AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING NARRATIVE TEXT AT GRADE X FASHION DESIGN SMK NEGERI 1 KISARAN IN 2023-2024 ACADEMIC YEAR

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ABSTRACT

This research aims to analyze the difficulties faced by students in understanding reading narrative texts in class X TB 1 SMK NEGERI 1 KISARAN. Using qualitative methods and a descriptive approach, this research involved 34 students as subjects. Data was collected through in-depth interviews, classroom observations, and analysis of learning documents. The research results showed that students experienced various difficulties, including limited vocabulary, lack of effective reading strategies, and inability to understand the structure and plot of the story. Apart from that, students' motivation and interest factors also play a significant role in the reading comprehension process. These findings provide important insights for educators to design more adaptive and innovative teaching strategies, in order to improve students' reading comprehension abilities. Thus, it is hoped that this research can become a reference in efforts to improve the quality of Indonesian language learning, especially in the context of narrative texts.

Key words: reading comprehension, narrative text, learning difficulties, teaching strategies, students.

INTRODUCTION

Language is very important since it is a means of communication to establish a bond or exchange information. The world is full of languages. English is widely used as an international language. Language is essential for communication among the world's population; Being an international language, English is particularly important for the world's population in fields such as education, business, economics, technology, and so on. English is a very important language in daily life since it has a wide range of applications in various spheres of life. The best instruments and most practical ways to access new information for international communication The advent of new technology has made it possible for English to be used with greater ease, and thus indicates the beginning of English's status as an international language.

Recognizing the importance of english as an oral and written international communication, the Indonesian Ministry of Education includes english as a compulsory subject in junior and senior high schools . Teaching english language is known as teaching of foreign language Indonesian language is as the mother tongue language of students, and english languege is as the target language study by the students.

Reading is one of the four primer skills in language learning Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing Reading is one way for the readers to obtain information from the text that they read. Reading is one of the most important skills in English that should be mastered by the students. The students have different intelligence, so the students to produce different comprehending especially reading comprehenin in narrative text. They have difficulties in reading comprehending of narative text, especially the reading materiel of English curriculum 2013. This research focused on students diffculties in reading comprehending of narrative text.

Narrative texts provide insight into one or more issues. This text can be read aloud or summarized. One type of English writing, known as narrative text, is intended to provide enlightenment to the reader or viewer. The story is both accurate and inaccurate. It could be a folk tale, fable, short story, or something else. In other words, students find it difficult to

understand non-religious texts. They must understand each element of narrative text, such as direction, complexity, resolution, and reorientation.

SMK NEGERI 1 KISARAN uses the 2013 Curriculum as a guide in the teaching and learning process. According to the K13 Curriculum Framework, students must be able to apply social functions, text structure, and grammatical analysis in written texts or written transactions. This highlights the need to provide specific information regarding non-fiction texts. Students who read narrative texts understand the purpose, general structure, linguistic principles, main purpose, and moral implications of the text.

Based on pre-observation in SMK NEGERI 1 KISARAN, the researcher find facts that the student's reading comprehending is difficult, That it happened because some of factors, the teachers in teaching reading make the students bored, the students wvere not motivated to know about the learning material. The students not familiar about the topic. Then the students have lack of vocabulary. Every kinds of information can be found when the students read and they understand what they read. Based on description above, the title of this research is "An Analysis of Students' Difficulties in Comprehending Narrative Text at Grade X of SMK NEGERI 1 KISARAN in 2023-2024 Academic Year"

THE REVIEW OF LITERATURE

1. Theoritical Framework

The first previous research was entitled "Analysis of Students' Difficulties in Understanding Narrative Texts at SMA Negeri 8 Mandau" and was written by Dian Hervi Novita in 2019. Thesis, Department of English Education, Faculty of Arabic and Islamic Sciences, University of North Sumatra. Researchers used Simple Random Sampling techniques to produce a sample consisting of 35 participants from 138 participants. To collect data, researchers used tests and questionnaires. Based on data analysis, the researcher concluded that the most difficult part in reading narrative text is identifying the generic structure. The percentage of students who could not correctly identify the generic structure of a text in non-narrative form was 54.28 percent, and researchers found that the highest level of text ambiguity was caused by the reliability of the text. The percentage of students who have difficulty reading non-narrative texts is determined by the reliability of the text, which is 75.14%.

