understand the content of the text well. This finding is illustrated in the student's response to the interview question.

*“…It's hard to read, I don't understand English.“(S4)*

*“I can't read English, it's hard to read, and it's hard to understand, that's all.“(S5)*

Lastly, the problem is the difficulty in inferencing. There are good and poor students as readers. If students are good readers, they can quickly obtain information and conclude the contents of the text they read. However, as poor readers, it won't be effortless for students to remember, receive, understand and conclude information from a text. Students also felt this when they stated they had problems remembering information and making conclusions from a text after reading. They admitted that the English text was difficult to understand in English lessons. This finding is illustrated in the student's response to the interview question.

*“…I can't conclude the information of the text after reading it because I don't understand English lessons..“(S4)*

*“I can't conclude a text because I'm dizzy and I don't understand English.”(S5)*

In conclusion, the problems faced by high, middle and low achiever students are almost similar. Yet, low achievers have more problems, namely, the lack of fluency in reading English texts and difficulty making conclusions.

### Teachers’ Possible Solutions to Solving Students’ Problems in Reading Comprehension of Narrative Text.

Based on the interview results, it was found that there were several possible solutions from the teacher’s perspective to overcome the problems faced by students in reading comprehension of narrative text. The teacher suggests to hold a study contract and pretest at the beginning of learning, help students to understand the text or sentence structures, instruct students to memorize different vocabulary every day, use the drilling technique, ask students to practice pronunciation repeatedly, and ask students to reread the text.

The first solution for students who lack familiarity with the subject matter is that the teacher must hold a study contract and pretest at the beginning of learning. It is done to group students based on their abilities so that students can find out what will be studied, including the types of texts. This finding is illustrated in the teacher's response to the interview question.

*“The teacher introduced several examples of the types of English texts in seventh grade. For the solution, perhaps at the beginning of eighth-grade learning, students should also be introduced to study contracts and pretests to group students based on their place and what is being studied so that students can know the types of texts….”(T)*

The second solution for students who lack effective reading strategies is for the teacher to help students to understand text or sentence structures that are not so easy for students. This finding is illustrated in the teacher's response to the interview question.

*“..every student has different abilities, there are those who stand out in the fields of science and language, but we as teachers try to provide the best service for our students without the teachers realizing they are also trying to achieve the best. Solutions for students who have problems with reading strategies such as helping to understand text or sentence structures that are not so easy for students.”(T)*

The next solution for students with limited vocabulary knowledge is for the teacher to instruct students to memorize at least two different words daily. The students learn two different vocabularies daily and then share them with other friends to increase their vocabulary. This finding is illustrated in the teacher's response to the interview question.

*“..every day the students have to pocket at least two different active words, and they will share them with their friends. It is useful to increase their vocabulary knowledge.”(T)*

Another solution for students who have difficulty understanding long sentences and text is to use the drilling technique. It means a repetitive practice technique that students can use, starting with translating the text word by word and then by sentence. This finding is illustrated in the teacher's response to the interview question.

*“.....with the drill or repetitive practice, so each student can string words together first to become a per sentence. Tenacious efforts will produce good results.”(T)*

Other alternative solution for students who lack fluency in reading English text is practicing pronunciation repeatedly. The students in memorizing vocabulary should not only be limited to 'memorizing' but must also be accompanied by pronouncing them correctly, so repeated practice is needed. This finding is illustrated in the teacher's response to the interview question.

*“English pronunciation is indeed difficult for students, and students may already memorize it in their heads but find it difficult to pronounce. This difficult pronunciation problem students can learn when memorizing vocabulary. So, not only memorize but also with the correct pronunciation. In addition, nowadays, it is possible to listen to how to pronounce vocabulary through the native speaker's voice on a cellphone. After listening, students can also try to practice by saying it repeatedly until the pronunciation is similar, and students can also have conversations with their friends to practice it..”(T)*

The final solution for students who have difficulty in inferencing is asking students to reread the text, note the main ideas in the text, note the main problems, and retell the contents in their own words. This finding is illustrated in the teacher's response to the interview question.

*“.. by directing students through different delivery techniques for different groups. Because in school mover, there is no generalization of students, but we serve them based on their uniqueness. Our solution as teachers is to direct students to reread the text, take note of the main ideas in the text, write down the main problems in the text and retell the contents in their own words.”(T)*

From all the efforts that the teacher made, the solution that is most widely used by teachers so that students are good at reading narrative texts is the drilling technique or repeated practice such as repeated pronunciation practice and reading the text repeatedly to understand it.

## Discussion

This research has investigated students’ problems in reading comprehension of narrative text and teachers’ possible solutions in overcoming students’ problems in reading comprehension of narrative text.

In regard to the problems, the research findings show that there are similarities between high achiever students and low achiever students. Both groups share that lack of familiarity with the subject matter, lack of use of effective reading strategies, limited vocabulary knowledge, and difficulty in understanding long sentences and text as the problems they experiences when they read the text. There are also differences between high achiever students and low achiever students. The differences are that low achievers have more problems with a lack of fluency and difficulty in inferencing.

