

**CHALLENGES IN LEARNING READING NARRATIVE TEXT FACED BY
TENTH GRADE STUDENTS AT SMK NEGERI 6 PALEMBANG**



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Bachelor's degree of Sarjana Pendidikan (S.Pd)

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DEDICATION

This thesis was dedicated to:

1. Allah SWT who has given me strength to complete this thesis and blessing to me for everything in my life.
2. My beloved prophet Muhammad SAW as my biggest inspiration in my life.
3. My beloved and great family, father Mr. Ahmad, mother Mrs. Sari, my dearest sisters Aisya and Naila. Who gives me courage, motivation, support, and love.
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10. All of my friends in PBI, especially my beloved classmates of PBI 2018
Thank you and good luck for you all.



MOTTO

“There is always a light, if only we’re brave enough to see it and enough to be it.”

(Masayusafira)



STATEMENT PAGE

I hereby,

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State that:

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are result of my observation, process and thought with guidance of my advisors.
2. The theses that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am wiling to accept the academic sanction of the cancellation of bachelor degree that I received through this thesis.



Palembang, 31 Mei 2023

The Researcher

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ABSTRACT

The objective this study was to understand the challenges faced by tenth grade students at SMK Negeri 6 Palembang in learning reading narrative text. Descriptive qualitative study was administered in this study. Open-ended interview was administered to collect the data from six students. After that, thematic analysis was accomplished to analyze the data. The result showed that there were three challenges face by tenth grade students at SMK Negeri 6 Palembang in learning reading narrative text, namely: challenges in grammar mastery, problem in vocabulary and pronunciation, lack of background knowledge in narrative text. Then, students' strategy in reading narrative text were discovered as skimming, scanning, reading in detail, and silent reading. The condition of students when learning narrative text in classroom were focused group discussion method and students' understanding of narrative text were low because only two of six students who understand about narrative text.

Keywords: *Challenges, Narrative Text, Vocational high school (SMK)*



CHAPTER 1

INTRODUCTION

This chapter presents: (1) Background of the Study, (2) Research Problem of the Study, (3) Research Objective of the Study, and (4) Significance of the Study.

1.1 Background of the Study

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally with the help of emerging technology, English has been playing part in several sectors including medicine, engineering and education. English is a vital language for all kinds of professional and personal goal (Nishanthi, 2018). English as a second language is taught for learners and introduced to them wherever they go. even in countries where it is not an official language. Many programs in the areas of science, engineering, and higher education are published in English. The majority of study and papers are published in it as well because it is the dominant language in the sciences.

There are four skills in English, reading is one of the skills that students have to master. Reading is a fundamental skill that is closely related to other skills like speaking, listening, and writing. Reading serves as a window of knowledge for acquiring information, such as reading books, magazines, newspaper, etc. Reading is a crucial component of



language skills in everyone's life, whether in school or university. Through reading, the readers get meaningful knowledge that readers can acquire in reading (Oakhill J, 2015). According to Hughes (2007), reading is an involved interaction within the reader and the text which results in automaticity. The reader interacts in a dynamic relationship with the text during this process as they try to interpret the meaning and utilize several of different types of knowledge to fully understand the message that is provided in the text. Furthermore, the reader's prior knowledge and experiences have an effect on the targets of their reading. Reading is therefore critical for students because it increases vocabulary, improves concentration, memory skills, and self-esteem. But it also helps students to alleviate stress and become more emphatic, which can ensure academic success.

Indonesia was ranked 72nd out of 77 countries according to the Program for International Student Assessment (PISA) applied potential by the Organization for Economic Co-operation and Development (OECD) in 2019. In terms of low literacy levels, Indonesia was among the bottom 10 countries, along with Morocco (359), Lebanon (353), Kosovo (351), the Dominican Republic (342), and the Philippines (340). Meanwhile, Jordan scored 419 and Malaysia scored 415 compared to Indonesia, which only scored 371 This demonstrates that Indonesia's literacy rate is at an emergency level. Nadiem Anwar Makarim, Minister of Education and Culture at the 2021 National Library Coordination Conference, said literacy



was the depth of knowledge about scientific subjects. The low level of literacy of the Indonesian nation is suspected because, for decades, the nation has only dwelled on the downstream side. It is because of a low reading culture, a lack of motivation, and a low literacy index.

Thus, English was a mandatory subject in Indonesian schools (Lauder, 2008). Although the country was not colonized by the British, the language becomes an important part of the nation's institutions. Each school level in Indonesia has its own English learning criteria. The school's curriculum, including the English curriculum authorized by the Republic of Indonesia's Ministry of National Education, has recently been rolled out from primary to secondary. So, good skill acquisition and effective foreign language Learning could be achieved if programs, curriculum, materials, and activities were improved and enhanced in the learning process (Richards & Rodgers, 2001). Students study at high school or SMA for three years or at three levels, and students at each level establish standards of competence and teaching ability through oral expressions of interpersonal and transactional discourse in formal and informal communication. It has the minimum ability milestones that must be achieved.

On the other hand, vocational high school (SMK) is in contrast to senior high school in general, based on Indonesian Education System Ordinance No. 20, 2003, Article 15. A vocational high school is a school that specially prepares students to work in a particular field. The skills



taught are based on the majors they take. Because of this difference, some subjects taught in SMK should be different from those taught in SMA. However, in this period, the implementation of the 2013 curriculum has changed to an independent curriculum. The independent curriculum is a policy program based on Indonesian Education System Ordinance No. 56, 2022, in the context of learning as the complement to the previous curriculum, which is "the essence of freedom." Where students have enough time to explore concepts to strengthen their academic abilities. With the goal to adapt lessons to each student's requirements and hobbies, the instructor has the freedom to select from a variety of open devices. This curriculum aims to improve the quality of student abilities and achievements. In order for Indonesian students to compete with other international students in the next Program of International Student Assessment (PISA).

Basturkmen (2010) stated that ESPs needed to prepare learners to use English in vocational school majors in order to develop graduate students with specific skills. So, learning English through literacy or reading is very important in SMK because it allows students to reach the communication and informational level and prepares them to go directly into a work environment or continue their education in college.

A study conducted in 2016 showed that students had the following problems when reading the text of the story: determining key ideas, understanding vocabulary, drawing conclusions, and details. In that case,



many students struggled to understand the text's structure and limited vocabulary, in addition to their poor comprehension of the subject matter. When they discovered the length of the paragraph, they were confused. Students have problems visualizing texts and materials. Also, they have difficulty reading the text of the story and are placed at a low level. The first factor was inadequate education by teachers who were not accustomed to teaching reading and sometimes explaining beyond the topics discussed. The second factor was the students lack of interest. Because they are not used to reading and are not used to having teachers read to them, some learners were not interested in reading. The third element was vocabulary. Students found it difficult to translate some words while reading.

Based on the preliminary study conducted by pre-observing an English teacher and three tenth grade students at SMK Negeri 6, Palembang, it was found that students have challenges connecting ideas in the text, understanding the meaning of words and sentences, paying attention to details, and concentrating while reading narrative text. It was because of their lack of language knowledge (such as vocabulary, pronunciation, and grammar) and comprehension. When learning in a classroom, the teacher asked the students to form a group and do self-discussion, so the students did not have enough assistance in learning.

Meanwhile, the English teacher expected the students to understand the moral message of the text and motivate them to be active



in their learning and reading processes. Therefore, based on the previous and preliminary studies mentioned above, the researcher is interested in doing this study. **"Challenges in Learning Reading Narrative Text Faced by the Tenth Grade Students at SMK Negeri 6 Palembang."**

1.2 Research Problems of the Study

Based on this background, the formulation of the research problem is:

"What are the challenges faced by the tenth-grade students at SMK Negeri 6 Palembang in learning reading narrative text?"

1.3 Research Objectives of the Study

In accordance with the above problems, the purpose of this study is to find out the challenges faced by the tenth-grade students at SMK Negeri 6 Palembang in learning reading narrative texts.

1.4 Significance of the Study

1. For English teachers

The researcher hopes that this research is helpful in the learning process of reading in class and that teachers can use it to solve reading



problems. Especially in the narrative text lessons, the teacher can use the text as a reference to make classroom learning more effective and efficient than the previous learning process because the teacher already knows the student's reading problem.

2. For the students

This research study can help students in the reading learning process as they recognize reading mistakes and shortcomings and motivate them to read during the learning process, especially textbooks.

3. For the researcher

The researcher's knowledge and experience in conducting educational research will be enhanced by this study.

4. Other Researchers

This study is expected to serve as a resource for similar investigations in the future.

CHAPTER 2

LITERATURE REVIEW

This chapter presents: (1) Definition of Reading, (2) English for Specific Purposes, (3) Problems in learning reading, (4) Narrative Text, (5) Challenges faced by students in learning reading, (6) Previous Related Studies.

2.1 Definition of Reading

Reading is an activity that involves reciting or spelling a written



word. According to Nuttal (2000), reading was the outcome of the interaction between the writer's and the reader's minds. In this way, the reader made an attempt to study the author's intended meaning or message. During this process, the reader generates meaning and attempts to comprehend the author's message. Reading was an active process of learning from what the reader has read and focusing on the academic context as part of education (William, 2009). Some teachers use books and textbooks in the classroom to impart lesson topics. In addition, teachers want their pupils to read texts, gather data, and comprehend the subject matter. Others characterized reading as an activity that was carried out in response to text that had already been read by another person (Spratt, 2005).

Therefore, when the readers have their own background knowledge, they conduct the process to extract information and knowledge from a text. They automatically incorporate new information from what they read with what they already know. As a result, knowledge is new to them, and the reader occasionally makes new inferences. Word recognition and comprehension are two linked processes which go into reading comprehension. Recognizing the link between written and spoken symbols is the process of word recognition. According to Pang (2003), word recognition was defined as the process of understanding how written symbols corresponded to the spoken language and finding the meaning of related words, phrases, and texts. He added to his claim that the reader



had basic knowledge, vocabulary, grammatical knowledge, writing experience, and other strategies that could help them understand the written text.

Reading can be defined as the ability to instantly recognize a variety of written characters using existing experience, as well as the interpretation of theories and concepts, as per the definition provided above. This implies that when reading printed news, the reader tries to understand the author's message or words, or to get a visual (written) conclusion of the material. Understanding words, phrases, and related phrases is a component of the method of reading comprehension, which requires learning the symbols that correlate to spoken language. Reading was the process of understanding words, sentences, linked grammatical knowledge, textual experience, and other methods that assisted with interpreting written text, according to experts (Pang, 2003). Additionally, understanding was a good process by which students created meaning based on previous knowledge (Gunning, 2010). In order to apply what they have learned or read, or at least to pass school exams, students need to grasp what they have learned. Students must possess skills to improve their reading comprehension in order to be successful in this process.

2.2 English for Specific Purpose (ESP)



According to experts, there are many definitions of English for Specific Purposes in the teaching and learning process. English for Specific Purposes is a process of teaching and learning English as a second language was intended to be learned for specific purposes, and the aims of the teaching and learning process of ESP are oriented to the student's needs (Brian, 2013). According to Bremner (2014), ESP was likely to be seen as an approach rather than a product in the teaching and learning process. Hutchinson (2010) stated that the actual question of teaching ESP was about how people learnt, which took the teaching and learning process of ESP into a language-center approach. The examples of the ESP approach are English for banking, English for economics and business, English for engineering, and English for tourism. The implementation of ESP somehow leads people to perceive that there is a significant difference between learning ESP and general English, but the truth is that the process of teaching and learning ESP combines the specific language with the general ones. The purpose of using both general and/or specific materials is to fulfil the learner's "needs".

Particularly, the function of English for Specific Purposes is to manage the language features of the learners or to improve their needs of language skill that is use for a discipline, occupation, or set of working circumstances. ESP takes part as the branch of Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) intended to make use of English in the learners' needs of their studies, occupational,



and vocational (Basturkmen, 2006). In addition, Rahman (2015) stated that ESP was based on two criteria: its purpose is usually determined by its purpose, and the course of ESP was designed through needs analysis.

The issue that frequently occurs in English instruction at SMK is how to offer a course in English that satisfies the requirements of the pupils. The instruction of English for Specific Purposes (ESP) is gaining importance. The demands of learning English become very particular when it is used for special goals or specialized skills; it is no longer learning English for general reasons (English for General Purposes). Teaching standards, a strong ESP syllabus, and the choice of teaching resources for the ESP program are all important considerations for teachers as they get ready for ESP-based learning. Before learning starts, all of this planning must be completed to ensure appropriate tool and material preparation and to enable the implementation of learning evaluation. Additionally, it prevents student's boredom and repetition of the same instructional resources. It seems essential to evaluate information on whether English materials were developed based on the English syllabus, which primarily takes into account the requirements of students, or not when it comes to designing pertinent English language materials for SMK.