The Second previous study was written by Siti Aisah Aminah (2017). An Analysis of Students Difficulties Reading Comprehension on Narrative Text at the Second Grade Students of MA Sholatiyah Kepandean Petir, Serang distric,". Skripsi. Faculty of Education and Teacher Training the State Institute Islamic Sultan Maulana Hasanuddin, Banten. The method of this research is qualitative method. The result of this research shows there are some difficulties that the students still find in reading comprehension on narrative text. The students' difficulties in Literal Comprehension is 27,31% and categorized into Low Level.

The last research paper, "Analysis of Students' Difficulties in Understanding English Reading Texts at Mlinjon Klaten State High School," was written by Yuni Kartika Sari (2017). Thesis. Department of English Education, Faculty of Islamic Education and Teacher Training. This research is a qualitative study. The study's findings indicate that 54.66% of students had a somewhat low level of comprehension when it came to finding the meaning of text. Later, there were 66.22% of students who had a mediocre comprehension level when looking up a piece of textual information, and 59.09% of students who had a mediocre comprehension level when looking up a text. The difficulties that students have when learning how to understand texts in foreign languages include the teacher's somewhat harsh instructions, the students' own doubts, and their own writing. One factor contributing to the students' difficulty understanding English text is their lateness in learning, teacher's technique.

1. Reading Comprehending

Reading cannot be separated from understanding because the purpose of reading is to understand what has been read. Reading comprehension is the process of understanding written material and also the ability to recognize and understand the meaning conveyed by written material.

2. Definition of Reading Comprehension

Reading is not a simple learning activity. There are many factors that can influence students' success in reading. In general, these factors can be identified as teachers, students,

environmental conditions, educational materials, and methods of analyzing educational materials. One important aspect of teaching reading is the use of baccalaureate texts. Reading comprehension is the act of connecting information from one field to another with previously held knowledge to create a work. According to Sandra Silberstein (1994:12), reading is a complex information extraction process in which readers interact with text to create meaningful but complex sentences.Moreover Heilman (1981: 242) stated that reading is a process making sense of written ideas through meaningful interpretationand interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thingking and language ability.

Based on the explanation above, it can be concluded that reading comprehension is an active process to decoding and understand the written text in order to get the imformation and meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

2. Types of Reading

Reading is a complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. At least there are four types of reading. According to Patel and Jain (2008: 117-123) the types of reading are:

1. Intensive Reading

Intensive reading relates to long-term language learning under the guidance of a teacher. Studying them carefully will provide a framework for understanding structural weaknesses and improving linguistic and grammatical knowledge. Intense reading material will become the basis of class activities. Not only is it read, but it is also discussed at length in clear language after being analyzed and determined as a reading plan. Intensive learning is reading a text or a piece of paper. In this reading exercise, students read a text to gain understanding or analysis. The purpose of this reading is to read short texts. We conducted this research to obtain specific information.

2. Extensive Reading

Extensive reading is used to improve general understanding of a subject and to prepare readers for more difficult reading. Readers want to understand something. After reading it, the reader is not distracted by specific or important information. Generally, people read to ensure they are up to date with the latest information.

3. Aloud Reading

Reading aloud usually means writing a book in a way that can influence other people. Reading aloud from a teacher can help students improve their ability to deceive. Read aloud clearly and concisely only at certain times. Reading aloud to students makes it easier for them to comprehend and comprehend a given lesson, even though they may not understand every word in the lesson.

4. Silent Reading

In English learning, reading comprehension is a very important skill. This lesson is intended to improve students' reading comprehension skills. Reading aloud is done in order to absorb a lot of information. Silent reading should be based on the text the student has selected. Silent reading allows students to read independently without tearing pages or pulling threads. This makes reading faster, easier and more fun. This helps in understanding and expands the vocabulary of students.

