

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This section is divided into two parts, namely research findings and discussion. Research findings reflect findings made by researcher working in field. Meanwhile, the discussion narrates theories from related experts find and compare it with the findings found by researcher in the field.

4.1 Research Findings

Students encounter several challenges when learning to read, particularly at the skimming stage. Skimming is used to locate the text's key concept or focal point in order to learn more about the information being conveyed in the tale. Students must follow each step in order to understand the material in this case, including reading the title, introduction, first line of each paragraph, and relevant information. However, in order to understand the core concept clearly, pupils also pay attention to informational cues. It might be claimed that the information we have read and comprehended is contained in the entire paragraph.

1. Difficulty in Finding The Main Idea

The main idea is an idea that is the core of a paragraph. The main idea is also a sentence, usually placed in the first sentence. However, the main idea can also be placed in the middle or end of the paragraph, depending on how the writer arranges it. What can be noticed is that the main idea contains the topic being discussed. However, students have difficulty finding the main idea because they do not understand what the main idea itself means.

Because they aid in the reader's comprehension of the text, main concepts are crucial for reading comprehension. Before they can recognize important ideas in phrases and brief texts, students must first grasp what a key concept is. The core concept is a claim that summarizes the author's viewpoint on the subject matter of the work. Finding the key point in a paragraph or brief selection is necessary for comprehension. The first sentence generally contains the main concept, although it

can also be located in the middle or at the conclusion of the paragraph. This can be seen from the observation answers where the researcher observes the students directly responded to the question given by the researcher, namely, "*do you know what a main idea is?*" then, the student said: "*I don't understand sis.*"(I-KI-DIF-FM)

This corpus means that the first students have difficulty understanding the main idea. Students feel they don't understand what a main idea is. The researcher asked about students' understanding of the main idea in the narrative text and students' reading first answered that he didn't understand, or didn't know what the main idea was. This is because students do not understand what the main idea is in a story, making it difficult for them to find the main idea in the narrative text.

This situation is seen when students first read the text and answer questions from researchers. The first student does not easily understand the words in the text because the story in the text is not familiar. He immediately answered the researcher's question with a sentence that he did not understand. The researcher initially asked the student's understanding of the text and how to find the main idea, and the student answered clearly that he did not understand the main idea.

This happens because the text has never been discussed in class or has been read in other books by students. Firstly, he did not understand the meaning of the text he was reading, remembering that the text being read has never been read or told by the teacher in class. The first student answered that he did not understand with an answer that confirmed that he did not understand, because the situation when he answered was in a quiet room, which made him focus more on answering the questions asked by the researcher.

Based on the results of the researcher's data on the first student above, students have difficulty finding the main idea in the story, this is because students have difficulty understanding the text in the story, making it difficult for them to find the main idea in the story.

Other data from student interviews to support the data above: *"I know, but I'm not good at finding main ideas, because they all look the same."*(I-SI₁-DIF-FM)

This corpus means that students both feel they understand the text though only a few. but he had difficulty finding the main idea because the text looked the same as the main idea. This means that students don't really understand what a main idea is, because the text that students read is in English, students feels that he only understands the text he reads, so he has difficulty understanding and finding the main idea.

It can be seen that students understand a little of the text they read based on understanding, because he had read the text in elementary school and on YouTube social media. And not only that, the second student focused on the moment read the text because the room felt quiet at that time. so that it makes him focus a little and understand the meaning of the narrative text he is reading. This situation is seen when he reads the text and answers question. but at that time the student had difficulty answering or was hesitant, because he understood a little about the main idea, but had difficulty finding the main idea because it looked the same as the beginning to the middle of the text, which made him confused about finding the main idea. The researcher initially asked students' understanding regarding the main idea and the students answered understand a little, this is because the text is read in English, the second student feels His understanding of the text was quite good even though he didn't really understand it because the text was in English. Lack of understanding of English makes students less able to understand the text, so that students do not understand the text that students read.

This happens because the text that the second student reads uses language English so that students have difficulty understanding the text they read. Students can only afford it understand some familiar vocabulary in the texts they read, and students only able to understand a little of the text he reads because of the topic of the text He had read it when he was in elementary school before, but it was difficult for students to find the main idea.

Based on the results of the researcher's data on the second student above, students have difficulty finding the main idea in the story, meanwhile the students have a little bit understand about the texts, this is because students ever hear the story, but students also have difficulty understanding the text in the story, making it difficult for them to find the main idea in the story.

Other data from student interviews to support the data above: *"I don't know sis, I've discussed it before but I always don't understand"*(I-SI₂-DIF-FM)

This corpus means that the third student feels that he does not understand what the main idea in the text is, even a little, because the text that the student reads uses language. English makes it difficult for students to find the main idea, besides not understanding the text and having difficulty finding the main idea in the text. The third student felt that he understood the text he read only a few. Students understand the text they read from their experience when reading Indonesian language books whose story is the same as the English text, but students still don't understand how to find the main idea in the text they read.