A recent study investigating the needs analysis for English for Specific Purposes, however, found that the ESP program's curricular creation lacked a systemic strategy (Poedjiastutie & Oliver, 2017). The



teaching setting also presented pedagogical difficulties, communication emphasis, student centeredness, collaborative instruction, and authentic resources were the four pedagogical practices challenges. In addition, this study demonstrated that, despite their distinctions, GE and ESP can both be used to assist ESP instruction. Although the instructor frequently uses general English in the classrooms, students need specialized English to acquire specific abilities (ESP).

The following three notions comprise absolute characteristics. Grammar, lexis, register, study skills, discourse, and genre are just a few examples of how ESP will adapt language features to the specific expertise that will be achieved. ESP is defined to meet the special needs of its students. ESP-based English learning will use the specific topics to be achieved along with the methods and activities of its activities. There are five items that are variable traits. (1) ESP will be created in accordance with the field of ability to be attained. (2) Given the unique circumstances of ESP, it is probable that different instructional approaches than those used for regular English will be used. (3) Although ESP is probably intended for mature learners, middle school kids may still be able to use it. (4) ESP is intended for intermediate and advanced students, and students are presumptively familiar with the fundamentals of English.

2.3 Problems in Learning Reading

A problem is a confusing situation that requires special attention



and needs to be resolved. According to Margono (2010), the problem was different expectations of what would happen. There are many reasons why it may be difficult for students to read, write, and spell early in school. Some problems are due to the student's internal factors, while others are due to external influences. Students with learning disabilities often have problems with decoding, word flow (reading words quickly and accurately), and vocabulary. Reading comprehension will suffer if any of these three areas is difficult. Students misunderstand what they have read. Poor word comprehension and mis-decoding require considerable cognitive effort from readers with word cognition impairment. Recognizing literacy standards seemed to be the biggest problem in schools operating in low socio-economic areas, namely in income groups and groups where English was a second language (Klingner et al., 2007). Some other factors were in the learner's or background; some were in the teaching method; some were in the learning environment, probably related to the working relationship between the teacher and the student. Even after extensive diagnostic and psycho-pedagogical studies, it was rare to find a specific reason that could explain why a child did not learn to read (Westwood, 2001).

2.3.1 Pronunciation

Pronunciation is the act or method of pronouncing a word, such as in utterances, wording, especially accepted or generally understood



methods, and graphic representations of how words are spoken using phonetic alphabets.

2.3.2 Prior knowledge

Prior knowledge is the knowledge that a person accumulates before a particular situation or event. For example, when people enter a new situation, they do not have prior knowledge. Instead, they bring them what they have learned from previous life situations and experiences. It explains how to deal with each new situation they encounter.

2.3.3 Comprehension

The process of finding meaning in a text was called comprehension. Not only words but also thinking and reasoning were covered. As a result, comprehension was not a passive process but rather an active one. In order to develop meaning, readers must actively engage with the text. This active participation involved the use of prior knowledge. Interpret the language used by authors to express information, ideas, and viewpoints (Pang, 2003).

2.3.4 Text

According to Pang (2003), at a reasonable reading level, the text was not easy or too difficult for a particular reader. With the right selection of difficulty and text of interest, children can read and enjoy what they



have read. It is common practice to utilize vocabulary, word length, grammatical complexity, and sentence length to determine how difficult a book is to read. The subject of the book is also an important factor. For example, readers with important prior knowledge of the subject can use their knowledge to read more difficult texts.

2.4 Narrative Text

Narrative text was a type of text adapted to narrate past activities and events to entertain readers and provide moral lessons (Pardiyono, 2010). The general structure of story writing is directed, complex, evaluated, and resolved. The following speech features focus on a particular participant, but use the past tense, use the conjunction tense, and use the verb say to combine.

The text of the story is found in the story and has an organizational structure that includes the beginning, middle, and end of the story. Storytelling is a genre of genres with social features to entertain and handle real-life or surrogate experiences in different ways. The story is



related to a problematic event that leads to a crisis or turning point where a solution can be found.

There are numerous varieties of story text, such as: 1. Romance, frequently depicts the struggles that two lovers face in achieving a sense of unity. 2. Scientific processes, based on the frameworks of science and technology. 3. The hilarious, elicit laughter from the audience as an integral component of the narrative. 4) In diaries or novels, texts are displayed as diary entries. 5). Adventures, often exciting and dangerous experiences (Mark, 2000).

The general structures of the narrative texts are:

2.4.1 Orientation

Orientation provides information about the settings and introduces the main characters of the story. Usually, writers provide details about the story's setting and time period.

2.4.2 Complication

Complication describes the events' rising issues. It is the story's turning point. Typically, the narrator reveals the complexity in the middle of the story. The story is made more intriguing by complications since they prevent the main character from achieving their goals. The narrator discusses the problems that occurred in the story in this section. The reader is informed through complications that any difficulty or problem may be resolved by describing actual life.



2.4.3 Resolution

The narrator then instructs the reader on how to address the problem after bringing up numerous issues at the story's climax. Whether for better or worse, a compelling story will offer the reader a resolution to the issue or difficulty. The solution is often presented at the conclusion of the story, but occasionally the narrator introduces additional issues or complications after delivering the answer to the problem. In doing so, it ensures that the story continues. To put it briefly, the story ends with a settlement.

2.4.4 Re-orientation

Reorientation from the basic narrative structure is optional. As a result, the narrative text may or may not include the reorientation. The plot or the events typically come to a close at this point. Language characteristics of narrative texts include: 1) Referring to related people, objects, or things with nouns and pronouns King, princess, him, her, etc. are a few examples. 2) Using certain participants as objects with unique properties Cinderella, Aladdin, etc. are a few examples. 3) Using adjectives to describe noun phrases, such as "a gorgeous woman with pale skin," was really beneficial. 4) Sequencing events with conjunctions and chronological conjunctions. For instance, when, then, unexpectedly, etc. 5) indicating place and time with adverbs and adverbial phrases. For instance,



at home, there, and so forth (Peter, 2005). To comprehend and decipher the meaning of the narrative text, students must be familiar with the basic organization and linguistic elements of the text.

2.5 Challenges Faced by Students in Learning Reading

When reading some passages in the text, students may run into a variety of issues that make it challenging for them to comprehend the material. Language abilities, learner background, motivation, a lack of reading strategy, and the reading process were some of these variables. (Alderson, 2000).

2.5.1. Language Knowledge

Readers are expected to gain language skills; people must learn to read in another language first. The most crucial component of reading comprehension is word knowledge since the reader cannot comprehend a phrase without associating the meaning of words, such as in passages with many unfamiliar words, that make reading difficult. This clearly affects reading and comprehension, as Alderson (2000) points out that it is difficult to read because of unfamiliar words. Researchers conclude that the difficulty of knowing a language is that the reader cannot understand the sentence without assigning a meaning to the word. Some factor of causes challenges in learning reading by students followed by Westwood (2008) were:



A. Lack of grammar mastery

Grammar is a set of principles that governs the normal sequence and relationship of words in a sentence (Brown, 2001). Grammar is an education in understanding words by word or phrase by sentence, as well as a set of guidelines for readers to know what time (tenses) is in a narrative. Students who do not understand syntax are perplexed in different tenses, and as a result, the words they create do not have a clear meaning or have more than one meaning. Grammar was a method of reducing phrase uncertainty (Thornbury, 2004).

B. Limited vocabulary knowledge

The most essential component in generating meaning is vocabulary. Because the writings contain a large number of terms, namely vocabulary. Students struggled to comprehend what they were reading. Consider whether there is a significant gap between the students' understanding of word meaning and the term used in the text. Vocabulary was described by Pikulski and Templeton (2004) and Santosa and Putra (2020) as the sum of terms used and comprehended by the language user. As a result, the pupils are unable to remember the knowledge from the passage unless they have learned the vocabulary. The aim of vocabulary mastery is to improve students' linguistic competence, which is determined by the quality.

C. Lack of fluency



Some learners frequently experience these problems because they do not read well. Students who read very slowly or very quickly frequently do not understand well. Slow reading limit's cognitive ability to low-level letter and word processing rather than enabling complete focus to be dedicated to higher order ideas and concepts within the text. However, rapid reading may result in incorrect word recognition and the omission of essential information.

2.5.2. Learner's Background Knowledge

One of the domains is knowledge of the past. Which the researcher needed to determine what the reader knows that affects understanding. For example, if the reader has limited basic knowledge to read the text, he or she does not know the reader is unable to comprehend and follow the text's content. Basic knowledge is referred to as prior awareness of the student's environment, including their cultural background. Readers combine new information from the text with earlier information by drawing on prior knowledge. Moreover, if the reader does not fully understand the other cultures involved, the difference between unfamiliar cultural backgrounds and knowledge of cultural content and vocabulary can confuse the reader. In addition, incomplete knowledge of text style and text composition is a matter of reading the text. In addition, the difference between knowledge of unfamiliar cultural contexts and cultural content and knowledge of vocabulary promoted readability when reading texts, as



stated by Westwood (2008):

Lack of familiarity with the subject matter

During the first lesson, the instructor will usually offer an example from the school textbook. It is preferable to provide knowledge first through other methods such as film, poster, minilecture, and so on. As a result, many instructors who introduce theory use the school book immediately. It causes students to struggle with comprehending the teachings.

2.5.4. The Lack of Reading Strategies

Reading comprehension is also challenging due to a lack of reading strategies. Readers can successfully process the content when they develop reading techniques and skills. This reading involves an active process that successfully applies techniques to help the reader comprehend the printed material. Furthermore, readers' reading techniques influence how they perceive or comprehend activities, how they may manage reading comprehension, and what to do when reading comprehension is challenging. Learning is improved by the use of tactics, habits, problem-solving techniques, and learning skills. In conclusion, readers won't be able to get over their reading obstacles and comprehend if they don't have reading methods or don't employ them. Brown (2001) emphasized that having suitable, effective comprehension and strategies is key to improving reading comprehension. The following study



techniques are mentioned by (Brown,2001) :

- a). Read in detail to find the purpose of reading.
- b). Use different silent reading techniques for relatively rapid reading.
- c). Skim the text for main ideas,
- d). Scan the text for specific information, etc.

2.5.5 Reading process

Reading is the method by which a reader interacts with a written word. As they read, many things go through the reader's mind. When looking at the printed text, the reader deciphers it, decides what it means, how the components go together, or what they already know, and what will happen next. Speculate about, and wait for, the reading's meaning. As was already said, reading has a variety of effects on the reader. If a single reader reads the same text more than once, the same subject in different readings, the process is dynamic, variable, and looks different. According to Lau (2006) there have been some studies that have enumerated the characteristics of poor readers. For example, cites the following literature:

- a. They have poor prior knowledge and do not know how to activate it to facilitate text comprehension.
- b. They have difficulties drawing inferences to achieve an in-depth understanding of the texts.
- c. They have difficulties identifying the characteristics of texts and the generic structure of the texts.



- d. They lack meta-cognitive ability, are not aware of the problems that emerge during reading, and do not know how to monitor their reading process.

2.6 Previous Related Studies

Another study entitled "Students difficulties in comprehending narrative text at the eleventh grade of SMA Fajarmas Bawonauru by Zebua & Laiya (2022)," showed that there were five difficulties for students in comprehend narrative text, such as: (1) Difficulties understanding the meaning of text that given by teacher in the classroom, (2) Difficulties in understanding new word, (3) Difficulties in understanding the purpose of the text, (4) Difficulties in understand language feature of narrative text, (5) Difficulties in understanding grammar in narrative text. The similarities between this study and author's work used descriptive qualitative design as research design. And some aspect in findings, namely: difficulty in comprehend, lack of grammar, lack of background knowledge, lack of language feature in the line with the author's research. The differences are Zebua study used Miles and Huberman (2016) in analyzing the data and the sample were eleventh grade students at senior high school (SMA),



meanwhile the author's research used thematic analysis and the sample were tenth grade students at vocational high school (SMK).