3. Principle of Teaching Reading

Reading is not a passive activity; rather, it is a reflective activity. There are many explanations why teaching students to read English texts is an important part of a teacher's job. First of all, many students want to be able to read texts in English for educational purposes or just for fun. What steps can we take to make it easier for them to do these tasks? That seems like a good idea. When studying we must pay attention to the following principles. Hammer (2001:70) states several principles of reading comprehension are as follows:

1. Reading is not the same as passive learning.

Reading is a very active employee. To ensure success, we must understand the meaning of the verses above, observe the examples given by the verses, understand their nuances, and determine whether we should follow the verses or not. If neither we nor the students complete this task, then we can only look at the text format and fix it quickly.

2. Students must be aware of what they have read.

As with all other aspects of education, students who are uncomfortable reading aloud and are not actively engaged in what they are doing are unlikely to gain any benefit from reading aloud. When they truly feel comfortable with the topic or task at hand, they gain more benefit from what is already within them.

3. Students should encourage responding to the content of a reading text, not just for language

It is important to learn from the text how they use language, how many paragraphs they end with, and how often they use relative clauses. However, advice from the text is just as important, and we should encourage students to respond to that advice in appropriate ways. It is very important that they are allowed to share their experiences on the topic so that they can develop a personal relationship with the topic and its language.

4. Responding is a major factor in reading

When we read texts written in our own language, we often have a clear understanding of the subject matter before we can honestly begin to understand it. The cover of a book gives us a general idea of what's inside, while the image and title give us an idea of the subject matter of the article. The paragraphs also look the same as before starting to read a particular section.

5. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for Study and later Activation.

4. Assessing Reading Comprehension

Assessments are needed to determine whether students are making progress in their reading comprehension or not. Grading and testing are different here. Testing complies with administrative procedures, even though assessments do not. According to Brown (2004:4), assessment is a peer review process carried out by teachers every time students need to practice speaking a foreign language. Teachers can assess students both during the learning process and after the learning process. Learning and Assessment can be carried out on the same day. It can be said that the learning process is part of what is represented by assessment. During class, instructors can conduct analysis if students have questions, provide comments, and ask questions.

1. Integrative test

Integrative test is testing students reading comprehension on more than oneaspect. It aims to assess more than how well students read, but also howstudents understand the text and respond to the message of the text.

2. The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts everynumber of words (usually being a number somewhere between 5 and 12). Testtaker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis sothere is no pseudo-random deletion.

3. Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testerscan control the range of possible answers as distracters and the students'thought process when they are responding the text.

4. Matching techniques

Matching technique is testing technique which allows students to match againsteach other. For example match the title to its paragraph.

5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement whichis related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer aquestion in a few words or a brief response.

7. The summary test

The summary test is a testing technique which asks students to summarize themain idea of the text that they have been read. The teacher can choose more than one of reading assessments to checkstudents' competence.

The teacher also can use for example two reading assessmentsto assess students' competence of one reading text. Those reading assessments canbe used to measure the students' competence in the form of score.

5. Reading Skill

Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text. The purpose or activity is language ideas. In reading, the process of thinking is very urgent and vital, because the sentences they read.
Nutall (1982: 31-32) defines that there are four categories of skill and strategy of reading as follow:

1. Skill involving flexibility of technique variation in reading rate, skimming, scanning, extensive reading, and intensive reading.
2. The skill of utilizing information that is not strictly speaking part of the text itself: references apparatus, graphic conventions, illustrations, and diagram.
3. Word attack skill: how to tackle unfamiliar lexical items by using morphology, inference from context.
6. The attack skill the process of interpreting the text as a whole, using all the clue available including cohesion and theoretical structure.

6. Purposes of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts. Comprehension is reading needed by the readers to get know what they read.
According to Grabe and Stoller (2002: 13) there are seven purposes for reading, as follows:

1) Reading to search for simple information
2) Reading to skim quickly
3) Reading to learn from texts
4) Reading to integrate information
5) Reading to write (or search for information needed for writing)
6) Reading to critique text
7) Reading for general comprehension

7. Students Difficulties

Felicitation refers to level problems in reading and accommodating classroom reading requirements. Helping students is a condition where students are unable to access and handle the learning process in class, which immediately results in students' application being less than entitled results. There are various factors that contribute to students' feelings of falling behind in their studies, such as some in the classroom, some in the learning environment, and some may be related to the teacher-student work relationship (Westbood, 2001: 26).