This situation was seen when he read the text and answered the researcher's questions. The researcher initially asked students' understanding of what the main idea was and the student answered that he did not understand, he knew the main idea, but did not know how to find the main idea. this matter. This is because the text read by the third student uses English, The student feels that his understanding of reading English is lacking, so that the third student did not understand the text he was reading and had difficulty finding the main idea in the narrative text.

This happened because the text that the third student read was in English so that students have difficulty understanding the text they read and have difficulty finding the main idea in the text. The student answered the researcher's question with hesitation because the student understood a little about the main idea but he had difficulty finding where the main idea was in the text. The situation when he answered was a bit noisy which made him not really focus on answering the question asked by the researcher. Students are only able to understand some familiar

vocabulary in the text being read, so that students are not able to find the main idea in the text and students are only able to understand a little of the text that he understands because he has already heard the topic of the text as happened before. From the statement above, it can be seen that students understand the text read based on his ability, because of his experience in reading texts in Indonesian. Students can understand the text because the text that students read is very familiar, but it is still difficult for students to find the main idea in the text.

Based on the results of the researcher's data on the third student above, students have difficulty finding the main idea in the story, this is because students have difficulty understanding the text in the story, making it difficult for them to find the main idea in the story.

In addition, other student interview responses to support the data above: *"understand Sis, it's usually at the beginning of the sentence, right, but sometimes it's not at the beginning of the sentence, sis, that's why I'm a little confused"*(I-SI₃-DIF-FM)

This corpus means that the fourth student feels he understands what the main idea is in the reading text, but has difficulty finding the main idea which is sometimes at the beginning of the sentence, but sometimes in the middle of the story. Students feel they can understand the text they read because they also understand a little about the main idea, but also have difficulty finding the main idea in the reading text. Researcher ask students' understanding of the main idea of the text they read and answers from students who understand a little, but have a little difficulty in finding the main idea which is sometimes at the beginning of the paragraph or in the middle of the story. This was caused by the fourth student. The person had read about the text he had read through a book he had read in elementary school. he understands the content of the text but has difficulty finding the main idea in the text.

This situation is seen when he reads the text and answers researcher questions. he easily understood the words in the story while reading it text, but he

had a little difficulty finding the main idea. He immediately answered the researcher's question without hesitation because he understood a little about the main idea, but had a little difficulty finding the main idea. Researchers initially asked regarding students' understanding regarding the main idea, and the fourth student answered without waiting for long.

This happens because reading is very often found by fourth students. In this case, the student still remembers the vocabulary in the text he has read, even the essence of the text. He first read the text that was when he was still in elementary school. Students often read texts through storybooks when they were in elementary school. From the statement above, it can be seen that students can understand the text read it but the difficulty in finding ideas causes students to be a little confused in finding the main idea. Students still understand the text because, the text read is very familiar to students. However, from the statement above, there is several students answered *'I don't understand, bro, I understand' 'a little bit, bro' and 'I understand, but it's hard to find the main idea.'* This is because the text read is in English and students lack focus when the text is read. because the situation at that time was noisy because there were many students passing by to see the fourth student. Students do not understand if the text is read in English, and students are able to understand the text because the text read is familiar to students. Text received by researchers previously heard, read and studied by students, through YouTube media, story books, textbooks, and told by teachers.

Based on the results of the researcher's data on the second student above, students have difficulty finding the main idea in the story, meanwhile the students have a little bit understand about the texts, this is because students ever hear the story, but students also have difficulty understanding the text in the story, making it difficult for them to find the main idea in the story.

The instructor created a reading test for students in class using a textbook that corresponded to this research. There are readings and quizzes in this book. Here, the class accounting teacher to open the textbook to the appropriate page. The teacher asks his students while one reads aloud and the other concentrates on his

friend. Then, the teacher asks each student in turn, at random, to identify the main point of each paragraph. Six students said that the first phrase of the paragraph, which they retained after reading the text many times, contained the main point. On the other hand, other students stated that the main topic is explained in each phrase in the paragraph.

As a result, children are unable to compose the text. They don't understand the text they read. They just think the main idea is also at the beginning, in fact it can be random, maybe at the beginning, middle or end of the text. The conclusion is that students have difficulty finding or understanding the main idea due to a lack of understanding of the main idea, students also do not understand narrative text because it is not familiar to some students, so students have difficulty understanding narrative text, and the text also uses English which makes it even more difficult for students. in finding the main idea in the text.