Furthermore, a study entitled "An Analysis of Students' Reading Difficulties in Narrative Text at SMA N 1 Sukodadi by Sulih (2020)," revealed that there are some difficulties for students in reading, such as: 1). Difficulties in meaning of words, 2). Lack of interest in reading narrative text, 3). Inadequate instruction from teacher, 4). Reading process categorized in low level. The similarities between this study are used the same research design (descriptive qualitative) and data collection (interview). The differences are Sulih's study used mix method (using test and questionnaire) meanwhile the author's work used qualitative study.

Moreover, a study entitled, "The Problems Faced by Senior High School Students in Reading Narrative Text by Rizqon (2021)", showed almost of the students understands the use of narrative text is using past tense than present tense. The similarities between this study are students have difficulties in vocabulary and background knowledge. The differences are this study collect the data by survey, meanwhile the researcher used interview to collect the data.

Then, a study entitled," An Analysis of Students Difficulties in Narrative Text at Tenth-Grade Students of SMA Negeri 2 Jember by Sari (2020)," showed that the most problematic for students in reading narrative text, namely: 1). Lack of motivation about 65%, 2). Lack of reading strategy about 63,7%, 3). Lack of reading process 50%, 4). Lack



language knowledge about 40%. The differences between this study are used quantitative method, post and pre-test. Meanwhile the author's study used qualitative research. The similarities are some findings showed students still have difficulties in reading process and lack of language knowledge.

After that, a study entitled "The Analysis of Students' Pronunciation Error in Reading Narrative Text by Khuzaimah (2022)," showed that are two kinds of pronunciation error that occur in reading narrative text, namely: stressing and intonation. Because of student's mother tongue, their reading habit, and less practice in reading narrative text. The differences between this study and the author's study are the finding by Khuzaimah focused on student's pronunciation in reading narrative text, meanwhile the author's study not explained the detail about pronunciation. The similarities are the way researcher collect the data by interview.

Afterward, a study entitled "Students Reading Difficulties in Narrative Text by Sonia (2016)," showed that students need more guidance in reading and the teacher should provide any accurate and clear lesson and appropriate exercise for reading. The similarities are the research used same method (descriptive qualitative study) and used same data collection (by interview). The differences are finding on students reading strategy, half of students in SMK N 6 knows the reading strategy, such as, silent reading, skimming, scanning, and reading in detail. Meanwhile the other study student's still need to learn the reading strategy,



in order to students understands the text.

Also, study entitled, "Identifying Students' Difficulties in Reading Narrative Text at SMA Muhammadiyah 1 Palu by Rahmat (2021)," revealed that students struggled with vocabulary and narrative text organization, inappropriate reading strategies, a lack of motivation, a lack of background knowledge in reading narrative, and a poor reading process, with maintaining concentration being the most common issue. The similarities are based on the result, students still don't know about vocabulary, lack of background knowledge (identify the generic structure and characteristic of narrative text). The differences are the data collection used questionnaire to answers the student's difficulties in narrative text, while the author's research used interviews to answer the challenges that they faced.

Above that a study entitled, "The Effect of using small group discussion to increase students reading comprehension in narrative text at SMA Islam Sultan Agung Semarang by Mukhofifah (2022), showed that using small group discussion made impact for students in their reading skills, the students are be able to understands the narrative text. The similarities are the finding in line with author's research that using small group discussion make students enjoy to learn the text, and t is creatively method that students not get bored in classroom. The differences are the method that used by mukhofifah is quasi-experimental method. Meanwhile the author's study used descriptive qualitative as research



design.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents: (1) Research Design, (2) Operational Definition, (3) Participant in the Study, (4) Data Collection, (5) Data Analysis, and (6) Trustworthiness.

3.1 Research Design



The design of this research was a qualitative study. Qualitative analysis aims to give a complete picture of the question from the perspective of the person being surveyed. Qualitative research focuses on the thoughts, perceptions, opinions, or beliefs of the person being studied, but not all of them can be measured numerically. Creswell (2012) stated that qualitative research served as a tool for individuals or groups to discover and understand the implications of human social problems. The investigation process involves new issues and procedures, gather data from participants, identify the data, analyze it emotionally, and come up with common themes, interpret the data's significance and the final report's writing structure is adaptable.

A descriptive qualitative study method was applied in this research. This research focuses on specific phenomena in the school environment. The descriptive method was the method used to check the state of a group of people, things, states, thoughts, and events (Sugiyono, 2008). In descriptive qualitative research, respondents are usually groups of people who have direct knowledge of the event, situation, or experience. One or more interviews should try to answer two common questions: "What have you experienced with this phenomenon? What situations and situations often affect you? experience of the phenomenon?" (Creswell, 2013). Documents, observations, artwork, and other types of data can also be used in this study (Creswell, 2013). Through this process, researchers could build a universal meaning for an event, situation, or experience and



reach a deeper understanding of the phenomenon. The basic purpose of this approach was achieved by explaining the nature of the phenomenon. In this case, the phenomenon was the activity of learning English while reading (Creswell, 2013).

3.2 Operational Definitions

The operational definition was to describe and estimate study variables (Creswell, 2012). To avoid misunderstandings when interpreting the data, researchers provide some definitions to help readers understand this study.

Challenges are something new and difficult that requires great effort and determination.

Learning is the process of picking up new information, skills, values, attitudes, and preferences.

Reading is decoding symbols to get at meaning in a cognitive process.

Narrative text seeks to solve an issue by telling a complex story with problematic occurrences.

3.3 Research Participant



The researcher carries out the research at SMK N 6 Palembang. The school has 25 classes, including 5 X classes, 9 XI classes, and 11 XII classes. The research base is class X consisting of culinary arts students, with 29 students, including 5 male students and 24 female students. After preliminary research by the researcher, the teacher of SMK N 6 Palembang recommended the culinary arts students as a place to study because they did not score well in learning to read. The researcher performs the study in X Culinary Arts 2 (X TB 2) by using the convenience sampling method based on the teacher suggestion regarding the students reading level, the high, medium, and low scores from their English teacher. This study was conducted from October 21 until November 3, 2022, in the first semester. The study was carried out for about two weeks according to the school calendar and also took into account the teacher's schedule and the program of English lessons taught in class X culinary arts at SMK N 6 Palembang.

According to Rahi (2017), convenience sampling described the data collection process from the population that is effortlessly reachable. Along with that, the researcher focused on the challenges students face when learning narrative texts. This means that the researcher conducted an interview and an observation with the first-year culinary arts students in one of the classes at SMK N 6 Palembang depending on the class chosen by the teacher. As mentioned in the background of the study, this class was chosen because there were students with reading comprehension



problems such as a lack of vocabulary, poor pronunciation, etc.

3.4 Data Collection

In this study, interview is the main data collection method to answer the research questions about challenges in learning narrative text faced by tenth grade students at SMK N 6 Palembang. According to Holstein (2001), interviews consisted of the interviewer, who coordinated the flow of the interview and asked questions, and the interviewees, who answered these questions. In this research, the researcher conducted semi-structured interviews. Creswell (2014) stated that a semi-structured interview was a set of pre-planned questions to which the respondents provided their own original responses. To make sure that all respondents offer information on the same subject, some interviewers utilize a topic guide that serves as a checklist. The researcher will be interviewing face-to-face with about six of the 29 students. The interview will follow a guideline where the researcher will ask the students about their reading background, their knowledge of narrative text, their motivation in learning English, and the difficulties they have encountered, particularly in reading.

3.5 Data Analysis

In analyzing the data, the researcher applied thematic analysis by following the six steps of data analysis from Creswell (2014). According to Creswell (2014), thematic analysis is a systematic process for coding the data with specific statements were analyzed and categorized into themes



that represent the phenomenon of interest. The steps of thematic analysis are: Firstly, the researcher must to organize and prepare the data through transcribing interview.

Second, the researcher reading the data and type note/writing the essential information from the transcribing interview. Third, coding the data, collect the codes and categorizing and make label with a term. Fourth, the coding is come up with description of people, setting or categories for theme. Fifth, after knowing the category and gather all codes, the researcher make description in a passage to convey the outcome of analysis. And the last or sixth, the researcher made an interpretation of the results of the interview about the challenges in learning to read narrative text faced by tenth grade students.

3.6 Establishment of trustworthiness

In qualitative research, the researchers used terms such as reliability, suitability, and transferability (Creswell, 2017). According to Creswell, member checking known as validation of participant/respondents, this technique for exploring the credibility of results. In this study, the researcher used member-checking to check findings with the sample in this study to determine if findings would be accurate. To ensure the accuracy of the interview results, the researcher asked interviewees to recheck the suitability of the interview transcripts, determining whether they were complete and appropriate based on the



answers. If the answer does not agree with what they mean, it required validating the data and checking the trustworthiness of the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the following subtopics, namely: (1) findings, and (2) discussions.

4.1 Findings

In this chapter, some of the findings are presented. Based on the research findings, the tenth-grade students at SMK Negeri 6 Palembang showed challenges that they faced in learning to read narrative text. To facilitate communication between the researcher and participants, interviews were conducted in English and Indonesian. The following describes how the data were examined using thematic analysis. After analyse the data from the interviews, the researcher found that there were several challenges that students faced in learning to read narrative text. The themes and codes gained from the analysis of the data obtained from the interviews are listed in Table 4.1.

Theme	Codes
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<p>Challenges in Grammar Mastery in Reading Narrative Text</p>	<ol style="list-style-type: none"> 1. Problem in grammar mastery 2. Problem in identifying tenses that used in narrative text 3. Problem in identifying language features when reading narrative text
<p>Problem in Vocabulary Mastery and Pronunciation in Reading Narrative Text</p>	<ol style="list-style-type: none"> 1. Limited vocabulary mastery 2. Problems in pronouncing words
<p>Lack of Background Knowledge in Reading Narrative Text</p>	<ol style="list-style-type: none"> 1. Lack of knowledge of generic structure in narrative text 2. Lack of background knowledge in learning narrative text 3. Lack of knowledge of characteristics in narrative text 4. Not interested in learning reading narrative text
<p>Student's Strategy in Reading Narrative Text</p>	<ol style="list-style-type: none"> 1. Skimming reading strategy 2. Silent reading strategy



	<ol style="list-style-type: none"> 3. Scanning reading strategy 4. Reading in detail strategy
The condition of students when learning narrative text in classroom	<ol style="list-style-type: none"> 1. Students' learning activity 2. Focused group discussion 3. Teacher explaining the material on whiteboard
Student's understanding of narrative text	<ol style="list-style-type: none"> 1. Familiar with narrative text 2. Easy to comprehend the text 3. No problem with teacher's explanation

The themes and codes were gained from the data listed in Table 4.1.1, and the researcher described them in order to know challenges in learning reading narrative text faced by tenth grade students at SMK Negeri 6 Palembang. It was found that various challenges were faced by students. It was divided into six categories, such as challenges in grammar mastery, problems in vocabulary mastery and pronunciation, lack of background knowledge in reading narrative text, the student's strategy in reading narrative text, the condition of students when learning narrative text in the classroom, and the student's understanding of narrative text.

4.1.1 Challenges in Grammar Mastery in Reading Narrative Text

Grammar is a big problem when students learn to read English.



Based on the data obtained from the interview, it was found out that there were some problems for students who still lack grammar mastery, namely: (1) problem in identifying which tenses were used in narrative text, (2) problem in grammar mastery in narrative text, and (3) language feature in narrative text. As stated by some students, the initial JN said, *"I do not understand the use of grammar in narrative texts, I think narrative texts use present tense."* (Personal communication, October 21, 2022). Other students with initial NK said, *"I still lack grammar mastery, so I don't understand the use of tenses in narrative text."* (Personal communication, October 21, 2022). Student with an initial MO said, *"I am still lacking in grammar mastery. I still don't understand what tenses are used in narrative text and how to use an adverb of time."* (Personal communication, October 21, 2022).

4.1.2 Problems in Vocabulary Mastery and Pronunciation in Reading Narrative Text

Based on the data obtained by interview, it was found out that there were some problems in vocabulary mastery and pronunciation in reading narrative text from students, namely: (1) limited in vocabulary mastery, and (2) problems in pronouncing words. As stated by some students, the initial SA said, *"There are some words that I do not know the meaning of."* (Personal communication, October 21, 2022). Other students with an initial MO said, *"I still do not understand some words."* (Personal communication,



October 21, 2022). Student with initial NK said, *"I still lack vocabulary mastery, so I don't know when a new word comes."* (Personal communication, October 21, 2022). Student with initial AA said, *"I still have difficulty with vocabulary because there are some words that are familiar to me but another word is unfamiliar to me, so I don't know the meaning."* (Personal communication, October 21, 2022).