Put it in more detail, the first problem is the students' lack of familiarity with the subject matter. It is in line with the theory of Westwood (2008) that students have problems unfamiliar with the subject matter because they do not have prior knowledge of the material being taught, so they have problems understanding the text.

Second, the students have problems with the lack of use of effective reading strategies. It is because the students do not know the importance of using effective reading strategies that can help them understand the text. It is relevant to Westwood (2008) that the teacher sometimes does not maximize a lot of time to instruct the use of strategy in understanding the text. However, this also does not escape the teacher's role in using strategies. It is also consonant with Fajar (2009) that students who lack strategies often fail to understand the text.

Another problem is that students have limited vocabulary knowledge. It was suitable with the theory of Westwood (2008) that students have limited vocabulary knowledge problems in reading comprehension of narrative text. Students do not understand the meaning of vocabulary and do not have much vocabulary knowledge, so students are challenged to understand the text. It is in line with Carrel, Devine, & Eskey (1998) that the reader cannot understand a sentence without attaching the word's meaning. It is also supported by Krashen and Terrell (1998) that a passage with many foreign words causes difficulties in understanding. But, then, students with an extensive vocabulary can understand new ideas and concepts faster than students with limited vocabulary knowledge (Sedita, 2005). Not only that, but the data is also related to several previous studies conducted by Mangen (2013), Yuvirawan (2021), and Shehu (2015) that the problems faced by students in reading comprehension are due to lack of vocabulary, new words, understanding the meaning of words, unclear words, and unfamiliar language.

The students have a problem in difficulty understanding long sentences and text. This finding is related to the theory of Westwood (2008) that students have difficulty level of text about sentence length and sentence structure that students must read. Then, the effect of this problem is that students who cannot comprehend long sentences fail to understand the main idea presented in the text (Barfield in Fajar, 2009).

The students with problems with a lack of fluency usually read word by word. This finding aligns with Allington (1983) that most people with poor or sub-fluent reading skills are typically described as word-by-word reading. It occurs because the students feel difficulty in reading English text. In addition, it is possible that students are less interested in English lessons. It is also consonant with Johnson & Pearson, as cited in Zuhcdi (2008) that it is possible that students are less motivated to learn English, so they are not fluent in reading English narrative texts.

Last but not least, the students have a problem with difficulty in inferencing. It is relevant to the theory of Westwood (2008) that students have problems processing and recalling information after reading. It causes the students to be less able to read carefully and are usually poor readers. The students are poor readers who find it quite difficult to retain information. It is also relevant to the previous studies conducted by Yuvirawan (2021) that making inferences is one of the problems students face in reading comprehension of narrative text.

Regarding the teacher’s possible solutions, there are several alternative solutions to solve the students’ problems in reading comprehension narrative text: hold a study contract and pretest at the beginning of learning, help students to understand the text or sentence structures, instruct students to memorize different vocabulary every day, use the drilling technique, ask students to practice pronunciation repeatedly, and ask students to reread the text.

Firstly, the teacher holds a study contract and pretests at the beginning of learning to overcome students who have problems with unfamiliarity with the subject matter. It is in line with Zuchdi (2008) that the teacher must prepare a conducive classroom environment before starting the learning process. It is so that students can focus and concentrate when following the learning process and can understand the learning context. Therefore, environmental conditions must be designed as well as possible to focus on learning.

Secondly, the teacher helps students to understand the text or sentence structure to overcome the problem of students who do not use effective reading strategies. It is relevant to the theory of Zuchdi (2008) that teachers must provide an understanding of appropriate reading techniques to overcome students' difficulties following the material or learning objectives. So that students can understand the text that is considered problematic because they do not understand the importance of using effective reading strategies.

Thirdly, teacher’s alternative solution is to instruct students to memorize at least two different vocabularies daily. It is useful for increasing students' vocabulary knowledge of students with limited vocabulary knowledge. In regard to the problems with difficulty understanding long sentence and text and also fluency, the teacher suggest to use drilling technique. The drilling technique is an activity in the form of repeating the same thing repeatedly. This technique aims to make students more proficient and skilled. Therefore, students must reading exercise repeatedly to get used to and understand long texts or sentences. In addition the teacher also suggest to pratice pronounciation repeatedly to overcome students who have problems with their lack of fluency. With repeated practice, at least students' fluency will increase.

The last solution is for the teacher to ask students to reread the text to overcome students who have problems making inferences. It is related to the theory of Westwood (2008) that the teacher should encourage students to reread the material several times, if necessary, to process the information successfully. It is also consonant with Sadker & Sadker (2016) that the teacher asks students to reread the full text from the first to the last paragraph to help students understand and conclude the text well.

The four possible solutions mentioned above are relevant to the theory of Nana, as cited in Andries (2019), the teachers used to practice students with the practice technique repeatedly and earnestly to strengthen or perfect a student's skill so that it becomes permanent.

## Limitations

Although there are some fruitful findings, some limitations should be acknowledged. Most of these limitations are related to research methodology. The first one is the participants, which in this study only involved a few students and only one teacher. Therefore, more participants are required to discover more problems, and the conclusion of the teacher’s solution to the problem can be determined. The second is related to the data collection tools in which this study only used the interview. Therefore, more data collection tools are recommended, so the problems found are more detailed.