2. Difficulty in Drawing Conclusion

Students learn how to draw conclusions from each book we read in reading class, in addition to learning how to understand the main topic. Inference shows that to draw conclusions from textual statements, students must understand the text. In order for students to draw conclusions from the book, they must practice combining text processes with the knowledge they have. This means that textual clues will help students form hypotheses and draw conclusions about the material they have read. Then students can answer the questions. However, in reality, students have difficulty finding these conclusions in the text.

This can be seen from the observation answers where the researcher observes, the students immediately responded to the questions given by the researcher, namely, "*Do you understand how to draw conclusions in narrative text?*" then, the student said: "*I don't know, sis, because I don't understand the text either.*"(I-KI-DIF-DC)

This corpus has meaning, the first student cannot understand the text what they read and don't understand how to draw conclusions in the text, because the

students don't understand the text they read, because the text is in English. Students cannot answer the conclusions in the text they have read previously. This is because the researcher asked what understand students in the text and how they can find conclusions from the text that students read, and students do not understand and have difficulty finding conclusions, because they do not understand the text they read.

This situation is seen when students first read the text and answer the researcher's questions. The student answered without hesitation, because when he answered he looked relaxed, focused and honest, because the situation when he answered was quiet, which made him focus on answering the researcher's questions. He did not easily understand the words in the text while read the text. He immediately answered questions from researchers. Researcher Initially asking what students understand from the text they read, then whether they can draw conclusions from the text. Student answered that they didn't understand because they didn't understand the text and the students answered without waiting long.

This happened because the researcher had never read the reading text given by the researcher previously heard by students. He felt unfamiliar with the text he was reading. He cannot understand the text he is reading, and cannot find out how to draw conclusions, because it is the first time the student has read the text, so he has difficulty drawing conclusions from the text.

Based on the results of the researcher's data on the first student above, students had difficulty making conclusions, this was due to students' lack of understanding in reading narrative text, which caused students not to understand the plot of the story and made it difficult for them to make conclusions to the story.

Another student interview response to support the data above: *"It's difficult for me to draw conclusions, because I don't really understand the story."*(I-SI₁-DIF-DC)

This corpus has meaning, the second student also has difficulty in making conclusions because the student does not really understand the text he is reading.

students have difficulty finding and making conclusions because students cannot understand the text read it, because the second student could not answer what the text was about had read it before. This is because the researcher asked what what is understood about the text, and what are the conclusions of the text and how the student draws conclusions in the story, and it turns out that the second student also finds it difficult to find conclusions because he does not understand the content of the narrative story.

This situation was seen when the second student read the text with a hesitant voice, because of difficulties in reading English text, the situation at that time was calm, so it should make it easier for students to focus on understanding the narrative text, but the students actually had difficulty understanding the story text, and had difficulty in finding conclusions in the story text read. He didn't easily understand the words in the story read the text. He immediately answered the researcher's question, saying he could not find any conclusions in it. Researcher Initially ask what students understand from the text they read, students answered that they did not understand and the students answered without waiting long.

This happened because the reading text given by the researcher was no longer there the second student had heard it before, he knew it but it was vague. The second student felt less so familiar with the topic of the text being read. The second student cannot understand the text what he read, because the second student had not read much of the content previously read text via YouTube, story books, and told by previous teacher. so that these students do not really understand the content of the text and how to conclude the text they read.

Based on the results of the researcher's data on the second student above, students had difficulty making conclusions, this was due to students' lack of understanding in reading narrative text, which caused students not to understand the plot of the story and made it difficult for them to make conclusions to the story.

Another response from student interviews to support the data above: *"Yes, Sis, if I understand the text, if I don't understand the text, I can't draw conclusions."*(I-SI₂-DIF-DC)

This corpus means a third student can understand that text read because students can answer the topic of the text that has been given read it before, he understood because he had already read the narrative text, but when he read the text he had never read before, he had difficulty drawing conclusions again. This is because the researcher asked what students understand from the text that students read, and students answer that they know if they understand the text, if they don't understand the text, then they will have difficulty making conclusions in the story.

This situation is seen when the third student reads the text and Answer the question. Students are in a focused situation because the situation in the room is not very crowded with students, so the third student can focus on the reading text he is reading, but students have difficulty drawing conclusions from other texts they are reading, because the text is in English, students have difficulty understanding the text, and difficulty drawing conclusions. He didn't easily understand the word read the text. He immediately answered the researcher's question when asked, because he was focused but a little hesitant. Researcher Initially ask what students understand from the text they read, Students answered understand because students had read the text before, so students could draw conclusions from the text, but when they read another text, students actually had difficulty making conclusions because they were not familiar with the text, and students answered without waiting long.

This happens because the reading text given by the researcher has already been done students had heard before, but when shown another text the students had difficulty. Students feel familiar with the text he read. Students can only understand the text they read, but other texts they don't really understand, because they are not very familiar, because the students have heard the contents of the text previously read through the media, books story, and told by the previous teacher, so that the student understands the text he is reading, but has difficulty making conclusions in other texts that he does not understand.