And for the pronunciation problems, the student with the initial SA said, *"I was confused when pronouncing and distinguishing between two letters like sun and son. I read them based on how the letters were written in the text."* (Personal communication, October 21, 2022). Students with an initial MO said, *"I still have difficulty reading some words."* (Personal communication, October 21, 2022). Students with initials NK said *"my pronunciation is not clear when reading the text."* (Personal communication, October 21, 2022). Students with initial AR said, *"I have difficulty spelling when reading narrative text, so sometimes when I misread it, it causes misunderstandings among my friends who hear when I read the narrative text."* (Personal communication, October 21, 2022). Students with initial AA said *"there are only a few words that are still difficult to pronounce."* (Personal communication, October 21, 2022).

4.1.3 Lack of Background Knowledge in Reading Narrative Text

Based on the data obtained from the interview, it was found that half of the students still lack background knowledge in reading narrative



text, namely: knowledge of generic structure in narrative text, background knowledge in learning narrative text, knowledge of characteristics in narrative text, and an interest in learning to read narrative text.

As stated by some students, the initial SA said, *"I don't know the characteristics of narrative text; I have difficulty identifying the structure of narrative text, such as the complexity and resolution part of the text, because I am afraid to ask the teacher for the part of narrative text that I don't know"* (personal communication, October 21, 2022). Other students with an initial MO said, *"I have difficulties in identifying generic structure in narrative text because I don't know which parts are in complication and resolution."* (Personal communication, October 21, 2022). Student with initial NK said, *"I still have difficulty identifying complications, resolutions, and re-orientations when reading narrative text, and in my opinion, learning narrative text in the classroom makes me boring."* (Personal communication, October 21, 2022). Student with initial AA said, *"I have difficulties, which paragraph tells about complications (when conflict arises of story) and resolution (solution for conflict) and I think learning narrative text is boring to me."* (Personal communication, October 21, 2022).

4.1.4 Student's Strategy in Reading Narrative Text

Based on the data obtained from the interview, it was found out that most students had their own strategy for reading narrative text, namely: (1)



skimming reading strategy; (2) silent reading strategy, (3) scanning reading strategy, and (4) reading in detail strategy. As stated by students, the initial SA said, *"The strategy that I used in reading narrative text is skimming"* (Personal communication, October 21, 2022). Other students with an initial JN said, *"I usually read the paragraph accurately to find specific information in the text."* (Personal communication, October 21, 2022). Student with initial MO said, *"When I read the text, I usually read it slowly and silently."* (Personal communication, October 21, 2022). Student with initial NK said, *"I read the text without sounding out voice."* (Personal communication, October 21, 2022). Student with initial AR said, *"I read the text from the beginning until the end of the story."* (Personal communication, October 21, 2022). Student with initials AA said, *"I read the text by understanding one paragraph at a time."* (Personal communication, October 21, 2022).

4.1.5 The condition of students when learning narrative text in the classroom

Based on the data obtained from the interview, it was found out that most students were taught by the teacher with the same teaching media and students session activities, namely: students' learning activities, focused group discussion, and teacher's explanation on whiteboard. Some of the students enjoyed how the teacher taught them and learning narrative text as described below.



As stated by students, the initial JN said, *"I like learning narrative when it comes to student-session activity or group discussion with friends, and our teacher taught us by using a whiteboard as a teaching medium and focusing on group discussion."* (Personal communication, October 21, 2022). Other students with an initial MO said, *"But I still like learning narrative text because when we have group discussion, we are free to choose a narrative story that we want to discuss, and because of that, I get some knowledge about narrative text when we have discussion sessions with my friends."* (Personal communication, October 21, 2022). Student with initial AR said, *"When I read narrative text in front of my friends and our teacher taught narrative text by using a whiteboard as a medium for explaining narrative text first, the teacher decided to make a group discussion for students."* (Personal communication, October 21, 2022).

4.1.6 The student's understanding of narrative text

Based on the data obtained from the interview, it was found that there were fewer students familiar with narrative text. Almost all of them



still lack the reading knowledge. As stated by two of the six students, they were familiar with narrative text because they liked to learn to read in English, and they still remembered from background knowledge that they learned narrative text in junior high school, namely: (1) Familiar with narrative text, (2) Easy to comprehend the text (3) No problem with the teacher's explanation.

As stated by students, the initial JN said, *"I am familiar with narrative text because I often practice and read narrative text before."* (Personal communication, October 21, 2022). Other students with initial AR said, *"I can comprehend what the text says, the teacher's explanation is not too difficult, and I usually like to read English stories."* (Personal communication, October 21, 2022).

4.2 Discussion

Based on the research finding conveyed by the researcher above, there are components that are discussed in the research finding. The components are divided into six aspects that consist of: challenges in grammar mastery, problems in vocabulary mastery and pronunciation, lack of background knowledge in reading narrative text, the student's strategy in reading narrative text, the condition of students when learning narrative text in the classroom, and the student's understanding of narrative text.

Three out of six students stated that they did not understand the grammar used in narrative text and often missed the transition from



present tense to past tense in the text. Other students mentioned that he still did not understand the use of the adverb of time. On the other hand, this finding is contrary to the study conducted by Rizqon (2021) on "The Problems Faced by Senior High School Students in Reading Narrative Text" which stated that the students agreed that a narrative text uses simple past tense. However, the result of this study showed that the students of SMK Negeri 6 Palembang still had a challenge using grammar when learning narrative text.

The students of SMK Negeri 6 Palembang still had limitations in vocabulary mastery and pronunciation. The study showed that 3 out of 6 students mentioned that they did not understand the meaning of some words or the new words that they did not know before. Other students also felt unfamiliar with some words in the text. In line with this, a study conducted by Sari et al (2020) showed that the tenth-grade students of SMA N 2 Jember, 52,3 percent of the students still had limitations in vocabulary. This shows that vocabulary still becomes big problem for EFL students as well as for EFL students who learnt about narrative text. For the pronunciation, there were 5 out 6 students who still had problems in pronunciation when reading narrative text. In line with this, the study conducted by Khuzaimah (2022) entitled "The Analysis of Students' Pronunciation Error in Reading Narrative Text" said that 9 out 12 students who still had problem in stressing, intonation, and to pronounce some words.



The next topic of discussion is background knowledge. Half of students still don't have the basic information necessary to comprehend narrative texts, including: a lack of understanding of narrative texts, their general framework, their traits, and their lack of interest in learning them. According to Jayanti (2016), 56.7 percent of the pupils indicated that they lacked the necessary prior information. This conclusion was also supported by earlier study by Sari et al. (2020), which revealed that the SMA Negeri 2 Jember pupils in the tenth grade had trouble with background information. In conclusion, we should increase students' reading proficiency in order to improve their prior understanding of English reading texts, particularly narrative texts.

The next aspect is students' strategy for reading narrative text. In this research, there were 6 of 6 students who could read narrative text based on their own strategies or ways of reading narrative text. This finding was contrary to the previous study conducted by Sonia (2016) on "Students Reading Difficulties in Narrative Text" which stated that 53 percent of students did not understand reading strategy, and other students only understood reading strategy by scanning when they read some texts. According to Ziewers (2005), the students required more direction and instruction in reading strategies so that they could learn the information from the text, infer new meaning, or come to a conclusion that is not mentioned directly in the reading.

The next aspect is the condition of students when learning narrative



text in the classroom. In this research, three of six students said that they enjoyed learning narrative text through group discussion activities. On the other hand, a study conducted by Mukhofifah & Ekaningsih (2022), revealed that small group discussion technique was a method very helpful for students learning in reading comprehension in narrative texts because students can more easily find key concepts in narrative text. Therefore, use technique small group discussion was effective to increase students' English reading comprehension of narrative text at 10th graders at SMA Islam Sultan Agung 1 Semarang in academic year 2021/2022.

The last aspect is students' understanding of narrative text. This study showed that there are 2 out of 6 students who were familiar with narrative and had background knowledge in this genre. It means students are still poor in their understanding and knowledge of narrative texts. In line with this, a study conducted by Irmawati (2021), revealed that almost of students at SMA Negeri 6 Sigi, the mistakes they made while working on the topic demonstrate the challenge. As a result, the high proportion of participants who responded incorrectly on every question of the text demonstrates the students' problems in comprehending story text. As a consequence, they did not comprehend what the text was about, and they rarely read in English, particularly in English narrative text.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions. In this chapter, all the result from findings concluded. All of the results' conclusions are presented in this part. The researcher also gave ideas that were expected to be beneficial to teachers, students, and other researchers.

5.1 Conclusions

Based on the research problems and result of this study, the researcher drew the following conclusions:

1. In learning narrative text, the students of SMK Negeri 6 Palembang had challenges with grammar mastery, a limited vocabulary, a lack of background knowledge in reading narrative text, and problems with pronunciation.
2. The students have already used some strategies for reading narrative text, namely skimming, scanning, reading in detail, and silent reading. Furthermore, the students really enjoy and like the learning activities in the group discussion sessions with the teacher.

5.2 Suggestions

Based on the conclusions described above, the researcher would



like to offer some suggestions. The researcher hopes that these suggestions will be useful, especially for English teachers, the students, and other researchers. They are as follows:

1. For the English teacher

The teacher must focus more on improving the students' grammar, vocabulary, and pronunciation while they teach reading in the classroom. Especially for teaching narrative text, teacher needs to strengthen the students' background knowledge on learning narrative text. The teacher's explanation of the material must be clear and concise when teaching grammar for narrative text, especially about past tense and past tense adverbs. Furthermore, teachers need to strengthen the explanation on structure of text, language features and characteristics on narrative text.

2. For the students

The students must focus more on improving the grammar, vocabulary, and pronunciation while they are learning to read in the classroom. Especially for narrative text, students need to be more familiar to background knowledge on learning narrative text. The students need more attention on learning tenses especially about past tense and past tense adverbs. Furthermore, students need to understand the explanation on structure of text, language features and characteristics on narrative text.

3. For the other researchers

This research can be developed by the next researchers who are



interested in doing research about the learning of narrative text. They are expected to conduct more study with the broader area.

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APPENDIX A: INSTRUMENTS

No.	Aspect s	Description	Questions
1	Learner's Language Knowledge	Student's language knowledge or their priorknowledge towards reading.	1. What are the challenges do you have in grammar when reading narrative text? 2. What are the challenges do you have in vocabulary when reading narrative text? 3. What are the challenges do you have in pronunciation when reading narrative text?



2	Learner's Background Language Knowledge	Students background knowledge in learning reading.	<p>1. What do you know about structures of narrative text?</p> <p>2. What do you know about characteristics of narrative text?</p>
3	Students' Reading Strategies	The strategy that teacher and students using in learning reading	<p>1. How do you think about the way your teacher teaches narrative text?</p> <p>2. Is your teacher explanation about narrative text enough?</p>

4	Learner's Reading Process	Student learning reading process in classroom	<p>1. What activities do you like the most when reading narrative text? Why?</p> <p>2. What are your biggest challenges in learning reading narrative text?</p>
5	Comprehension	The understanding and interpretation from students have read.	<p>1. What is your difficulty in comprehending and understanding narrative text?</p>



6	Narrative Text Structure	The students' ability to sound out words and recognizing word out of the context.	1. Is identifying orientation difficult? Why? 2. Is identifying complication difficult? Why? 3. Is identifying resolution Difficult? Why? 4. Is identifying re-orientation difficult? Why?
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APPENDIX B

INTERVIEW PROTOCOL

Introductory Protocol

Good morning or good afternoon students, let me introduce myself first. My name is Masayu Safira Aulyfannisah. Thank you for your participation/time students. The purpose of this study is to find out what are the challenges that faced by tenth grade student at SMK Negeri 6



Palembang in learning reading narrative text.

There was no right or wrong responses. I would you to be relaxed and comfortable when you answer my questions and share your feelings or opinions. Feel free during the interview, and this interview no longer than an hour. I have a few questions and please explore your answer.

Tape Recorder Instructor

When the time starts, I am going to record our interview. The aims is to make sure that I can get all the information. I will not use any identities in my papers and I promise that all of your answers will stay private.