8. The Difficulties in Reading Comprehension

According to Nuttal (1982) there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regards as difficulties that the students encounter in comprehending the text.

1. Determining Main Idea

Students will probably be trying to understand what the text is and where the item is located.

2. Understanding Vocabulary

When studying a particular section, students should be aware of the meaning of the text, such as when they look up new words in the dictionary and make notes about the context. The context helps students make general predictions about their future. Thus, making predictions based on the context will help students understand a certain area without having to actively search for a new word in the dictionary. In fact, one of the biggest obstacles facing students when learning a material is the unfamiliarity with it.

3. Making Inference

When making inferences, students are expected to understand the text in order to identify the main ideas contained in the text. To create purpose, readers must learn to connect the meaning of the text to their own understanding. Therefore, writing practice will help students develop assumptions and sharpen their attention span. Thus, they are able to answer these questions. These questions usually take the following form: "From the reading we can conclude that...", "From the reading it can be concluded...", "What is the meaning of the statement above?"

Therefore, sometimes students have difficulty understanding the meaning of the text because the sentences are not written well.

4. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

"According to the passage, who were fighting for the conversation in the forest?",

"All of the following are the true except..",

"A person, date, or place is,,,".

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym. Shoebottom (1996) also stated the main sources of language difficulty for ESL students. different communicative function. Each has its own distinctive linguistic characteristics, and its own generic structure.

Based on the explanation above, it can be concluded that genre is a text type that consist of different purpose, generic structure and message.

9. **Kinds of genre text**

According Hartono (2005: 6), there are some genres of texts, as follows:

1. Recount is a piece of text that retells events for the purpose of informing or entertaining.
2. Report is a text to describe the way things are, with reference to arrange of natural, man made, and social phenomena in our environment.
3. Analytical exposition is a text to persuade the reader or listener that something is the case.
4. Hortatory Exposition is a text which persuade the reader or listener that something should or should not be the case.
5. News Item is factual text which informs readers events of the day which are considered newsworthy or important.
6. Anecdote is a text to share with others an account of an unusual or amusing incident.
7. Narrative is a text to amuse, entertain, and to deal with actual or various experience in different ways.
8. Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
9. Description is a text to describe a particular person, place, or thing.
10. Hortatory Exposition is a text to persuade the reader or listener that something should or should not be the case.
11. Explanation is a text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

10. **Narrative Text**

Meanwhile Anderson (1997:2) stated that narrative text is atext which relates a series of logical, andchronologically related events that are causedor experienced by factors. From the

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definition above, it can be concludethat narrative text is story tells us about something interesting that has purpose to amuse and to entertain for the readers or or viewers. We use narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

Pratyasto (2011:39) adds the generic structure of narrative text are:

1. Orientation Introducing the participants and informing the time and the place
2. Complication Describing the rising crises which the participants have to do with.
3. Resolution Showing the way of participant to solve the crises, better or worse. Significant lexico grammatical features (language features) of narrative Teks Are:
   1. Focus on specific participants, The Legend of Surabaya
   2. Use of past tense, e.g. saw, climbed, took, went, found, danced, etc.
   3. Use of temporal conjuctions and temporal circumstances, e.g. finally, then, once upon a time, one day, etc.

RESEACH FINDING AND DISCUSSION

1. Research Findings

This research classified the findings into some points that consist of students difficulties in reading comprehending The difficulties faced by students and factors of causing the students difficulties reading comprehending on narrative text. Obtaining the data, this research used the test to analyze students difficulties to in comprehending English reading, "The researcher took essay test. The process ofcollecting data was done by using online data collecting by joining in whatsapp class group this group also guided by English tcacher at grade X TB 1 of SMK Negeri 1 Kisaran. The subject of the research is limited to students at grade X TB 1 of SMK Negeri 1 Kisaran, Below is the table of students name and their score of reading test and their standard in Reading comprehending The score was gotten from the reading test that gave by researcher to the students at grade X TB 1 of SMK Negeri 1 Kisaran from class whatsapp group, the students gave 90 minutes time to finish the reading task, they were asked wrote their answer in a paper. Then took a picture of the result from their task, and finally send back it to class whattsapp group.