Based on the results of the researcher's data on the third student above, students had difficulty making conclusions, but he can if he knows about the texts, this was due to students' lack of understanding in reading narrative text, which caused students not to understand the plot of the story and made it difficult for them to make conclusions to the story.

Another response from a student interview to support the data above: *"I understand, sis, but sometimes it's difficult for me to draw conclusions because the story is unfamiliar"*(I-SI₃-DIF-DC)

This corpus has meaning, the fourth student can understand the text read because students can answer the researcher's questions about drawing conclusions from the text they have read previously. This is because researchers ask what is understood from the text that the students read, and students understand how to draw conclusions if they understand the text they read, but sometimes they cannot draw conclusions if the text they read is not familiar to their ears.

This situation was seen when the fourth student read the text and answered the researcher's questions with full confidence that he really understood the text he read, but was a little hesitant because sometimes he had difficulty finding conclusions if the text was unfamiliar. The student's situation when answering questions from the researcher was very calm even though it was a little noisy outside, because the student was walking past the fourth student, this was because he already had an understanding of the text story. However, in this situation he was a little doubtful about the answer, because if he was given an unfamiliar text, he would have difficulty finding and making conclusions in the story. He easily understood the text word for word read the text without confusion because he already understands the text he is reading. He immediately answered the researcher's questions well. Researcher initially asks students what they understand from the text they read and how to make conclusions in the story answer understand even though it will be difficult if the text is changed and is not familiar to their ears and students answer without waiting long.

This happens because the text given by the researcher has already been done read previously by the fourth student. The fourth student felt familiar with the text they read and it is easy to make conclusions, it's just that students will have difficulty drawing conclusions if they are not familiar with the text, because the text is in English and it will make it difficult for them to make conclusions in the story. Students can understand the text they read because students have read the contents of the text they read before through YouTube media, Indonesian language story books, and told by previous teachers. From the statement above, it can be seen that students understand the text read, students are able to answer questions from researchers easily, and can draw conclusions. This is because students already familiar with the text being read, and students have already read that text read previously via YouTube media, and Indonesian language story books.

Based on the results of the researcher's data on the fourth student above, students had difficulty making conclusions, but he can if he knows about the text, this was due to students' lack of understanding in reading narrative text, which caused students not to understand the plot of the story and made it difficult for them to make conclusions to the story.

In fact, when drawing conclusions students only convey the main idea of each paragraph. On the other hand, there are students who say they combine the first and last paragraphs. Most of them feel bored first when they look at the text for too long. In fact, students' strategies are not good in understanding reading texts, making it difficult for them to find conclusions from the text. They also miss a lot of work, which affects their ability to organize each sentence or paragraph. Students have difficulty understanding reading because they do not understand the content of the text. Students do not know what techniques they use when reading texts to learn or understand its content. As a result of their weaknesses in reading comprehension, students receive low test scores.

The conclusion from the data above is that some students have difficulty in making conclusions due to a lack of understanding of the text they read, because the text is in English which makes it a little difficult for students to understand the

text they read and that is the reason why students have difficulty in making conclusions about the content of the reading, if the story is familiar it makes it easier for students to make conclusions. conclusion, but if not students will have difficulty making conclusions in the story.

3. Difficulty in Finding Specific Information

Poor focus will result in pupils not being able to comprehend the text. When pupils took a literacy exam, it may have been worse. Reading for specific information involves understanding what information, or what type of information, you are looking for, finding it, and then reading the relevant passages carefully to gain a complete and detailed understanding. This is one of the difficulties students have in reading narrative text.

This can be seen from the interview answers where the researcher asked students about narrative texts and students directly responded to the question given by the researcher, namely, *"did you find it easy to find information in the narrative text?"* then, the student said: *"no sis, it's very difficult because I don't know the meaning of the text"*(I-KI-DIF-SI)

This corpus has the meaning, the first student cannot find information in the narrative text, this is because the student does not understand the content of the story text in English. This is also due to researchers ask what students understand about the text they read. And students answered that he didn't understand how to find information because he didn't understand the text he was reading. because the text is in English, and that makes it difficult to find specific information from the text. The student initially looked enthusiastic when reading the text, but when the researcher asked what information he had obtained, the student was a little confused and answered that he did not understand because he did not understand the meaning of the text.

This situation can be seen when he reads the text and answering questions from researchers with a little confusion, he answered a little stammering because

he didn't know what information he could capture in the text, because he didn't really understand the text he was reading. the situation when he read and answered questions from the researcher was quiet, the room was not crowded, so he should have answered with focus, but due to limitations in the student's understanding of the text he read, it made him a little confused in answering questions from the researcher and had difficulty finding specific information. in the narrative text, he could not easily understand understanding in the text and directly answering the researcher's questions. This matter occurs because researchers ask about what students understand in finding specific information in the story, and students answered about the contents of the text they read, and students had difficulty finding specific information in the story, students explained that they did not understand the text, so they had difficulty answering questions and finding information in the text.