Personality

Name:

Occupation:

APPENDIX C

VALIDATION SHEET



VALIDATION SHEET OF RESEARCH

INSTRUMENTS: QUESTION OF OPEN-ENDED INTERVIEW

Name of Expert : Ridha Ilma, M.Pd
 Institution : Uin Raden fatah Palembang
 Occupation : Lecturer
 Date : October, 1st 2022
 Title : Challenges in learning reading narrative text faced by the tenth grade students at SMK Negeri 6 Palembang.

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Absolutely Appropriateness

Direction: For each the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No.	Item	Level of appropriateness					Categorization
		1	2	3	4	5	
1.	Do you have challenges in grammatical structure when read narrative text? (apakah anda mempunyai kendala/ tantangan dalam struktur grammar ketika membaca teks naratif?)				✓		
2.	Do you have challenges in using vocabulary items when you read narrative text? (apakah anda mempunyai kendala/ tantangan ketika menggunakan kosakata dalam membaca teks naratif?)				✓		
3.	What do you know about structure of narrative text? (apa yang anda ketahui tentang				✓		

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	struktur dalam teks naratif?)					
4.	Do you know what characteristics of narrative text are? (apakah anda tahu ciri-ciri dari teks naratif?)			✓		
5	Do you have challenges related to spelling when reading narrative text? (apakah anda mempunyai kendala atau tantangan berkaitan tentang ejaan dalam membaca teks naratif?)			✓		
6.	What activities do you like the most while learning narrative text? Why? (Kegiatan apa yang anda sangat sukai ketika mempelajari teks naratif? Kenapa?)			✓		
7.	What are your biggest challenges in learning narrative text? (apa tantangan terbesarmu dalam belajar narrative teks?)			✓		
8.	What are strategies/techniques that you use in reading narrative text? (apa saja strategi atau teknik anda membaca teks naratif?)			✓		
9.	How do you think about the way your teacher teaches narrative text? (Bagaimana pendapatmu tentang cara gurumu mengajarkan teks narrative?)			✓		
10.	Does your teacher explain enough for learning narrative text? (bagaimana cara gurumu menjelaskan dalam pembelajaran teks naratif?)			✓		
11.	Do you have difficulties in comprehending and understanding in reading narrative text? (apakah anda memiliki kesulitan dalam memahami dan mengerti bacaan teks narrative?)			✓		

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12.	Is identifying orientation is difficult? Why? (apakah mengidentifikasi orientasi itu sulit? Mengapa?)				✓	
13.	Is identifying complication difficult? Why? (apakah mengidentifikasi komplikasi itu sulit? Mengapa?)				✓	
14.	Is identifying resolution difficult? Why? (apakah mengidentifikasi resolusi itu sulit? Mengapa?)				✓	
15.	Is Identifying re-orientation difficult? Why? (apakah mengidentifikasi re-orientasi itu sulit? Mengapa?)				✓	

Conclusion:

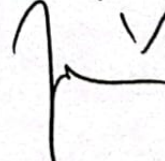
It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	✓
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

You may go to the data collection process !

Palembang, 1 Oktober
2022

Validator,



Ridha Ilma, M.Pd.

NIP. 198807132020122009




VALIDATION SHEET OF RESEARCH

INSTRUMENTS: QUESTION OF OPEN-ENDED INTERVIEW

Name of Expert : Husnaini, M.Pd
 Institution : Uin Raden fatah Palembang
 Occupation : Lecturer
 Date : October, 3rd 2022
 Title : Challenges in learning reading narrative text faced by the tenth grade students at SMK Negeri 6 Palembang.

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Absolutely Appropriateness

Direction: For each the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No.	Item	Level of appropriateness					Categorization
		1	2	3	4	5	
1.	Do you have challenges in grammatical structure when reading narrative text? (apakah anda mempunyai kendala/ tantangan dalam struktur grammar ketika membaca teks naratif?)				✓		
2.	Do you have challenges in using vocabulary items when you read narrative text? (apakah anda mempunyai kendala/ tantangan ketika menggunakan kosakata dalam membaca teks naratif?)				✓		
3.	What do you know about structure of narrative text? (apa yang anda ketahui tentang				✓		



struktur dalam teks naratif?)						
4.	Do you know what the characteristics of narrative text are? (apakah anda tahu ciri-ciri dari teks naratif?)				✓	
5	Do you have challenges related to spelling when reading narrative text? (apakah anda mempunyai kendala atau tantangan berkaitan tentang ejaan dalam membaca teks naratif?)				✓	
6.	What activities do you like the most while learning narrative text? Why? (Kegiatan apa yang anda sangat sukai ketika mempelajari teks naratif? Kenapa?)				✓	
7.	What are your biggest challenges in learning narrative text? (apa tantangan terbesarmu dalam belajar narrative teks?)				✓	
8.	What are strategies/techniques that you use in reading narrative text? (apa saja strategi atau teknik anda membaca teks naratif?)				✓	
9.	How do you think about the way your teacher teaches narrative text? (Bagaimana pendapatmu tentang cara gurumu mengajarkan teks narrative?)				✓	
10.	Does your teacher explain enough for learning narrative text? (bagaimana cara gurumu menjelaskan dalam pembelajaran teks naratif?)				✓	
11.	Do you have difficulties in comprehending and understanding in reading narrative text? (apakah anda memiliki kesulitan dalam memahami dan mengerti bacaan teks narrative?)				✓	



12.	Is identifying orientation is difficult? Why? (apakah mengidentifikasi orientasi itu sulit? Mengapa?)				✓	
13.	Is identifying complication difficult? Why? (apakah mengidentifikasi komplikasi itu sulit? Mengapa?)				✓	
14.	Is identifying resolution difficult? Why? (apakah mengidentifikasi resolusi itu sulit? Mengapa?)				✓	
15.	Is Identifying re-orientation difficult? Why? (apakah mengidentifikasi re-orientasi itu sulit? Mengapa?)				✓	

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	✓
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

Revise As Suggested!

Palembang, 3 Oktober
2022
Validator



Husnaini, M.Pd



APPENDIX D TRANSCRIPT OF INTERVIEW

Transcript of Interview

Name: Siti Aisyah

Occupation: Students

Duration: 15 minutes

Date of interview: Friday, 21st October 2022

Researcher: Assalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Researcher: First of all, allow me to introduce myself, my name is Masayu Safira Aulyfannisah, a student of UIN Raden Fatah Palembang majoring in English Education. First of all, I would like to thank you for taking your time to attend the interview today. The purpose of my research is to find out what challenges are faced by ten-grade students in reading narrative texts. I have some questions during the interview and I would like you to be able to provide answers based on your experience. Are you ready?

Interviewee: Ready.

Researcher: What are the challenges do you have in grammar when reading narrative text?

Interviewee: So far, I understand the use of grammar in narrative text. The narrative text used past tense.

Researcher: What are the challenges do you have in vocabulary when reading narrative text?

Interviewee: There are some words that I don't know the meaning of.

Researcher: What are the challenges do you have in pronunciation when reading narrative text?

Interviewee: I was confused when pronouncing and distinguishing between two word like 'son' and 'sun'. So, I read them based on how the letters were written in the text.

Researcher: What do you know about structure in narrative text?





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Interviewee: I don't understand enough about the structure of narrative text.

Researcher: What do you know about characteristics in narrative text?

Interviewee: I don't understand enough about the characteristics of narrative text.

Researcher: How do you read narrative text?

Interviewee: I don't know, I just read the text.

Researcher: How does your teacher teach narrative text?

Interviewee: My teacher teaches narrative through the whiteboard then making a group discussion.

Researcher: Is your teacher's explanation understood enough in narrative text?

Interviewee: No, there are some things that I still don't understand, however, I'm afraid to ask.

Researcher: What activity do you like while studying narrative text?

Interviewee: I think it's because I don't understand narrative text so I don't like the lesson.

Researcher: What is the biggest challenge you face when reading narrative text?

Interviewee: The reading (vocabulary) which I do not know the meaning because I do not master vocabulary.

Researcher: What are your difficulties in comprehending and understanding narrative texts?

Interviewee: My difficulty in reading text is to understand the text because narrative text has long text, so I was bored reading the text from the beginning to the end of the story and it took time for the exam to answer the questions.

Researcher: Is it difficult to identify orientation (opening) in narrative text? Why?

Interviewee: No, it isn't. As far as I know it starts from the beginning of the story.



Researcher: Is it difficult to identify complications (problems or conflicts) in narrative texts? Why?

Interviewee: Yes, because I still confused about the conflict of the problem in the story text.

Researcher: Is identifying resolution (problem solving) in narrative text difficult? Why?

Interviewee: Yes, I have a hard time finding the part of the sentence that shows the solution to the problem in the story.

Researcher: Is identifying the re-orientation (closing) in narrative text difficult? Why?

Interviewee: not really, I just know that the ending usually at the end of the story.

Researcher: I think that's enough, thank you for your time and answers.

Interviewee: Your welcome.

Researcher: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.





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Name: Junita Athalia

Occupation: Students

Duration: 15 minutes

Date of interview: Friday, 21st October 2022

Researcher: Good morning.

Interviewee: Good morning.

Researcher: First of all, allow me to introduce myself, my name is Masayu Safira Aulyfannisah, a student of UIN Raden Fatah Palembang majoring in English Education. First of all, I would like to thank you for taking your time to attend the interview today. The purpose of my research is to find out what challenges are faced by ten-grade students in reading narrative texts. I have some questions during the interview and I would like you to be able to provide answers based on your experience. Are you ready?

Interviewee: Ready.

Researcher: What are the challenges do you have in grammar when reading narrative text?

Interviewee: I don't understand the use of grammar in narrative text. I think narrative text used present tense.

Researcher: What are the challenges do you have in vocabulary when reading narrative text?

Interviewee: Vocabulary in narrative text is not too difficult for me because I often read fairy tale stories.

Researcher: What are the challenges do you have in pronunciation when reading narrative text?

Interviewee: I have no problem with pronunciation because I often practice reading narrative texts.

Researcher: What do you know about structure in narrative text?



Interviewee: The structure consists of orientation (opener), complication (peak problem), resolution (problem solving), and re-orientation (closing).

Researcher: What do you know about characteristics in narrative text?

Interviewee: It has different characters, dialogue, and detailed descriptions of setting. Narrative text also in the form of short stories, novel, or poetry. It can be real or fictional story too.

Researcher: How do you read narrative text?

Interviewee: I usually read the paragraph accurately reading each paragraph, so that I know the essence of the story.

Researcher: How does your teacher teach narrative text?

Interviewee: My teacher teaches narrative through the whiteboard then making a group discussion.

Researcher: Is your teacher's explanation understood enough in narrative text?

Interviewee: Yes, I understand what the teacher explained about the narrative text..

Researcher: What activity do you like while studying narrative text?

Interviewee: I like when it comes to the student-session activity.

Researcher: What is the biggest challenge you face when reading narrative text?

Interviewee: Grammar in narrative text that I don't understand.

Researcher: What are your difficulties in comprehending and understanding narrative texts?

Interviewee: I understand narrative texts easily.

Researcher: Is it difficult to identify orientation (opening) in narrative text? Why?



Interviewee: No, it isn't. The orientation found in the opening or the beginning of the story at the beginning of the paragraph.

Researcher: Is it difficult to identify complications (problems or conflicts) in narrative texts? Why?

Interviewee: No, it isn't. The complication located in the middle of the paragraph which identifies it when the problem of the story begins to emerge.

Researcher: Is identifying resolution (problem solving) in narrative text difficult? Why?

Interviewee: No, it isn't. The resolution found in the paragraph after the problem, there is a solution or problem solving from the conflict caused by several characters/people who play a role.

Researcher: Is identifying the re-orientation (closing) in narrative text difficult? Why?

Interviewee: No, it isn't. The re-orientation is a conclusion as well as a moral message in the story which is usually at the end of the story.

Researcher: I think that's enough, thank you for your time and answers.

Interviewee: Your welcome.





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Name: Maya Olivia

Occupation: Students

Duration: 15 minutes

Date of interview: Friday, 21st October 2022

Researcher: Assalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Researcher: First of all, allow me to introduce myself, my name is Masayu Safira Aulyfannisah, a student of UIN Raden Fatah Palembang majoring in English Education. First of all, I would like to thank you for taking your time to attend the interview today. The purpose of my research is to find out what challenges are faced by ten-grade students in reading narrative texts. I have some questions during the interview and I would like you to be able to provide answers based on your experience. Are you ready?

Interviewee: Ready.

Researcher: What are the challenges do you have in grammar when reading narrative text?

Interviewee: I am still lack of grammar mastery. I still don't understand what tenses are used in narrative texts and how to use adverbs of time.