Table 4.1 The Result of Students' Reading Comprehending Score

No.	Students Name	Score	Mastery
1		60	AVERAGE
2	AI	50	AVERAGE
3	ATI	70	GOOD
4	ASS	50	AVARAGE
5	AFS	60	AVERAGE
6	AS	70	GOOD
7	CAN	60	AVERAGE
8	BM	50	AVERAGE
9	DAS	40	FAIR
10	DHM	5O	AVERAGE
11	EAG	60	AVERAGE
12	ERG	80	GOOD
13	FA	50	AVERAGE
14	GR	60	AVERAGE
15	HNS	40	FAIR
16	IA	40	FAIR
17	JH	70	GOOD
18	JSN	80	GOOD
19	MAG	70	GOOD
20	MDR	60	AVERAGE
21	MF	80	GOOD
22	MHS	90	GOOD
23	MFR	80	GOOD
24	MAI	70	GOOD
25	MD	60	AVERAGE

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26	MDS	40	FAIR
27	MES	50	AVERAGE
28	OSN	70	GOOD
29	PP	90	GOOD
30	PT	60	AVERAGE
31	RR	40	FAIR
32	REO	60	AVERAGE
33	RM	70	GOOD
34	RS	50	AVERAGE
	SMS		

The data were collected from the students score. The data was taken from34 students at grade X TB 1 of SMK Negeri 1 Kisaran. The data show that the highest score 90 and is 40. From thr data, it can be seen that must of the students were categorized into average level. It can be seen on the table above that there are 2 students get excelllent level, the are 11 students who get good level, there are 16 students who get fair level.

1. The Students' Difficulties in Reading Comprehending on Narrative

In research, finding presented the result of analyzing the data. The subjects of this research student's at grade X TB 1 of SMK Negeri 1 Kisaran. There are thirthy four data collected. In this research analyzed the students score fiom their worksheet in order to know how the students comprehendin g narrative text, after their worksheet in order to know how the students in comprehending narrative text. After they finished their task, they was took a picture of their task, and send it into class whats app group. The type of the a worksheet which was done by the students was essay test with ten test. To analyze, the students' score from their worksheet is based on the scoring rubric according to Brown (2003:215). Then, each score is analyzed by using formula firom the level of mastery, the material of readin g comprehendin g there are understanding to look main idea, for the detail information, making inferences, and understanding of vocabulary. Based on the table 4. 1 above, this research categorized the students' score into fopur categories sing Brown theory (2003:215). There are excellent good, average, and fair level. Meanwhile, the students level can be seen in the table below:

Table 4, 1.1 The Students' Difficulties in Reading Comprehending on Narrative Text Based on Scoring Rubric According to Brown (2003:215)

Number of students	Score	Level Mastery	Percentage
	90-100	Excellen	5,88%
2	70-89	Good	32,35%
11	50-49	Average	47,05%
16	30-49	Fair	14,70%
5			

Based on the table above, there are 2 students who get excellent level, 11 students who get good level, 16 students who get average level, and 5 students who ha ve fair level. It means that the students at excellent level have 90-100, the students in the good level have 70-89. the students in the good average level have 50-69, and the students in S good fair level have 30-49.

In excellent level, the students have percentage score 5,88%, there are 2 students who get excellent level. Their score about 90- 100 SO their score mastery is excellent. The students who get good level are 11 students, their score is level about 70-89, So their score mastery is good level and the percentage of their score is 32,35%. S the average level, the the students have percentage score 47,05%. 47,05%. From 34 students, there are 16 students who get average level. The students who get fair level are 5 students, their score is about 30- 49. So their level mastery of the score is fair level and the percentage of their score is 14,70%. From 34 students there are 5 students who get fair level.

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Tabel 4, 1.2 The Classification of Students' Difficulties

No	Students Initial name	Main idea	Detain information	Making inference	Understanding vocabularry
1.	AI				-
2.	ATI	1	2	1	3
3.	ASS	-	1	1	-
4.	AFS	1	1	1	-
5.	AS	2	2	1	-
6.	CAN	1	1	2	-
7.	BM	1	2	-	2
8.	DAS	-	1	1	2
9.	DHM	-	1	2	1
10.	EAG	2	2	1	2
11.	ERG	2	1	-	2
12.	FA	1	1	-	-
13.	GR	1	1	-	-
14.	HNS	2	1	2	1
15.	IA	1	2	-	-
16.	JH	2	2	2	2
17	JSN	-	2	2	1
18	MAG	1	-	-	-
19.	MDR	2	1	-	1
20.	MF	-	2	-	1
21.	MHS	-	2	1	-
22.	MFR	1	1	-	-
23.	MAI	-	1	-	-
24.	MD	-	-	2	-
25.	MDS	1	2	-	2
26.	MES	-	-	2	2
27.	OSN	2	1	1	2
28.	PP	1	2	-	-
29.	PT	-	2	1	-
30.	RR	-	1	-	1
31.	REO	1	2	-	2
32.	RM	2	2	-	-
33.	RS	1	2	1	1
34.		1	1	-	1
	Total of each difficilties	**32**	**46**	**25**	**29**
	Total off all difficulties	**132**			

2. Determining Main Idea

There are two questions of determining main idea that served the task gave to the students, namely question number 1 and question number 9. Below is the table that shows incorret answer in etermining main idea from two questions.

Table 4.1.1.1 Distribution of Total of Incorrect Answer in Determining Main Idea From The Text

Distribution	Incorrect Answer in Determining Main Idea	
Item number	1	9
Total	2	20
F = 32		
N = 132		

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$$P= \frac{f}{n} \text{ x } 100\%$$
$$P= \frac{32}{132} \text{ x } 100\% = 24{,}24\%$$

Based on the data above the researcher described that from 2 item question tasks given to the students in order to look for the main idea of the text there are 32 incorrect answers from total of difficulies 132. The mean of studentsin percentage is 24,24% incorrect answers. The model of questions to find the main idea of the students? test can be seen below:

1.   What is the main idea of paragraph three...

Essay number 1. Most of the students answer this question correctly. From 34 students, there are 22 students who answer this questions correetly by choosing option **Sura broke his promise**, It means that there are 12 students who incorreet another answer.

2.   What is the main idea of paragraph three

Essay number 9, Students answer this question correctly. From 34 students X TB 1, there are 14 students who answer this question correctly by answer question **The eagle took the winning rooster as it pray**. It means that there are 20 students who choose incorrect another answer.

3.   Detail Information

From ten items of essay test of narrative text, there items of question that asked students to find out detail information of narrative text namely on "auion of narrative text namely question number 3, 4, and avestion 3, 4, and question number 5. Below is the table that shows incorrect

answer from item question understanding looking for the detail information fom 3 questions.

Table 4.1.1.2 Distribution of total incorret answer in item of understanding looking for detail in formation

Distribution Information	Incorrect Answer in Understanding Detail		
Item number	3	4	5
Total	10	14	22

F = 46
N = 132

$$P= \frac{f}{n} \text{ x } 100\%$$
$$P= \frac{46}{132} \text{ x } 100\% = 34{,}84\%$$

Based on data above, the researcher described that from 3 items question tasks given to the students in order to look for the detail information of the text, there are 46 incorrect answers fiom the total difficulties 132. The mean, of the students in percentage is 34,84% incorrect answers. The model of questions understanding of looking for detail information firom the text can be seen below:

1.   What is the purpose of the text above...

Essay test number 3. Most of the students answer this questions correctly, from 34 students there are 24 students wiho answer this question correctly by answer **to entertain the readers with an actual, vicarious experiences**, It means that there are 10 students who incorrect answer by another option.

2.   What was there of a palace one day….

Essay test number 4. Most of the students answer from 34 students, there arc 20 students who answer this question correctly this question correctly answer question **a ball**. It means that there are 14 students answer incorrect answer another answer except a ball.

3.   Why did the king hold the event at his palace….

Essay test number 5. Students answer this question correctly, from 34. students, there are 12 students who answer this guestion correctly by answer **to find his crown prince a wife**, It means that are 22 students who incorrect answer.

4.   Making Inference

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From ten items of essay narrative text, there are five item of question that asked students to find out the inference from narrative text namely question number 6 and question number 8. Below is the table that shows incorrect answer of item to find out the inference in narrative text.

Table 4.1.1.3 Distribution of total of incorrect answer to find out the inference in narrative text

Distribution	Incorrect Answer to Find out the Inference Narrative Text	
Item number	6	8
Total	8	17

F = 25
N = 132
$$P= \frac{f}{n} \text{ x } 100\%$$
$$P= \frac{25}{132} \text{ x } 100\% = 18,93\%$$

Based on the data data above, the researcher described that from 2 iems qestion tasks given to the students in order to look for ar the the making making inferences from narrative text. There are 25 incorrect answers from total difficulties 132. The mean of the students in percentage is 18,93% incorrect answers. The model of questions to find out the making inferences from the text it can be seen below:

1.   How was the end of the story.....

Essay number 6. The students answer this questions correctly, from 34 students, there are 26 students who answer this question correet by answer essay test **the prince married Cinderella**. It mcans that there are 8 students who answer this questions incorrect by another answer.

2.   From the text above, we can know that, (paragraph 3)...

Essay number 8. From 34 students, there are 17 students who answer this questions correctly by answer **the eagled had watched them all day/ the loosing rooster immediately came out of its corner and ruled the farm yard from then on**. It means that there are 17 students answer incorect another answer.

5.   Understanding Vocabulary

From ten items of essay reading in narrative test, there are three three items of questions hat asked about understandin g of vocabulary ftom narrative text namely question mumber 2, 7, and question number 10. Below is the table that shows incorrect answers of item understanding vocabulary from narrative text.

Table 4.1.1.4 Distribution of total incorrect answer in item of understanding looking for detail information

Distribution	Incorrect answer in determining main idea		
Item number	2	7	10
Total	2	7	10

F = 25
N = 132
$$P= \frac{f}{n} \text{ x } 100\%$$
$$P= \frac{29}{132} \text{ x } 100\% = 21,96$$

Based on the data above, the researcher described that from 3 given to the students in understanding vocabulary. There are 29 question tasks from total difficulties 132 The mean ofs students percentage is 21,96% incorrce answers. The model of question in understanding vocabulary from the text can be seen below:

1. "Baya was happy'. (paragraph 4) The synonyms of the underlined word is....

Essay test number From 34 students there are 20 students who correctly by answer **glad**. It means that there are 14 students who answer this question incorrect answer by another answer.

2. "She also gave Cinderella a lovely dress. .. (paragraph 4 The underlined word has the same meaning with ..

ARGOPURO

Essay test number 7. From 34 students, there are 27 students who answer correctly **pretty/beautiful**. It means that there are 7 students who incorrect answer by another answer.

3. "The winner flew up high wall…".3 (paragraph The underlined word has same meaning with….

Essay test umber 10. From 34 students, there are 26 students who answer correctly by answer **tall**. It means that there are 8 students who incorect answer by another answer.

Based on the research findings, it can be concluded that there are 24,24% students who answer in guestions item to look for the main idea incorreetly. There are 34, 84% students who answer incorrectly the questions items to find out the detail infomation . There are 21, 9%6% students who answer incorrectly questions items in understanding vocabulary, and there are 18,93% sudents who are incorrectly answer the question item s to look for the inference of a word in narrative text. To make it clearly, can be. seen in the table below:

Table 4. 1.1.5 Indicator Comprehending Based on Nuttal Theory

No. Indicator comprehending	Indicator of the incorrect answer
1. Understanding in looking for main idea of the text	24,24%
2. Understanding in looking for the details information of the text	34,84%
3. Understanding to find out the Inference	18,93%
4. Understanding of vocabulary	21,96%

CLOSING

According to the data analysis, there are 24.24% of students that experience difficulty identifying the paragraph's idea from the text with a total of 32 words. 34.84% of students reported feeling frustrated when trying to extract detailed information from the narrative text with a total of 46 words. Among the students, 18.93% reported having difficulty understanding a word from a non-fiction text with a total vocabulary of 29. The results of this study indicate the following: there are students who struggle with identifying the word that appears in a text , identifying a text's idea, and many students who have difficulty understanding words. This is demonstrated by the students' inability to understand questions about word references or when they are asked to find a specific word within a text. Students cannot understand the material.

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