This happened because the researcher had not yet provided the reading text had been heard before by the first student. He didn't feel very familiar with the content of the text he reads. He cannot understand the text he is reading, because it is the first time the student has heard the content of the text he is reading, so it is natural that the student has difficulty finding specific information in the story because the student does not really understand the content of the text, because he is not very familiar with the content of the text.

Based on the results of the researcher's data on the first student above, students have difficulty finding specific information in the story, this is because students do not fully understand the meaning stored in the text, because the story text is in a foreign language, causing students to have difficulty finding specific information. in the narrative story.

Other data from student interviews to support the data above: *"I can, but I found little because I didn't understand all the text"*(I-SI₁-DIF-SI)

This corpus means that the second students can find little information in the narrative text, this is because the students understand little about the content of the story text in English. This also causes researchers to ask what students understand

about the texts they read. And students answered that they understood little about how to find information because they understood little about the text they read. because the text is in English, so it is a bit difficult to find specific information from the text. The student initially looked enthusiastic when reading the text, because he already understood a little about the text, but when the researcher asked what information he had obtained, the student was a little confused and answered that he understood a little because he understood little about the meaning of the text.

This situation is seen when he reads the text and answers the researcher's questions with confidence that he can find information from the text, he answers with a little confidence and a little doubt because he doesn't really know what information he can capture in the text, because he doesn't really understand it. the text. reading. When reading and answering questions from researchers in a calm state, the room was not crowded, so students focused on answering, but because of the students' limited understanding of the text they read, it made them a little confused in answering the situation. questions from researchers and difficulty finding specific information. in narrative texts, he cannot easily understand the text and directly answer the researcher's questions. This happened because the researcher asked about what students understood in finding specific information in the story, and students answered about the content of the text they read, and students had difficulty finding specific information in the story, explaining that they did not understand the text. so they have difficulty answering questions and finding information in the text.

This happened because the researcher had not provided a reading text that the first student had heard before. He felt that he did not really understand the content of the text he was reading. He cannot understand the text he is reading, because it is the first time the student has heard the content of the text he is reading, so it is natural that the student has difficulty finding specific information in the story because the student does not understand it. the contents of the text, because he doesn't really understand the contents of the text.

Based on the results of the researcher's data on the second student above, students have difficulty finding specific information in the story, this is because students do not fully understand the meaning stored in the text, because the story text is in a foreign language, causing students to have difficulty finding specific information. in the narrative story.

Other data from student interviews to support the data above: *"I don't know, sis, because I don't know the text of this story"*(I-SI₂-DIF-SI)

This corpus has meaning, the third student also could not find information in the narrative text, this was because the students did not understand the content of the story text in English. This is also because researchers ask what students understand about the text they read. And students answered that they did not understand how to find information because they did not understand the text they were reading. because the text is in English, it is difficult to find specific information from the text. The student did not look very enthusiastic when reading the text, but when the researcher asked what information he had obtained, the student was a little confused and answered that he did not understand because he did not understand the meaning of the text.

This situation was seen when he read the text and answered the researcher's questions with a little confusion, he answered a little stammering because he didn't know what information he could capture in the text, because he didn't understand the text. read. The situation when reading and answering questions from researchers was a bit noisy, there were lots of students in the room, making it difficult for students to focus in answering questions from researchers who were supposed to answer in focus, but because of students' limited understanding of the text they were reading, they were a little confused in answering. questions from researchers and difficulty finding specific information. in narrative texts, he cannot easily understand the understanding in the text and directly answer the researcher's questions. This happened because the researcher asked about what students understood in finding specific information in the story, and students answered about the content of the text they read, and students had difficulty finding specific

information in the story, students explained that they did not understand the text. so they have difficulty answering questions and finding information in the text.

This happened because the researcher had not provided a reading text that the first student had heard before. He felt that he did not really understand the content of the text he was reading. He cannot understand the text he is reading, because it is the first time the student has heard the content of the text he is reading, so it is normal for students to have difficulty finding specific information in the story because the student does not understand it. the contents of the text, because he did not really understand the contents of the text.

Based on the results of the researcher's data on the third student above, students have difficulty finding specific information in the story, this is because students do not fully understand the meaning stored in the text, because the story text is in a foreign language, causing students to have difficulty finding specific information. in the narrative story.