Researcher: What are the challenges do you have in vocabulary when reading narrative text?

Interviewee: I still don't understand some words.

Researcher: What are the challenges do you have in pronunciation when reading narrative text?

Interviewee: I still have difficulty in reading some words such as, was, small, beach, lived, and had.

Researcher: What do you know about structure in narrative text?

Interviewee: The structure of the narrative text consists of orientation, complication, and resolution.





Researcher: What do you know about characteristics in narrative text?

Interviewee: There is an event or conflict in narrative text.

Researcher: How do you read narrative text?

Interviewee: I read the text without sounding it out.

Researcher: How does your teacher teach narrative text?

Interviewee: My teacher teaches narrative through the whiteboard then making a group discussion.

Researcher: Is your teacher's explanation understood enough in narrative text?

Interviewee: Yes, it is. I understand quite a lesson about narrative texts.

Researcher: What activity do you like while studying narrative text?

Interviewee: The activity I like when we are free to choose the theme or title of the narrative text related to the story we like and then read one by one in our seats.

Researcher: What is the biggest challenge you face when reading narrative text?

Interviewee: I have difficulty in reading narrative text, I can't read fluently and I still stammer.

Researcher: What are your difficulties in comprehending and understanding narrative texts?

Interviewee: Yes, I have difficulty in connecting the ideas from the previous sentence and conclude to the next paragraph.

Researcher: Is it difficult to identify orientation (opening) in narrative text? Why?

Interviewee: No, it isn't. I know the orientation is usually at the beginning of the paragraph as an introduction to the story.

Researcher: Is it difficult to identify complications (problems or conflicts) in narrative texts? Why?



Interviewee: Yes, because I am still confused in which paragraph tells about the conflict.

Researcher: Is identifying resolution (problem solving) in narrative text difficult? Why?

Interviewee: Yes, I have a hard time finding the part of the sentence that shows the solution to the problem in the story.

Researcher: Is identifying the re-orientation (closing) in narrative text difficult? Why?

Interviewee: No, the re-orientation is in the last paragraph of the story.

Researcher: I think that's enough, thank you for your time and answers.

Interviewee: Your welcome.

Researcher: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.



Name: Nayfah Kusumawati

Occupation: Students

Duration: 15 minutes

Date of interview: Friday, 21st October 2022

Researcher: Assalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Researcher: First of all, allow me to introduce myself, my name is Masayu Safira Aulyfannisah, a student of UIN Raden Fatah Palembang majoring in English Education. First of all, I would like to thank you for taking your time to attend the interview today. The purpose of my research is to find out what challenges are faced by ten-grade students in reading narrative texts. I have some questions during the interview and I would like you to be able to provide answers based on your experience. Are you ready?

Interviewee: Ready.

Researcher: What are the challenges do you have in grammar when reading narrative text?

Interviewee: I still lack of grammar mastery, so I don't understand use of tenses in narrative texts.

Researcher: What are the challenges do you have in vocabulary when reading narrative text?

Interviewee: I still lack of vocabulary mastery so I don't know some words meaning.

Researcher: What are the challenges do you have in pronunciation when reading narrative text?

Interviewee: Sometimes I read less clearly and I get bored easily when reading a text.

Researcher: What do you know about structure in narrative text?

Interviewee: Narrative text consists of four text structures such as orientation, complication, resolution, and re-orientation.

Researcher: What do you know about characteristics in narrative text?



Interviewee: It consist of stories and an event.

Researcher: How do you read the text?

Interviewee: It is silent reading.

Researcher: How does your teacher teach narrative text?

Interviewee: My teacher teaches narrative through the whiteboard then making a group discussion.

Researcher: Is your teacher's explanation understood enough in narrative text?

Interviewee: I quite understand the teacher's explanation of narrative text.

Researcher: What activity do you like while studying narrative text?

Interviewee: I don't like anything because studying narrative texts is boring in my opinion because the text is too long so there are a lot of vocabularies that I don't know.

Researcher: What is the biggest challenge you face when reading narrative text?

Interviewee: It is understanding the meaning or intent conveyed by the author in the text and the use of grammar in the text.

Researcher: What are your difficulties in comprehending and understanding narrative texts?

Interviewee: When reading the text, I was confused in determining the main idea, moral message in the story, and understanding the storyline.

Researcher: Is it difficult to identify orientation (opening) in narrative text? Why?

Interviewee: No. it isn't. Because as far as I know the orientation is in the first paragraph of the introduction to the story.

Researcher: Is it difficult to identify complications (problems or conflicts) in narrative texts? Why?



Interviewee: Yes, because I still confused about the conflict of the problem in the story text.

Researcher: Is identifying resolution (problem solving) in narrative text difficult? Why?

Interviewee: Yes, I have a hard time finding the part of the sentence that shows the solution to the problem in the story.

Researcher: Is identifying the re-orientation (closing) in narrative text difficult? Why?

Interviewee: not really, I just know that the ending usually at the end of the story.

Researcher: I think that's enough, thank you for your time and answers.

Interviewee: Your welcome.

Researcher: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.





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Name: Annisa Ramadhani

Occupation: Students

Duration: 15 minutes

Date of interview: Friday, 21st October 2022

Researcher: Assalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Researcher: First of all, allow me to introduce myself, my name is Masayu Safira Aulyfannisah, a student of UIN Raden Fatah Palembang majoring in English Education. First of all, I would like to thank you for taking your time to attend the interview today. The purpose of my research is to find out what challenges are faced by ten-grade students in reading narrative texts. I have some questions during the interview and I would like you to be able to provide answers based on your experience. Are you ready?

Interviewee: Ready.

Researcher: What are the challenges do you have in grammar when reading narrative text?

Interviewee: None. In the narrative text uses past tense, adverbs of time, noun phrases, and direct speech or direct dialogue.

Researcher: What are the challenges do you have in vocabulary when reading narrative text?

Interviewee: There is limited vocabulary that I do not understand the meaning.

Researcher: What are the challenges do you have in pronunciation when reading narrative text?

Interviewee: I have difficulty in pronouncing when reading narrative text, so sometimes when I misread it causes misunderstanding of my friends who hear when I read the narrative text.

Researcher: What do you know about structure in narrative text?



Interviewee: It consist of orientation, complications, resolution, and re-orientation.

Researcher: What do you know about characteristics in narrative text?

Interviewee: It uses clear plot from the beginning to the end of the story, contains a conflict in the event, the series of essays consist of themes, characters, settings, plots, and points of view, and has a plot of time, places, and the situation.

Researcher: How you read narrative text ?

Interviewee: I read the text from the beginning to the end of the story.

Researcher: How does your teacher teach narrative text?

Interviewee: My teacher teaches narrative through the whiteboard then making a group discussion.

Researcher: Is your teacher's explanation understood enough in narrative text?

Interviewee: Yes, I understand the narrative text lesson.

Researcher: What activity do you like while studying narrative text?

Interviewee: After the discussion, we will present the results of the text we are looking for according to the title which is free and we can choose.

Researcher: What is the biggest challenge you face when reading narrative text?

Interviewee: In my opinion, I still have problems in pronunciation when reading the text.

Researcher: What are your difficulties in comprehending and understanding narrative texts?

Interviewee: I have no problem in comprehend the text because I understands what message of text explain about.

Researcher: Is it difficult to identify orientation (opening) in narrative text? Why?

Interviewee: No, it isn't. The orientation is introduction of the characters and the setting



of the story that are in the initial opening of a story or fairy tale in a narrative text.

Researcher: Is it difficult to identify complications (problems or conflicts) in narrative texts? Why?

Interviewee: No, it isn't. The complication is a peak of the problems when occurred in characters conflict of the story.

Researcher: Is identifying resolution (problem solving) in narrative text difficult? Why?

Interviewee: No, it isn't. Resolution found in the paragraph after the conflict of the character's problem.

Researcher: Is identifying the re-orientation (closing) in narrative text difficult? Why?

Interviewee: No, it isn't. Re-orientation is the end of a story in the text.

Researcher: I think that's enough, thank you for your time and answers.

Interviewee: Your welcome.

Researcher: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.





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Name: Aurellyn Aretha

Occupation: Students

Duration: 15 minutes

Date of interview: Friday, 21st October 2022

Researcher: Assalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Researcher: First of all, allow me to introduce myself, my name is Masayu Safira Aulyfannisah, a student of UIN Raden Fatah Palembang majoring in English Education. First of all, I would like to thank you for taking your time to attend the interview today. The purpose of my research is to find out what challenges are faced by ten-grade students in reading narrative texts. I have some questions during the interview and I would like you to be able to provide answers based on your experience. Are you ready?

Interviewee: Ready.

Researcher: What are the challenges do you have in grammar when reading narrative text?

Interviewee: No, I don't have challenges in grammar. In narrative text usually used past tense and action verbs in the context.

Researcher: What are the challenges do you have in vocabulary when reading narrative text?

Interviewee: Yes, I still have difficulty in vocabulary, because there are some vocabulary words that I am familiar with and some words that are unfamiliar to me or I do not know at all.

Researcher: What are the challenges do you have in pronunciation when reading narrative text?

Interviewee: there are only a few words that are still difficult to pronounce.

Researcher: What do you know about structure in narrative text?



Interviewee: It consist of orientation, complication, resolution and re-orientation.

Researcher: What do you know about characteristics in narrative text?

Interviewee: Narrative text uses adverbs of time, shows events in the past, there are events or conversations between characters, and adjectives.

Researcher: How do you read narrative text?

Interviewee: I don't know, I just read the text like usual.

Researcher: How does your teacher teach narrative text?

Interviewee: My teacher teaches narrative through the whiteboard then making a group discussion.

Researcher: Is your teacher's explanation understood enough in narrative text?

Interviewee: I don't understand well.

Researcher: What activity do you like while studying narrative text?

Interviewee: I don't like the lesson because of that I don't understand well my teacher explanation.

Researcher: What is the biggest challenge you face when reading narrative text?

Interviewee: Understand about the text itself such as the elements of the text, its characteristics, structure, etc.

Researcher: What are your difficulties in comprehending and understanding narrative texts?

Interviewee: Yes, sometimes because the text is too long.

Researcher: Is it difficult to identify orientation (opening) in narrative text? Why?

Interviewee: No, it isn't. As far as I know it starts from the beginning of the story.



Researcher: Is it difficult to identify complications (problems or conflicts) in narrative texts?
Why?

Interviewee: Yes, because I still confused about the conflict of the problem in the story text.

Researcher: Is identifying resolution (problem solving) in narrative text difficult? Why?

Interviewee: Yes, I have a hard time finding the part of the sentence that shows the solution to the problem in the story.

Researcher: Is identifying the re-orientation (closing) in narrative text difficult? Why?

Interviewee: Yes, it is. I don't know which paragraph is tell about re-orientation.

Researcher: I think that's enough, thank you for your time and answers.

Interviewee: Your welcome.

Researcher: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Interviewee: Waalaikumsalam Warrahmatullahi Wabarokatuh.





TRANSKRIP WAWANCARA

Nama: Siti Aisyah

Pekerjaan: Siswa

Durasi: 15 Menit

Tanggal Wawancara: Jumat, 21 Oktober 2022

Peneliti: Assalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Peneliti: Pertama-tama izinkan saya memperkenalkan diri, nama saya Masayu Safira Aulyfannisah, mahasiswi UIN Raden Fatah Palembang jurusan Pendidikan Bahasa Inggris. Pertama-tama, saya ingin mengucapkan terima kasih telah meluangkan waktu Anda untuk menghadiri wawancara hari ini. Tujuan penelitian saya adalah untuk mengetahui tantangan apa yang dihadapi oleh siswa kelas sepuluh dalam membaca teks naratif. Saya memiliki beberapa pertanyaan selama wawancara dan saya ingin Anda dapat memberikan jawaban berdasarkan pengalaman Anda. Apakah kamu siap?

Narasumber: Siap.

Peneliti: Kendala apa yang kamu temui dalam grammar ketika membaca teks narrative?

Narasumber: Sejauh ini saya memahami penggunaan grammar dalam teks narrative. Teks naratif menggunakan bentuk lampau.

Peneliti: Kendala apa yang kamu miliki dalam kosakata ketika kamu membaca teks narrative?

Narasumber: Ada beberapa kata yang saya tidak tahu artinya.



Peneliti: Kendala apa yang kamu alami saat mengeja dalam membaca teks narrative?

Narasumber: Saya memiliki masalah ketika membaca kata-kata yang mengandung "o" seperti anak dan ibu.

Peneliti: Apa yang kamu ketahui tentang struktur dalam teks naratif?

Narasumber: Saya tidak tahu tentang struktur dalam teks naratif.

Peneliti: Apa yang kamu ketahui tentang ciri-ciri teks naratif?

Narasumber: Saya tidak tahu tentang ciri-ciri teks naratif.

Peneliti: Strategi atau teknik apa yang Anda gunakan dalam membaca teks naratif?

Narasumber: Teknik yang saya gunakan dalam membaca teks naratif adalah skimming.

Peneliti: Bagaimana gurumu mengajarkan teks naratif?

Narasumber: Guru saya mengajarkan narasi melalui papan tulis kemudian membuat diskusi kelompok.

Peneliti: Apakah penjelasan gurumu cukup dipahami dalam teks narrative?

Narasumber: Tidak, ada beberapa hal yang masih belum saya mengerti, namun saya ragu untuk bertanya.

Peneliti: Kegiatan apa yang kamu sukai saat mempelajari teks naratif?

Narasumber: Saya kira karena saya tidak mengerti teks naratif jadi saya tidak suka pelajarannya.

Peneliti: Apa tantangan terbesar yang kamu hadapi saat membaca teks narrative?

Narasumber: Bacaan (kosa kata) yang saya tidak tahu artinya karena saya tidak menguasai kosa kata dan teks yang panjang.

Peneliti: Apa kesulitan anda dalam mengerti dan memahami teks narrative?



Narasumber: Kesulitan saya dalam membaca teks adalah untuk memahami teks karena teks naratif memiliki teks yang panjang, jadi saya bosan membaca teks dari awal sampai akhir cerita dan butuh waktu untuk ujian untuk menjawab pertanyaan.

Peneliti: Apakah sulit untuk mengidentifikasi orientasi (pembukaan) dalam teks naratif? Mengapa?

Narasumber: Tidak, sejauh yang saya tahu orientasi itu dimulai dari awal cerita.

Peneliti: Apakah sulit untuk mengidentifikasi komplikasi (masalah atau konflik) dalam teks naratif? Mengapa?

Narasumber: Ya, karena saya masih bingung dengan konflik masalah dalam teks cerita.

Peneliti: Apakah mengidentifikasi resolusi (pemecahan masalah) dalam teks naratif sulit? Mengapa?

Narasumber: Ya, saya kesulitan menemukan bagian kalimat yang menunjukkan solusi dari masalah dalam cerita.

Peneliti: Apakah mengidentifikasi reorientasi (penutupan) dalam teks naratif sulit? Mengapa?

Narasumber: tidak juga, saya hanya tahu bahwa endingnya biasanya di akhir cerita.

Peneliti: Saya rasa cukup sekian, terima kasih atas waktu dan jawabannya.

Narasumber: Sama-sama.

Peneliti: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.





Nama: Junita Athalia

Pekerjaan: Siswa

Durasi: 15 Menit

Tanggal Wawancara: Jumat, 21 Oktober 2022

Peneliti: Selamat pagi.

Narasumber: Pagi.

Peneliti: Pertama-tama izinkan saya memperkenalkan diri, nama saya Masayu Safira Aulyfannisah, mahasiswi UIN Raden Fatah Palembang jurusan Pendidikan Bahasa Inggris. Pertama-tama, saya ingin mengucapkan terima kasih telah meluangkan waktu Anda untuk menghadiri wawancara hari ini. Tujuan penelitian saya adalah untuk mengetahui tantangan apa yang dihadapi oleh siswa kelas sepuluh dalam membaca teks naratif. Saya memiliki beberapa pertanyaan selama wawancara dan saya ingin Anda dapat memberikan jawaban berdasarkan pengalaman Anda. Apakah kamu siap?

Narasumber: Siap.

Peneliti: Kendala apa yang kamu temui dalam grammar ketika membaca teks narrative?

Narasumber: Saya tidak mengerti penggunaan tata bahasa dalam teks naratif, saya pikir teks naratif menggunakan present tense dalam teks.

Peneliti: Kendala apa yang kamu miliki dalam kosakata ketika kamu membaca teks narrative?

Narasumber: Kosa kata dalam teks naratif tidak terlalu sulit bagi saya karena saya sering membaca cerita dongeng.

Peneliti: Kendala apa yang kamu alami saat mengeja dalam membaca teks narrative?



Narasumber: Saya tidak ada masalah dengan ejaan karena saya sering berlatih membaca teks naratif.

Peneliti: Apa yang kamu ketahui tentang struktur dalam teks naratif?

Narasumber: Strukturnya terdiri dari orientasi (pembuka), komplikasi (puncak masalah), resolusi (pemecahan masalah), dan reorientasi (penutupan).

Peneliti: Strategi atau teknik apa yang Anda gunakan dalam membaca teks naratif?

Narasumber: Saya biasanya membaca paragraf dengan teliti membaca setiap paragraf, sehingga saya tahu inti ceritanya.

Peneliti: Bagaimana gurumu mengajarkan teks naratif?

Narasumber: Guru saya mengajarkan narasi melalui papan tulis kemudian membuat diskusi kelompok.

Peneliti: Apakah penjelasan gurumu cukup dipahami dalam teks narrative?

Narasumber: Ya, saya mengerti apa yang guru jelaskan tentang teks naratif.

Peneliti: Kegiatan apa yang kamu sukai saat mempelajari teks naratif?

Narasumber: Saya suka ketika datang ke kegiatan sesi siswa.

Peneliti: Apa tantangan terbesar yang kamu hadapi saat membaca teks narrative?

Narasumber: Tata bahasa dalam teks naratif yang saya tidak mengerti.

Peneliti: Apa kesulitan anda dalam memahami dan memahami teks narrative?

Narasumber: Saya memahami teks naratif dengan mudah.

Peneliti: Apakah sulit untuk mengidentifikasi orientasi (pembukaan) dalam teks naratif? Mengapa?

Narasumber: Tidak, orientasi terdapat pada pembukaan atau awal cerita pada awal paragraf.



Peneliti: Apakah sulit untuk mengidentifikasi komplikasi (masalah atau konflik) dalam teks naratif? Mengapa?

Narasumber: Tidak, komplikasi terletak di tengah paragraf yang mengidentifikasinya ketika masalah cerita mulai muncul.

Peneliti: Apakah mengidentifikasi resolusi (pemecahan masalah) dalam teks naratif sulit? Mengapa?

Narasumber: Tidak, resolusi terdapat pada paragraf setelah masalah, terdapat solusi atau pemecahan masalah dari konflik yang disebabkan oleh beberapa tokoh/orang yang berperan.

Peneliti: Apakah mengidentifikasi reorientasi (penutupan) dalam teks naratif sulit? Mengapa?

Narasumber: Tidak. Reorientasi merupakan kesimpulan sekaligus pesan moral dalam cerita yang biasanya berada di akhir cerita.

Peneliti: Saya rasa cukup sekian, terima kasih atas waktu dan jawabannya.

Narasumber: Sama-sama.





Nama: Maya Olivia

Pekerjaan: Siswa

Durasi: 15 Menit

Tanggal Wawancara: Jumat, 21 Oktober 2022

Peneliti: Assalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Peneliti: Pertama-tama izinkan saya memperkenalkan diri, nama saya Masayu Safira Aulyfannisah, mahasiswi UIN Raden Fatah Palembang jurusan Pendidikan Bahasa Inggris. Pertama-tama, saya ingin mengucapkan terima kasih telah meluangkan waktu Anda untuk menghadiri wawancara hari ini. Tujuan penelitian saya adalah untuk mengetahui tantangan apa yang dihadapi oleh siswa kelas sepuluh dalam membaca teks naratif. Saya memiliki beberapa pertanyaan selama wawancara dan saya ingin Anda dapat memberikan jawaban berdasarkan pengalaman Anda. Apakah kamu siap?

Narasumber: Siap.

Peneliti: Kendala apa yang kamu temui dalam grammar ketika membaca teks narrative?

Narasumber: Saya masih kurang menguasai grammar. Saya masih tidak mengerti tenses apa yang digunakan dalam teks naratif dan bagaimana menggunakan kata keterangan waktu.

Peneliti: Kendala apa yang kamu miliki dalam kosakata ketika kamu membaca teks narrative?

Narasumber: Ada beberapa kosa kata yang masih belum saya pahami tapi menurut saya maksudnya dengan melihat kata dalam suatu konteks/kalimat.

Peneliti: Kendala apa yang kamu alami saat mengeja dalam membaca teks narrative?



Narasumber: Saya masih kesulitan membaca beberapa kata seperti, was, small, beach, live, dan had.

Peneliti: Apa yang kamu ketahui tentang struktur dalam teks naratif?

Narasumber: Struktur teks naratif terdiri dari orientasi, komplikasi, dan resolusi.

Peneliti: Apa yang kamu ketahui tentang ciri-ciri teks naratif?

Narasumber: Ada peristiwa atau konflik dalam teks naratif.

Peneliti: Strategi atau teknik apa yang Anda gunakan dalam membaca teks naratif?

Narasumber: Saya membaca teks dalam hati terkadang lambat dalam membaca teks.

Peneliti: Bagaimana gurumu mengajarkan teks naratif?

Narasumber: Guru saya mengajarkan narasi melalui papan tulis kemudian membuat diskusi kelompok.

Peneliti: Apakah penjelasan gurumu cukup dipahami dalam teks narrative?

Narasumber: Ya, memang. Saya cukup memahami pelajaran tentang teks naratif.

Peneliti: Kegiatan apa yang kamu sukai saat mempelajari teks naratif?

Narasumber: Kegiatan yang saya sukai ketika kita bebas memilih tema atau judul teks naratif yang berkaitan dengan cerita yang kita sukai dan kemudian membaca satu per satu di tempat duduk kita.

Peneliti: Apa tantangan terbesar yang kamu hadapi saat membaca teks narrative?

Narasumber: Saya mengalami kesulitan dalam membaca teks naratif, saya tidak bisa membaca dengan lancar dan saya masih terbata-bata.

Peneliti: Apa kesulitan anda dalam memahami dan memahami teks narrative?



Narasumber: Ya, saya kesulitan menghubungkan ide-ide dari kalimat sebelumnya dan menyimpulkan ke paragraf berikutnya.

Peneliti: Apakah sulit untuk mengidentifikasi orientasi (pembukaan) dalam teks naratif? Mengapa?

Narasumber: Tidak, tidak. Saya tahu orientasi biasanya di awal paragraf sebagai pengantar cerita.

Peneliti: Apakah sulit untuk mengidentifikasi komplikasi (masalah atau konflik) dalam teks naratif? Mengapa?

Narasumber: Iya, karena saya masih bingung paragraf mana yang menceritakan konflik tersebut.

Peneliti: Apakah mengidentifikasi resolusi (pemecahan masalah) dalam teks naratif sulit? Mengapa?

Narasumber: Ya, karena saya masih bingung paragraf mana yang menceritakan penurunan masalah atau konflik,

Peneliti: Apakah mengidentifikasi reorientasi (penutupan) dalam teks naratif sulit? Mengapa?

Narasumber: Tidak, re-orientasi ada di paragraf terakhir cerita.

Peneliti: Saya rasa cukup sekian, terima kasih atas waktu dan jawabannya.

Narasumber: Sama-sama.

Peneliti: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.





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Nama: Nayfah Kusumawati

Pekerjaan: Siswa

Durasi: 15 Menit

Tanggal Wawancara: Jumat, 21 Oktober 2022

Peneliti: Assalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Peneliti: Pertama-tama izinkan saya memperkenalkan diri, nama saya Masayu Safira Aulyfannisah, mahasiswi UIN Raden Fatah Palembang jurusan Pendidikan Bahasa Inggris. Pertama-tama, saya ingin mengucapkan terima kasih telah meluangkan waktu Anda untuk menghadiri wawancara hari ini. Tujuan penelitian saya adalah untuk mengetahui tantangan apa yang dihadapi oleh siswa kelas sepuluh dalam membaca teks naratif. Saya memiliki beberapa pertanyaan selama wawancara dan saya ingin Anda dapat memberikan jawaban berdasarkan pengalaman Anda. Apakah kamu siap?

Narasumber: Siap.

Peneliti: Kendala apa yang kamu temui dalam grammar ketika membaca teks narrative?

Narasumber: Saya masih kurang menguasai grammar, jadi saya tidak mengerti penggunaan tenses dalam teks narrative.