Other data from student interviews to support the data above: *"I know sis, because I know the text of this story, otherwise I wouldn't know either"*(I-SI₃-DIF-SI)

This corpus means that the fourth student can find some information in the narrative text, this is because the students understand a little about the content of the story text in English. This also causes researchers to ask what students understand about the text they read. And students answered that they did not understand how to find information because they understood little about the text they were reading. because the text is in English, it is quite difficult to find specific information from the text. However, because students are familiar with the text, students can find the information in it. The student initially looked enthusiastic when reading the text, because he already understood a little about the text, but when the researcher asked what information he had obtained, the student was not a little confused and answered that he already understood a little because he understood a little. text. the meaning of the text.

This situation can be seen when he reads the text and answers the researcher's questions with confidence that he can find information from the text, he answers with a little confidence and a little doubt because he doesn't really know what information he can capture in the text. , because he didn't really understand it. text. read. When reading and answering the researcher's questions in a calm state, the room was not crowded so students focused on answering, however, due to students' limited understanding of the text they read, they were a little confused in answering the situation. questions from researchers and difficulty finding specific information. in narrative texts, he cannot easily understand the text and directly answer the researcher's questions. This happened because the researcher asked about what students understood in finding specific information in the story, and students answered about the content of the text they read, and students had difficulty finding specific information in the story, explaining that they did not understand the text. so they have difficulty answering questions and finding information in the text.

This happened because the researcher had not provided a reading text that the first student had heard before. He felt that he did not really understand the content of the text he was reading. He cannot understand the text he is reading, because it is the first time the student has heard the content of the text he is reading, so it is normal for students to have difficulty finding specific information in the story because the student does not understand it. the contents of the text, because he did not really understand the contents of the text.

Based on the results of the researcher's data on the fourth student above, students have difficulty finding specific information in the story, this is because students do not fully understand the meaning stored in the text, because the story text is in a foreign language, causing students to have difficulty finding specific information. in the narrative story.

The conclusion from the four students was that some students who did not understand the text had difficulty finding specific information in the story.

4. Difficulty in Vocabulary

Vocabulary is what is always used every day. And learning vocabulary is the main asset for someone to be able to compose or create new sentences and also helps master other areas. Before acquiring language abilities, one must first grasp some fundamental language concepts. Vocabulary is English. A list of vocabulary terms for a given language or a list of words that a particular speaker may be familiar with are both examples of vocabulary. In the area of reading comprehension, vocabulary is crucial. Because if someone doesn't know the definition of a word, there may be misconceptions when drawing inferences. As a result, in order to complete tasks more quickly, students must acquire and retain more language. When it comes to vocabulary, it's important to take into account not just the word's meaning but also how it is pronounced when reading aloud since if what is said properly, the interpretation that is gained could not be what was intended.

This can be seen from the observation answers where the researcher observes the students directly respond to the question given by the researcher, namely, *“what are the main difficulties you have in understanding this narrative text?”* then, the student said: *“unfamiliar vocabulary, sis”*(I-KI-DIF-VY)

This corpus means that the first student felt that he did not understand the text because he thought the English vocabulary was unfamiliar. The first student felt that he could not understand the reading text because the vocabulary was not very familiar because he did not understand the English vocabulary. The researcher asked about students' understanding of the difficulty of the text they read and the students' first answered that the difficulty was only in vocabulary that he was not very familiar with. This is because students first only know some familiar vocabulary, while less familiar vocabulary makes them not understand the reading texts they read, as well as the reading texts given by researchers through their teachers, media, television, and story books.

This situation is seen when students first read the text and answered the researcher's question about what difficulties he generally faced in understanding the narrative text. the situation when the student answered this, in a cheerful

atmosphere because there were several people who greeted him, although he was not very focused, but the student understood what he had to answer to the researcher, the first student easily understood the word while reading the text. He immediately answered the researcher's questions. The researcher initially asked students' understanding, and asked the first student what their difficulties were in reading English texts and the students answered without a long wait.

This happens because the reading text has been read very often by students. First, he said unfamiliar vocabulary which made it very difficult for him to understand the text. He first heard the text when he was in elementary school. He understands when the text is in Indonesian, but when it is in English he is confused and does not understand the meaning of the text because of his lack of vocabulary and unfamiliarity with the vocabulary in English.

Based on the results of the researcher's data on the first student above, the student's difficulty in understanding narrative text is due to the student's lack of vocabulary in English. Unfamiliar language makes students tend to complain and get bored quickly when reading English texts.

Other data from student interviews to support the data above: *"what makes me sometimes don't understand when reading English texts, because I don't understand the language and I also lack vocabulary in English and also the pronunciation is difficult"*(I-SI₁-DIF-VY)

This corpus means that the second student feels that he does not understand the text because according to him his English vocabulary is lacking, and the language in the text is difficult because it is in a foreign language. The second student felt that he did not understand the reading text because his understanding and vocabulary were lacking, due to his lack of understanding of English. The researcher asked about the student's understanding of the difficulty of the text he was reading and the student first answered that the difficulty was only in the vocabulary he did not master. This is because students initially only know a few vocabulary words, while unfamiliar vocabulary means they do not understand the

reading texts they read, as well as the reading texts given by researchers through their teachers, the media, television, and story books.

This situation was seen when the student first read the text and answered the researcher's questions about what difficulties he generally faced in understanding narrative texts. The situation when the student answered this was in a less enthusiastic atmosphere because he was a little confused in answering the questions asked by the researcher. Even though he was not very focused, the student understood what he had to answer to the researcher, the second student easily understood the words while reading the text. He immediately answered the researcher's questions. The researcher initially asked the students' understanding, and asked the second students what their difficulties were in reading English texts and the students answered without waiting long.

This happens because the reading text has been read very often by students. First, he deploys a foreign language that makes it very difficult to understand the text. He first heard the text when he was in elementary school. He understands when the text is in Indonesian, but when it is in English he is confused and does not understand the meaning of the text because he lacks vocabulary and is not used to English vocabulary. Because it is difficult to speak English and because it is not his language, he does not understand the meanings in the narrative text.

Based on the results of the researcher's data on the second student above, the student's difficulty in understanding narrative text is due to the student's lack of vocabulary in English. Unfamiliar language makes students tend to complain and get bored quickly when reading English texts.

Other data from student interviews supports the data above: *"Because it's not my language, I don't understand the content of the reading, plus we lack vocabulary"*(I-SI₂-DIF-VY)

This corpus means that the third student feels that he does not understand the text because according to him it is not his native language and he has deficiencies in understanding English, and the language in the text is difficult

because it uses a foreign language. The third student felt that he did not understand the reading text because of his lack of understanding and vocabulary, due to his lack of understanding of English. The researcher asked about the student's understanding of the difficulty of the text he was reading and the student first answered that his difficulty was only in vocabulary that he did not master, then he answered that it was not his language. This is because students initially only know a little vocabulary, while foreign vocabulary means they do not understand the reading texts they read, as well as the reading texts given by researchers through their teachers, the media. television, and story books.

This situation was seen when the student first read the text and answered the researcher's questions about what difficulties he generally faced in understanding narrative texts. The condition of the student answered this in an enthusiastic atmosphere because he did understand a little vocabulary in English and he had difficulty answering the questions asked by the researcher. even though they were not very focused, the students understood what they had to answer to the researcher, the third student easily understood the words when reading the text. He immediately answered the researcher's questions. The researcher initially asked the students' understanding, and asked the third student what their difficulties were in reading English texts and the students answered without waiting long.

This happens because the reading text has not been read too often by students. Firstly, he uses a foreign language which makes it very difficult to understand the text. He first heard the text when he was in elementary school. He understands when the text is in Indonesian, but when it is in English he is confused and does not understand the meaning of the text because he lacks vocabulary and is not used to English vocabulary. because it was difficult to speak English and because it was not his language, he did not understand the meaning of the narrative text.

Based on the results of the researcher's data on the third student above, the student's difficulty in understanding narrative text is due to the student's lack of

vocabulary in English. Unfamiliar language makes students tend to complain and get bored quickly when reading English texts.

Other data from student interviews supports the data above: "*a lot of vocabulary is difficult, sis*"(I-SI₃-DIF-VY)

This corpus means that the fourth student feels that he does not understand the text because according to him there is a lot of language and vocabulary that he does not understand and his understanding of English is poor, and the language in the text is difficult because it uses a foreign language. The fourth student felt that he did not understand the reading text due to a lack of comprehension and vocabulary, due to a lack of understanding of English. The researcher asked about the student's understanding of the difficulty of the text he was reading and the student first answered that his difficulty was only in the vocabulary he did not master, then he answered that there were many difficult words in the text, not the language. This is because students initially only know a little understanding, while unfamiliar understanding means they do not understand the reading text they read, as well as the reading text given by the researcher through their teacher, the media, television, and story books.

This situation was seen when the student first read the text and answered the researcher's questions about what difficulties he generally faced in understanding narrative texts. The condition of the student answered this in an enthusiastic atmosphere because he understood a little vocabulary in English and he did not have too much difficulty answering the questions asked by the researcher. even though they lack focus, the students understand what the researcher has to answer, the fourth student easily understands the words when reading the text. He immediately answered the researcher's questions. The researcher initially asked the students' understanding, and asked the fourth student what their difficulties were in reading English texts and the students answered without waiting long.

This happens because students have not read the text too often. Firstly, it uses a foreign language so it is very difficult to understand the text. He first heard

the text when he was in elementary school. He understands if the text is in Indonesian or English, but if it is in English he is a little confused and doesn't understand the meaning of the text because he lacks vocabulary and is not used to English vocabulary. because it was difficult for him to speak English and because it was not his language, he did not understand the meaning of the narrative text.