Peneliti: Kendala apa yang kamu miliki dalam kosakata ketika kamu membaca teks narrative?

Narasumber: Saya masih kurang penguasaan kosa kata jadi saya tidak tahu beberapa arti kata.

Peneliti: Kendala apa yang kamu alami saat mengeja dalam membaca teks narrative?



Narasumber: Terkadang saya membaca dengan kurang jelas dan saya mudah bosan ketika membaca sebuah teks.

Peneliti: Apa yang kamu ketahui tentang struktur dalam teks naratif?

Narasumber: Teks naratif terdiri dari empat struktur teks yaitu orientasi, komplikasi, resolusi, dan re-orientasi.

Peneliti: Apa yang kamu ketahui tentang ciri-ciri teks naratif?

Narasumber: Terdiri dari cerita dan peristiwa.

Peneliti: Strategi atau teknik apa yang Anda gunakan dalam membaca teks naratif?

Narasumber: Itu membaca dalam hati.

Peneliti: Bagaimana gurumu mengajarkan teks naratif?

Narasumber: Guru saya mengajarkan narasi melalui papan tulis kemudian membuat diskusi kelompok.

Peneliti: Apakah penjelasan gurumu cukup dipahami dalam teks narrative?

Narasumber: Saya cukup memahami penjelasan guru tentang teks naratif.

Peneliti: Kegiatan apa yang kamu sukai saat mempelajari teks naratif?

Narasumber: Saya tidak menyukai apapun karena mempelajari teks naratif menurut saya membosankan karena teksnya terlalu panjang sehingga banyak kosakata yang tidak saya ketahui.

Peneliti: Apa tantangan terbesar yang kamu hadapi saat membaca teks narrative?

Narasumber: Memahami makna atau maksud yang disampaikan oleh penulis dalam teks dan penggunaan tata bahasa dalam teks.

Peneliti: Apa kesulitan anda dalam memahami dan memahami teks narrative?



Narasumber: Saat membaca teks, saya bingung menentukan ide pokok, pesan moral dalam cerita, dan memahami jalan cerita.

Peneliti: Apakah sulit untuk mengidentifikasi orientasi (pembukaan) dalam teks naratif? Mengapa?

Narasumber: Tidak. Karena setahu saya orientasinya ada di paragraf pertama pengantar cerita.

Peneliti: Apakah sulit untuk mengidentifikasi komplikasi (masalah atau konflik) dalam teks naratif? Mengapa?

Narasumber: Ya, memang karena saya tidak mengerti konflik atau masalah yang ditampilkan dalam cerita.

Peneliti: Apakah mengidentifikasi resolusi (pemecahan masalah) dalam teks naratif sulit? Mengapa?

Narasumber: Ya, sulit karena saya tidak tahu di mana resolusi dalam teks.

Peneliti: Apakah mengidentifikasi reorientasi (penutupan) dalam teks naratif sulit? Mengapa?

Narasumber: Ya, saya merasa sulit untuk mengidentifikasi re-orientasi karena teksnya terlalu panjang.

Peneliti: Saya rasa cukup sekian, terima kasih atas waktu dan jawabannya.

Narasumber: Sama-sama.

Peneliti: Wassalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.





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Nama: Annisa Ramadhani

Pekerjaan: Siswa

Durasi: 15 Menit

Tanggal Wawancara: Jumat, 21 Oktober 2022

Peneliti: Assalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber: Waalaikumsalam Warrahmatullahi Wabarokatuh.

Peneliti: Pertama-tama izinkan saya memperkenalkan diri, nama saya Masayu Safira Aulyfannisah, mahasiswi UIN Raden Fatah Palembang jurusan Pendidikan Bahasa Inggris. Pertama-tama, saya ingin mengucapkan terima kasih telah meluangkan waktu Anda untuk menghadiri wawancara hari ini. Tujuan penelitian saya adalah untuk mengetahui tantangan apa yang dihadapi oleh siswa kelas sepuluh dalam membaca teks naratif. Saya memiliki beberapa pertanyaan selama wawancara dan saya ingin Anda dapat memberikan jawaban berdasarkan pengalaman Anda. Apakah kamu siap?

Narasumber : Siap.

Peneliti : Kendala apa yang kamu temui dalam grammar ketika membaca teks narrative?

Narasumber : Tidak ada. Dalam narrative text menggunakan past tense, adverb of time, noun phrase, dan direct speech atau dialog langsung.

Peneliti : Kendala apa yang kamu miliki dalam kosakata ketika kamu membaca teks narrative?

Narasumber : Ada keterbatasan kosakata yang saya tidak mengerti artinya.

Peneliti : Kendala apa yang kamu alami saat mengeja dalam membaca teks narrative?



Narasumber : Saya mengalami kesulitan dalam mengeja ketika membaca teks naratif, sehingga terkadang salah membaca menyebabkan salah paham dari teman-teman saya yang mendengar ketika saya membaca teks naratif.

Peneliti : Apa yang kamu ketahui tentang struktur dalam teks naratif?

Narasumber : Terdiri dari orientasi, komplikasi, resolusi, dan re-orientasi.

Peneliti : Apa yang kamu ketahui tentang ciri-ciri teks naratif?

Narasumber : Menggunakan alur yang jelas dari awal sampai akhir cerita, mengandung konflik dalam peristiwa, rangkaian karangan terdiri atas tema, tokoh, latar, alur, dan sudut pandang, serta memiliki alur waktu, tempat, dan situasinya.

Peneliti : Strategi atau teknik apa yang Anda gunakan dalam membaca teks naratif?

Narasumber : Saya membaca teks dari awal sampai akhir cerita.

Peneliti : Bagaimana gurumu mengajarkan teks naratif?

Narasumber : Guru saya mengajarkan narasi melalui papan tulis kemudian membuat diskusi kelompok.

Peneliti : Apakah penjelasan gurumu cukup dipahami dalam teks narrative?

Narasumber : Ya, saya cukup memahami pelajaran teks naratif.

Peneliti : Kegiatan apa yang kamu sukai saat mempelajari teks naratif?

Narasumber : Setelah diskusi, kami akan mempresentasikan hasil teks yang kami cari sesuai judul yang bebas dan bisa kami pilih.

Peneliti : Apa tantangan terbesar yang kamu hadapi saat membaca teks narrative?

Narasumber : Kosakata dan pemahaman saya tentang cerita dalam teks naratif.

Peneliti : Apa kesulitan anda dalam memahami dan memahami teks narrative?



Narasumber : Menurut saya, saya kesulitan memahami materi teks naratif saat menghubungkan ide pokok dengan alur cerita, sehingga saya memahami makna pesan yang disampaikan dalam teks tersebut.

Peneliti : Apakah sulit untuk mengidentifikasi orientasi (pembukaan) dalam teks naratif? Mengapa?

Narasumber : Tidak, orientasi adalah pengenalan tokoh dan latar cerita yang ada di awal pembukaan sebuah cerita atau dongeng dalam sebuah teks naratif.

Peneliti : Apakah sulit untuk mengidentifikasi komplikasi (masalah atau konflik) dalam teks naratif? Mengapa?

Narasumber : Iya, saya tidak mudah mengidentifikasi konflik dari sebuah cerita.

Peneliti : Apakah mengidentifikasi resolusi (pemecahan masalah) dalam teks naratif sulit? Mengapa?

Narasumber : Tidak, Resolusi ditemukan dalam paragraf setelah konflik masalah karakter.

Peneliti : Apakah mengidentifikasi reorientasi (penutupan) dalam teks naratif sulit? Mengapa?

Narasumber : Tidak, Reorientasi adalah akhir dari sebuah cerita dalam teks.

Peneliti : Saya rasa cukup sekian, terima kasih atas waktu dan jawabannya.

Narasumber : Sama-sama.

Peneliti : Wassalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber : Waalaikumsalam Warrahmatullahi Wabarokatuh.





Nama : Aurelyn Aretha I.

Pekerjaan : Mahasiswa

Durasi : 15 Menit

Tanggal Wawancara : Jumat, 21 Oktober 2022

Peneliti : Assalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber : Waalaikumsalam Warrahmatullahi Wabarokatuh.

Peneliti : Pertama-tama izinkan saya memperkenalkan diri, nama saya Masayu Safira Aulyfannisah, mahasiswi UIN Raden Fatah Palembang jurusan Pendidikan Bahasa Inggris. Pertama-tama, saya ingin mengucapkan terima kasih telah meluangkan waktu Anda untuk menghadiri wawancara hari ini. Tujuan penelitian saya adalah untuk mengetahui tantangan apa yang dihadapi oleh siswa kelas sepuluh dalam membaca teks naratif. Saya memiliki beberapa pertanyaan selama wawancara dan saya ingin Anda dapat memberikan jawaban berdasarkan pengalaman Anda. Apakah kamu siap?

Narasumber : Siap.

Peneliti : Kendala apa yang kamu temui dalam grammar ketika membaca teks narrative?

Narasumber : Tidak, saya tidak memiliki tantangan dalam tata bahasa. Dalam teks naratif biasanya digunakan past tense dan verba aksi dalam konteksnya.

Peneliti : Kendala apa yang kamu miliki dalam kosakata ketika kamu membaca teks narrative?

Narasumber : Ya, saya masih kesulitan dalam perbendaharaan kata, karena ada beberapa kosakata yang saya kenal dan ada beberapa kata yang tidak saya kenal atau saya tidak tahu sama sekali.



Peneliti : Kendala apa yang kamu alami saat mengeja dalam membaca teks narrative?

Narasumber : hanya ada beberapa kata yang masih sulit untuk diucapkan.

Peneliti : Apa yang kamu ketahui tentang struktur dalam teks naratif?

Narasumber : Terdiri dari orientasi, komplikasi, resolusi dan re-orientasi.

Peneliti : Apa yang kamu ketahui tentang ciri-ciri teks naratif?

Narasumber : Narrative text menggunakan adverb of time, menunjukkan kejadian di masa lampau, ada kejadian atau percakapan antar tokoh, dan kata sifat.

Peneliti : Strategi atau teknik apa yang Anda gunakan dalam membaca teks naratif?

Narasumber : Saya membaca dengan memahami satu kalimat dalam satu waktu.

Peneliti : Bagaimana gurumu mengajarkan teks naratif?

Narasumber : Guru saya mengajarkan narasi melalui papan tulis kemudian membuat diskusi kelompok.

Peneliti : Apakah penjelasan gurumu cukup dipahami dalam teks narrative?

Narasumber : Saya kurang paham.

Peneliti : Kegiatan apa yang kamu sukai saat mempelajari teks naratif?

Narasumber : Saya tidak menyukai pelajaran karena itu saya tidak mengerti dengan baik penjelasan guru saya.

Peneliti : Apa tantangan terbesar yang kamu hadapi saat membaca teks narrative?

Narasumber : Memahami tentang teks itu sendiri seperti unsur kebahasaan teks, ciri-cirinya, strukturnya, dll.

Peneliti : Apa kesulitan anda dalam memahami dan memahami teks narrative?

Narasumber : Iya, kadang karena teksnya terlalu panjang.



Peneliti : Apakah sulit untuk mengidentifikasi orientasi (pembukaan) dalam teks naratif?
Mengapa?

Narasumber : Tidak, karena orientasinya ada di awal paragraf.

Peneliti : Apakah sulit untuk mengidentifikasi komplikasi (masalah atau konflik) dalam teks naratif? Mengapa?

Narasumber : Ya, saya tidak tahu paragraf mana yang termasuk dalam komplikasi.

Peneliti : Apakah mengidentifikasi resolusi (pemecahan masalah) dalam teks naratif sulit?
Mengapa?

Narasumber : Ya, saya tidak tahu paragraf mana yang termasuk dalam resolusi.

Peneliti : Apakah mengidentifikasi reorientasi (penutupan) dalam teks naratif sulit?
Mengapa?

Narasumber : Tidak, Reorientasi adalah pesan moral di akhir paragraf sebagai penutup cerita.

Peneliti : Saya rasa cukup sekian, terima kasih atas waktu dan jawabannya.

Narasumber : Sama-sama.

Peneliti : Wassalamualaikum Warrahmatullahi Wabarokatuh.

Narasumber : Waalaikumsalam Warrahmatullahi Wabarokatuh.



APPENDIX E
DOCUMENTATION PICTURES





Picture 1. Interview with students





Picture 2. Documentation with English teacher at SMK N 6