It might be said that kids' vocabulary levels are still poor. To become proficient, kids must practice speaking frequently, memorization, and spelling. Researcher have noted that students' worksheets made it challenging for them to locate synonyms or antonyms. The teacher invites each student to read a passage aloud in front of the class during reading class. The instructor creates two pieces of paper with text that is multilingual in Indonesian and English. Each student approaches the teacher's class and requests to read a manuscript containing arbitrary paragraphs. Some kids have trouble spelling English numerals, while others read numbers in Indonesian. This demonstrates how kids' ability to grasp reading comprehension is impacted by vocabulary. And the teacher should pay more attention to student vocabulary so that students are accustomed to using English vocabulary in everyday.

Based on the results of the researcher's data on the fourth student above, the student's difficulty in understanding narrative text is due to the student's lack of vocabulary in English. Unfamiliar language makes students tend to complain and get bored quickly when reading English texts.

The conclusion of the four students was that the lack of English vocabulary caused students to have difficulty understanding narrative reading texts, and because it was not their language that made them unfamiliar with the English vocabulary in the text.

4.2 Discussion

Vocabulary is the most significant barrier to reading comprehension, according to research findings on the challenges of comprehending narrative material and its scanning. In addition to reading, learning also involves listening, speaking, and

writing processes, and vocabulary is fundamental information in all of them. Students studying vocabulary learn how to spell words with Good in addition to their definitions. According to Lopez and Campoverde (2018), a person's reading comprehension suffers when they are unable to fully comprehend the meaning of a word, sentence, or section. This demonstrates how the research is connected to earlier studies. By itself, vocabulary aids pupils in finding information in detailed texts.

Meanwhile, based on research (Sri Mardhani et al., n.d.) states that Reading comprehension consists of two parts: decoding ability which means how students get information from what they have read, which is often activated by reading ability, and linguistic ability. Several challenges in determining causes of reading comprehension deficits in children, for example, can be traced back to vocabulary knowledge. But on the other hand, difficulties in reading comprehension problems can appear as a result of poor understanding of words, bad language understanding, or both. This prediction is supported by research. In this case we know that the two theories are almost the same and this also happened to me in this study. I found that students' low vocabulary minimized their thinking and making they are confused about the text. It makes them answer randomly or guess.

Another difficulty in reading comprehension is worrying about getting details information in narrative reading text. As in getting the main idea in paragraphs, conclusion whole text, etc. Sometimes in obtaining information consists of what, where, when, why, and how of the text. Actually students only make lines or write keywords from the text but they don't do that. They only call others to ask information or teacher. Unfortunately, many students are not interested or lacking motivation in class while reading. They get bored easily when looking at long texts, and that's it makes them lazy and less motivated. The teacher should prepare the media creatively and interestingly. (Torppa et al., 2020) their theory states that narrative texts are read difficulties do not always occur and are not always related to learning motivation, according to findings. Only reading-related learning motivation is associated with a single reading fluency problem, while reading

comprehension problems are associated with worse task-focused behavior or other subjects. For another theory of (Septia et al., 2022), he conveyed about how to increase student motivation in learning reading narrative text comprehension through extensive reading in this case the researcher makes creative media in the teaching and learning process. Actually both theories tell about the influence of motivation in classroom reading narrative texts. How motivation affects them thinking and behavior. But the difference in the two theories is what the first theory tell about differences in difficulty in reading comprehension and reading fluency, however. The second theory tell about how to motivate students to understand narrative reading texts.

The research findings concern students' difficulties in understanding narrative text reading, including the learning process of reading comprehension and difficulties encountered when using reading comprehension techniques such as scanning.

As is customary, the learning process begins with preparation, which includes media and material preparation. Teachers first explain the topic in the learning activities before giving directions. Following that, the instructor created a test for each student to read a narrative text. The instructor will present a summary of what they learnt that day and the justifications for why they should continue studying it at the finish of the class (conclusion and evaluation). According to studies (Sinaga, 2003), he claimed that secondary level pupils benefit from diligent reading preparation during the learning process. Let students respond more readily to the information presented during the introductory exercises, which included greetings, attendance monitoring, and explanations of reading strategies. On the other hand, according to study (Sri Mardhani et al., n.d.), reading comprehension involves two steps: reading properties and schematics. Natural reading is defined as bottom-up decoding whereas schema is the science that describes thought and behavior patterns in detail, including how to learn to read by mapping.

Based on the two theories stated above, there are similarities and the differences explained by the theory with respect to the findings obtained researcher when

conducting research. In this study, there are similarities with the theory first steps in the learning process of reading comprehension. Here, teacher not forgetting to teach them about reading with his own method almost the same like a schematic but he made it with pictures and underlined text.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN