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READING COMPREHENSION ERROR OF NARRATIVE TEXT AT 8TH GRADE STUDENTS OF *MTs NURUL ULUM CIPARAY* *KABUPATEN MAJALENGKA* (Qualitative Research)

A THESIS

Submitted to English Education Department of *Tarbiyah* and Teaching Science Faculty of *IAIN Syekh Nurjati Cirebon* in Partial Fulfillment of the Requirements of Undergraduate Degree in English Education (S.Pd.I)



By :

FITRI NURLAILASARI
Reg. Number. 1410130249

**FACULTY OF *TARBIYAH* AND TEACHING SCIENCE *SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES
CIREBON
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RATIFICATION

The thesis which is entitled **"READING COMPREHENSION ERRORS OF NARRATIVE TEXT AT 8TH GRADE STUDENTS OF MTs NURUL ULUM CIPARAY KABUPATEN MAJALENGKA (Qualitative Research)"** written by Fitri Nurlailasari, with registered number **1410130249**, has been examined on July 17th 2014. It has been recognized as one of requirements for Undergraduate Degree in English Education Department of The Faculty of *Tarbiyah* and Teaching Science Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

	Date	Signature
Chairman of English Education Department <u>Dr. Muslihudin, M. Ag</u> NIP. 19700116 200312 1 001	12 - 08 - 2014	
Secretary of English Education Department <u>Sumadi, SS, M. Hum</u> NIP. 19701005 200003 1 002	12 - 08 - 2014	
Examiner I <u>Dr. Ilman Nafi'a, M. Ag</u> NIP. 19721220 199803 1 004	07 - 08 - 2014	
Examiner II <u>Nur Antoni, E.T, SS, M.Hum</u> NIP. 19720717 200912 1 001	07 - 08 - 2014	
Supervisor I <u>Dr. Hj. Huriyah Saleh, M. Pd</u> NIP. 19610112 198903 2 005	07 - 08 - 2014	
Supervisor II <u>Mustopa, M. Ag</u> NIP. 19660815200501 1 003	11 - 08 - 2014	

Acknowledged by
The Dean of Faculty of *Tarbiyah* and Teaching Science
Syekh Nurjati Cirebon



Saefudin Zuhri, M. Ag
NIP. 19710302 199803 1 002



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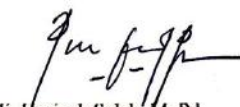
After guiding, analyzing, briefing, and correcting, to the writing of Fitri Nurlailasari with the registered number 1410130249 entitled **"READING COMPREHENSION ERRORS OF NARRATIVE TEXT AT 8TH GRADE STUDENTS OF MTs NURUL ULUM CIPARAY KABUPATEN MAJALENGKA (Qualitative Research)"** We have opinion that her thesis can be offered to be presented to the English Education Department of *Tarbiyah* and Teaching Science Faculty of IAIN Syekh Nurjati Cirebon.


Wassalamu'alaikum Wr. Wb

Cirebon, July 2014

First Supervisor,

Second Supervisor


Dr. Hj. Muriyah Saleh, M. Pd
NIP. 19610112 198903 2 005


Mustopa, M. Ag
NIP. 19660815200501 1 003



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AUTOBIOGRAPHY

The writer's name is Fitri Nurlailasari. She is an only daughter. She was born on March 16th 1992 in Cirebon. But she lives in Majalengka in Desa Ciparay RT/RW 04/04, Kecamatan Leuwimunding, Kabupaten Majalengka – Jawa Barat.

Her father's name is Drs. H. Suhardi, her mother's name is Kursilawati

The educational background of the writer, are:

1. SDN 1 Walahar (1998 – 2004)
2. SMPN 1 Leuwimunding (2004 – 2007)
3. MAN Rajagaluh (2007 – 2010)



ABSTRACT

Fitri Nurlailasari. 1410130249: “Reading Comprehension Errors of Narrative Text at 8th Grade Students of *MTs Nurul Ulum Ciparay Majalengka* (Qualitative Research)”

Reading is part of language skills that must be mastered by the students especially in level Junior High School. While reading comprehension is students' way to get knowledge from the written texts, cause the students can grasp more knowledge in written text, and also the information in written text is more easy to be remembered. In fact, reading comprehension is not easy, especially when students are asked to comprehend English narrative texts. Whereas narrative is one of difficult texts for students in Junior High School, so the students often make reading comprehension errors.

Significantly, this research is aimed to find out kinds of reading comprehension errors. This research is made to find out the causes of reading comprehension errors too. Moreover, the handle from teacher to overcome students' error and the causes of error is needed to look for here.

To take the data, the writer applied descriptive-qualitative method. Descriptive-qualitative method is a method that explain the phenomenon in the field clearly. In addition, the data is presented through pie chart and description. It is aimed in order that the reader can understand easier about the result of the research. In addition, the writer used observation, interview and questionnaire to collect the data of this research. The writer used observation to find out the teacher's strategies to overcome reading comprehension error and find out kinds of reading comprehension errors. Also, the interview was used to find out the other strategies and function of the strategies that was used by teacher, while questionnaire was used to find out the causes of students' reading comprehension errors.

The writer analysed the data by classifying the data that had been collected by some techniques of collecting data. After the writer classified the data, the writer describe and interpret the data. Also, the writer find out the theories to support the data that had been collected and written it to support research finding.

From the data that had been taken from field, there are two kinds of error, and 69% students made reading comprehension error in inferential comprehension questions. In addition, there are 8 causes of reading comprehension errors. The result is, there are 73% students who difficult to recall the information. Besides, 85% students get difficulty in fluency and there are 69% students difficult to process the information. Relating to the phenomenon, the teacher have had strategies to overcome the phenomenon, such as, brainstorming, translating the texts directly, finding the difficult words, asking the students to discuss with their partner and making group.

Keywords: Reading comprehension error, narrative texts, causes of reading comprehension errors, teacher's strategies



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CHAPTER I INTRODUCTION

1.1. The Background of The Problem

In learning a language, errors are something normal, because errors show progress. Usually, the students make errors when they learn grammar, speaking and comprehension. In this section, the writer will analyse students' errors in reading comprehension. Errors in reading comprehension will produce misunderstanding in reading comprehension. This happens at MTs Nurul Ulum Ciparay, Majalengka.

The students of 8th grade often make errors when they learn reading comprehension. Some errors are, they often make error interpretation in deciding main idea. They seem confused to determine main idea after they have read the text. Finally, they make error in deciding main idea. Even, they are afraid of determining the main idea, because they do not want their decision to be wrong.

In addition, the students often make error in answering the questions. They often make errors when they answer the question about cause-effect of the events in the text. The important thing, the students often make errors in multiple choice and essay questions.

Other phenomena, just like the students are confused with verb changing that present in narrative text. They are confused to find meaning of verbs. They are only able to find meaning in verb one, such as verb that is used in descriptive and procedure text. The last, students are sometimes lazy to read the narrative text, and comprehend the content of text. Generally, narrative text has long story, unlike descriptive and procedure text that have short story.

Concerning to the phenomena, the writer decides to find out the causes of errors in their reading comprehension. Error analysis is done by teachers to know students' progress in a language learning. When teachers have found the students' errors, they can give correction directly, so students can know their mistakes and can improve it as teachers' correction. The teachers also can plan the appropriate strategies to overcome students' error in reading comprehension.

Concerning to the phenomenon, the writer made the comprehension questions then the questions are discussed with the teacher. The writer's aim is to know the students ability in reading comprehension. Lichtenberger et al. stated, they believe that understanding test performance by studying students' incorrect responses is a profitable method of helping

students' progress, and that efforts to objectify and substantiate the value of various error analysis methods should be intensified (Lichtenberger, 2005: 150). In addition, error analysis is the method that is very useful for teachers. By using analysis, teachers can identify everything that cause error in reading comprehension. Error analysis can become teachers' ways to assess students' progress in reading comprehension.

Error is something normal that is made by students in learning second language or foreign language. Usually, students make error when they try to learn in producing language such as speaking, oral reading and so on. Another shortcoming in error analysis is an overemphasis on production data (Brown, 2007: 259). Production data is easy enough to be analysed. But not only production data that can be analysed, comprehension can be analysed like production. But, for doing error analysis, we need struggle to do that. Brown stated that the comprehension of language is as important as production (2007: 259).

Error analysis is needed to be done, but the causes of the errors are also important to be analysed. Finding the causes of the errors will make easy to overcome students' errors. Because causes are the source of students' errors. While teaching reading, first the teacher should try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake (Patel et, al., 2008: 117). Overcoming the students' errors is the teachers' task. The teachers not only find the causes of the errors, but they must be able to remove the causes.

Usually, the teachers teach reading by giving material and task to the students. But, it is not enough for students when they learn a foreign language, they need more attention from the teachers. The teachers can give more attention by doing error analysis and overcome it. So, the teachers will know what are the causes of students' errors.

The teachers must be able to analyse students' error in reading comprehension. Teachers can analyse students' error by giving them questions after they read the texts. Students' answers are the tool to know how well they comprehend the text. If they answer the questions incorrectly, it means they make comprehension error, or in other words, they have done misunderstanding in reading comprehension of the text.

The role of teachers is to overcome students' errors in reading comprehension, and they need effective ways to do that. Strategies are the effective ways to overcome students' error. Every teacher has different strategies, but most of them have same goal in using of strategies. The use of strategies depends on the teachers' goal.



In each meeting of teaching reading, the teachers always teach reading strategies. Reading teachers and programs explicitly teach such reading strategies to handle the challenges of reading obstacles (McNamara, 2007: 14). The use of reading strategies is used to overcome causes that disturb reading. Teaching reading by using reading strategies is crucial, so the students can read the text well. They will able to excavate meaning and get good understanding.

Teaching reading strategies for the students at 8th grade are very important, in order that the students can comprehend the text well. In addition, teachers' instruction in using reading strategies is very important, so, the students know how to implement the strategies. The important one, the students do need strategies to comprehend the text that is difficult enough to be understand, such as expository and narrative texts. Moreover, the teachers must teach the strategies in teaching reading comprehension for all of the texts.

In short, this research is done to find out what are kinds of errors that are often made by the students. Although, errors are something normal, but if this phenomenon does not get attention from the teachers or researchers, it can become something bad in a language learning. Finding the causes and appropriate strategies is the step to overcome students' error in reading comprehension. The writer will find out what are the strategies used by teachers to overcome students' errors that can be used for other teachers who have same problems in teaching reading comprehension. Relating to the phenomenon, what are the reading comprehension errors that are often made and how the teacher overcomes it?

1.2. Research Formulation

The research formulation consist of :

1.2.1. The kinds of The problem

There are some kinds of the problem that will be investigated. First, students can not decide main idea from each paragraph. Second, they are confuse with the changing of verb. They also can not conclude the story, and they can not convey the message from the story of narrative text. Then, they can not convey the gist of the story, finally they are only silent. In addition, they will understand the story if there is the title or picture, but they can not tell the story fully. The last problem, usually narrative text has long story, and it is one of the students' difficulty to understand the story from the text, or even they are lazy to try comprehending the text.



1.2.2. The Main Problem

There is the main case that will be investigated. The case is the students do not understand verb changing that happen in narrative text. The effect of this problem, the students are difficult to understand the content of the text. Also, it can effect students' ability in determining main idea, conveying the gist and making conclusion.

1.3. The Limitation of The Problem

In this research, the writer will limit the study deal with the problem that will be investigated. There are two problems that will be investigated. First, students can not conclude and take the message from the story of narrative text. The last, the writer will try to find causes and strategies to overcome students' errors in reading comprehension.

Besides that, the writer will limit the narrative material depend on the book that is used in that school. The books that are used in that school are LKS and English in Focus. The field of the research is reading and comprehension. Then the writer will take the research for 2 months from first April until the end of May. The important point is the way to analyse the students' error. There are some ways to analyse the students' error in reading comprehension, they are: first, the writer will observe to the class, then the writer will analyse the students' ability in reading comprehension by answering the comprehension questions and then analyse the students' errors form their answers.

1.4. The Questions of Research

The writer has some questions for this research :

1. What are kinds of reading comprehension error.
2. What are the causes of reading comprehension error?
3. What are teacher's strategies to overcome reading comprehension error of narrative text?

1.5. The Aims of The Research

1. To know kinds of reading comprehension error.
2. To know the causes of reading comprehension error.
3. To know teacher's strategies to overcome reading comprehension error of narrative text.

1.6. The Significance of The Research

The usefulness for teacher: The writer expects this research will give more knowledge about reading comprehension error and the strategies to overcome it.

The usefulness for learners: the writer hopes this research can give more motivation to learn better in reading comprehension.



The usefulness for English Department: the writer also hopes this research will be useful for the students to develop knowledge from this research.

1.7. Theoretical Foundation

This theoretical foundation gives overview about theories that support in conducting this research. The writer will give explanation about error analyse, reading comprehension and narrative text.

1.7.1. Error Analysis

Error is something common that always occur in a language learning, but it must get attention from teachers. They are often aware if they have made error, but some of them are not aware about it. Although some of them are aware with their errors, but they can not to correct it by themselves. They have to ask to the teachers or their friends. Errors are mistakes which they can not correct themselves and which, therefore, need explanation (Harmer, 2010: 96).

Students' errors need to be analysed, and then correct it in order that the students know their errors and improve it. Here, the teachers have important role for students' error. They must be careful with this case. Errors are not signal if the students are stupid or so on, but errors are signal of their development in learning. Selinker (1969) in Touchie (1986). indicates, significant in three respects:

(1) errors are important for the language teacher because they indicate the learner's progress in language learning; (2) errors are also important for the language researcher as they provide insights into how language is learnt; and (3) finally, errors are significant to the language learner himself/herself as he/she gets involved in hypothesis testing

It has clear the students' error is not something bad in learning language process. But, it is a signal of students' development in learning language. So, the teachers can give them treatment. Besides that, teachers also have to be aware with their teaching. This is done in order that they know what are doing in the classroom.

1.7.2. Reading Comprehension

1.7.2.1. Understanding Reading Comprehension

There are a lot of definitions about reading comprehension, and most of them define reading comprehension as reading for understanding the content of the text. Linse (2005: 71) stated that reading comprehension refers to reading for meaning, understanding and entertainment. Here, the readers comprehend the text to get understanding what the text talks about. The



readers also can entertain themselves by comprehending the text that can make them enjoy, for example narrative, spoof and the other texts.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Boardman et.al., 2007: 8).

In reading comprehension, to digest meaning from the text, the readers must have some components, in which the components will affect toward reading comprehension. Such previous knowledge and strategy use will be used the readers to find out the content of the text, in order that the readers can take the accurate information. Besides that, those components will be used to comprehend the text which has high difficulties. When the readers comprehend the difficult text, the readers can use strategy and their previous knowledge to find the information easily. So, when comprehending the text, the readers do not only read the text without bringing ability to extract meaning, but they must able to make useful their existence ability in comprehending the text.

Snow (2002: 11) claimed that comprehension entails three elements

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part

Those three elements above are absolute components in reading comprehension. The components above can not be separated from reading comprehension. With those components, reading comprehension will happens.

1.7.2.2. Reading Comprehension Strategy

Most students get difficulties in comprehending texts, so the students need facility to make them easy in understanding texts. The difficulties that are made by students will cause errors in reading comprehension. Concerning to this case, the teachers have to plan the ways to solve that phenomenon.

Nowadays, teachers use strategies to solve phenomenon that present in reading comprehension. A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension (McNamara, 2007: 6). Here, the role of reading comprehension is needed in reading comprehension to help students' cognition skill. The teachers use strategies to improve some aspects that affect students' reading comprehension. By using the strategies, the teachers expect if their students will comprehend the text well.



There are some strategies that can be taught to the students, they are:

a) Dictionary Artifact Strategy

Open dictionary is one of the strategies in comprehending the texts. This strategy is common strategy that is used by foreign language students. Even the students are very dependent to the use of dictionary. Dictionary is like their breath.

The frequency of the dictionary use is very high. It is not strange phenomenon. This phenomenon happens because the teachers often instruct their students to open the dictionary when they are comprehending the texts. Teachers often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar (McNamara, 2007: 6). The teachers' instruction builds the students' behavior to open the dictionary. Consequently, the students can comprehend the texts because the use the dictionary.

b) Contextual Word Definition Strategy

Most foreign language students use dictionary when they are comprehending the texts, but the others do not use it. The students who do not use dictionary as the main strategy in comprehending texts do not want to depend on the dictionary. They try to be autonomous students.

Sometimes, the students can not comprehend the texts well because the sentence structure that is difficult enough to be comprehended by them. Although they have looked for the meaning of words that present in the sentences, but they get difficult to comprehend meaning that appropriate with the topic in the texts. So, they choose to predict the meaning that is appropriate with context and topic.

Sometimes the text provides enough context to infer that the entity referenced by a word has specific attributes (e.g., it is an animal with stripes that lives in Africa), with enough specification for the reader to continue reading further and glean the major points of the text (McNamara, 2007: 8).

Inferring meaning to the context is the strategy that can be used by the students. The students can take the important points from the texts that can be used to infer meaning regarding to the context. This strategy will make their mind to think hard, but it is useful for them to be autonomous readers.

Strategies are better to be taught. The teachers explain each rule from every strategy that is regarded good strategies for their students. Through teachers'



explanation, the students will be able to use the strategies well, with expectation, they do not make comprehension errors.

Moreover, to make effective the use of strategies, the teachers must have known the components of teaching strategies. There are five components that must be known by teachers. First, the teacher must describe the strategies and when and how the strategies that should be used. Second, the teacher and students must model it in action, so the students do understand about the use of strategies. Third, collaborative of the strategies in action. Fourth, the teachers guide the practice of strategies step by step. And the last, the students can use it independently with their responsibility (Pearson and Duke 2002) in (Rasinski et.al., 2008: 81). Those components have to present in teaching reading comprehension strategies, and can not be omitted from the process of teaching reading comprehension strategies. If the teachers omit one of the components above, may the students will make comprehension errors. So, the teachers must give attention to this case. Because, those components are like teachers' task when they are teaching reading comprehension.

1.7.2.3. Reading Comprehension Skills

Reading comprehension skills are something that is owned by every students. Skills are something that is done unconsciously. The readers do not learn the rule of the skills use, because skills will do what we want do.

The important one when we discuss reading comprehension skills is we have to know what are reading comprehension skills that is owned by every students. In this section, the writer will focus on skills to answer the comprehension questions. There are some skills that are owned by students, they are (NSW Education & Communities, 2011) :

a) Getting the main idea

The students are able to get the main idea when they are comprehending the text. Finding the main idea is beneficial skill for the students. By getting main idea, the students will understand the content of the text and may they will be able to predict the content of the text.



b) Identifying cause and effect

Skills to identify cause and effect is needed when the students find the questions about it. If the students do not have this skills, may the students will make error answer in answering comprehension questions.

c) Identifying fact and opinion

Identifying fact and opinion in the texts often asked in the comprehension questions. The students' skill to identify fact and opinion have important role in comprehending the texts. By this skill, the students will be able to find the writers' opinion that appearance like the fact.

d) Making inference

Making inference is high skill that is owned by the students. By making conclusion, its mean the students have good reading comprehension skill. It is a signal if they have comprehended the texts well.

e) Comparing and contrasting

With comparing and contrasting the students' skill are in high skill. By do that, the students have good comprehension, so they are able compare the content of the texts with others. This skill make the students having high level of comprehension.

f) Sequencing

Sequencing the events in the text is easy enough. But, it makes hard enough for the students who have bad comprehension skill. Also for the students who have good comprehension, they will be able to sequence the events easily.

g) Drawing conclusions

This skill makes the students able to draw the authors' conclusion. The students interpret the conclusion depending on their comprehension. The students who are able to draw the authors' conclusion is the students who have good comprehension with good skills and strategy.

Some of students may do not have all of those skills. But, with their struggle and even with teachers' help, they will have all of those skills. With those skills, the students will become good readers in comprehending the texts.

1.7.3. Reading Comprehension Errors

Reading is crucial skill in language learning. Because reading is skill that provides information for the readers. The important one in reading is to digest meaning from the text that students are being read. Extracting meaning in reading is called comprehension. In



reading comprehension, the readers can understand, analyse or summarize the content of the text.

The students can get any information by comprehending text, because the process in reading comprehension itself. There are some processes in reading comprehension, they are involves contextualizing, analyzing, synthesizing, and evaluating words, phrases, sentences, and longer passages during reading (Schumm, 2006: 223). Through those processes, the students can get accurate information.

In fact, to extract information from the text is not easy. Especially, for the students at 8th grade, comprehending texts are difficult enough. They have some difficulties to recall the information from the texts. And it is crucial case that must get teachers' attention.

Most students are difficult to answer the comprehension questions from the text. As a result from their difficulties, they make errors when recall the information from the text, even they do not get anything from the text. Doing errors in answering the comprehension questions mean there is misunderstanding from their comprehension. And they need improvement for their comprehension.

Regarding to the students' problems, the teachers must care with the students' problem, especially problems in reading comprehension. They can not teach them carelessly without giving them something important for their improvement in reading comprehension. The students need to be taught well and get additional knowledge about comprehension strategies.

In addition, the teachers must really know about students' errors in reading comprehension. The teachers' knowledge about errors in reading comprehension will make them using appropriate strategies in overcoming students' errors. Besides that, the teachers must know kinds of students' errors in reading comprehension.

Knowing kinds of errors in reading comprehension can overcome students' errors by using appropriate strategies. There are two kinds of errors in listening and reading comprehension, they are literal and inferential comprehension (Lichtenberger et.al., 2005: 153). These types of errors can be observed by teachers through comprehension questions.

Concerning to kinds of errors in reading comprehension, its mean there are two kinds of comprehension questions, they are literal and inferential questions. The model is divided into two major levels: literal questions (those whose answers appear directly in the text) and inferential questions (those whose answers are cued in the text but are not stated therein) (Jr Hillocks et. al., 1984). Those are types of comprehension questions that always present to check students' comprehension after they read the texts. Teachers can give some questions



orally or in written. Those type questions also can be used to check level of students' reading comprehension. In short, those types of questions can be used for checking students' reading comprehension or for checking level of students' comprehension, it depends on the aspect that will be measured.

Hence, the teachers should know those kinds of comprehension questions. Knowing types of comprehension questions make more effective the measurement of reading comprehension. The teachers also can know in which the students often make errors. So that, the teachers can decide the strategies to overcome students' errors.

7.3.1. Causes of Reading Comprehension Errors

Error in reading comprehension does not exist by itself, but there are causes that make comprehension errors exist. Causes in reading comprehension error are caused by problem in reading. There are eight problems in reading comprehension that cause comprehension error (Westwood, 2008: 33). They are :

- a. Limited vocabulary knowledge

Reading comprehension relates to the vocabulary mastery. Here, if the students have limited vocabulary knowledge, the students will get difficulty in comprehending the text, and can cause misunderstanding or comprehension error. So, vocabulary is needed in comprehending the text.

- b. Lack of fluency

Fluency in reading comprehension makes the readers can grasp the accurate information well (Westwood, 2008: 33). Fluency has close correlation with reading comprehension. If the readers have lack of fluency, its mean, the readers can not comprehend the text well, and they can not take the accurate information.

- c. Lack of familiarity with the subject matter

Here, familiarity with the subject matter relates with readers' prior knowledge. Here, the readers who do not have prior knowledge will have problem in comprehending the texts.

- d. Difficulty level of the text (readability)

The concept of the difficulty level of text is about vocabulary, sentence length and structure of the sentence that must be read by the students (Westwood, 2008: 35). So, the teachers must ensure if the texts that is used for the students are match with students' ability in reading comprehension.



- e. Inadequate use of effective reading strategies

Most students does not know the crucial role of the strategy use in comprehending text. They do not know if the strategy help them to comprehend the text effectively. So, the students often make error interpretation about the content of the text. But, this case does not cause from the students only, but the teachers also have role about the strategy use. In fact, the teachers do not spend much time or even no time to give instruction about the strategy use in comprehending the text (Blanton et al., 2007; McKown & Barnett, 2007 in Westwood, 2008: 36).

- f. Weak verbal reasoning

When the students comprehend the text deeply, the students will be able to give reason about the information that has been captured. This case is difficult enough for poor readers. So, the teachers must guide them to make connection between information that exist in the text and the students prior knowledge (Westwood, 2008: 36).

- g. Problems with processing information

Good readers are able to take and save the information that is taken from the text. Whether the literal or inferential information, the good readers can take those information. While the poor readers are difficult enough to keep the information. Concerning to this case, the teachers must do something to solve this case. The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully (Westwood, 2008: 37).

- h. Problems in recalling information after reading

Reading comprehension is the activity where the readers grasp information from the text. And after comprehend the text, the readers can convey the information that have been taken during comprehending text. Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the text (Chan & Dally, 2002; Myers & Botting, 2008; Sencibaugh, 2007 in Westwood, 2008: 37).

1.7.4. Narrative Text

In reading process, the role of text is crucial. Text is important for students to develop their reading skill. Through text, the students will know how words are used to construct



meaning. Texts have a crucial place in language education and probably they are the most important means of education (Sallabas, 2013).

There are many kinds of texts that is taught in primary and secondary school. Especially in secondary, the teachers use descriptive, procedure, narrative and recount texts. The teachers teach students short monologue texts which have features that make students are easy to comprehend the text. But, narrative text is the text that has long story.

In teaching narrative text, the teachers teach the content of the text chronologically in order that students understand the content of the text. Besides that, the students also can retell the story chronologically. According Hogin (in Hamidi et al., 2013) narrative is kind of a text which tells the story or events in a chronological order or a time order.

Chronological of the text make students more easy to find the information from the text. Here, chronological of the text is called as text structure. Text structure is the way how the texts are arranged to make easy finding information from the texts. Text structure also often called as story grammar. Story grammar consist of the information about characters, setting, problems, and solutions (Boardman, 2007: 76). In short, story grammar has other name, that is generic structure of the text. In generic structure of the text consist of the chronological of the story. Every text has different generic structure. And narrative has generic structure which include the information about characters, setting, problem and solution. Usually those information is written as orientation that includes characters and setting, complication and solution.

In addition, Gerrot and Wignel (1994: 204) state that a narrative text is a text which has social function to amuse, to entertain, and to deal with actual or vicarious experience in different ways (in Hamidi et al., 2013). Narrative text has many kinds of texts, such as legend, fable and so on. Types of narrative text is used to entertain the readers in different ways, it is depend on the types of the text. Each type of narrative text has same purpose and generic structure.

1.8. Previous Study

There are many researches that discuss about students' reading comprehension and narrative text. The writer will take the various aspect to be investigated. The previous studies here are useful to find out gaps between this research and previous study that had been done by previous researchers.

First, Ashadi Kurniawan (2013) did the classroom action research. He tried teaching narrative text by using story mapping strategy. He did the research at the 9th grade at Junior



High School. He used test as the instrument in collecting data. While the result of his research was satisfy, because the students' score got progress, from 56,68 become 73,19.

The second previous study is from Novita Arianti (2013). She did research by using experimental design with one group to do pre test and post test. She investigated the significance and effectiveness of teaching narrative text inference by using Directed Reading Thinking Activity strategy. The result of her research was satisfy because there was progress in students' reading skill.

While Sumarsih and Ruth Adelina (2012) did the action research. They tried reciprocal teaching method in improving students' ability in reading narrative text at the tenth grade of SMAN 6 Medan. And the result of their research was success, because every treatment the students got progress.

Concerning the previous research, the writer will try to analyse the students' error in comprehending of narrative text. Here, the writer will analyse error phenomena in reading comprehension because the writer will find out what are the error types that are often made by students when they comprehend narrative text. The writer also will find the teacher's effort to overcome students' error in reading comprehension that is appropriate and effective to solve it. Besides that, the writer will find out what are factors that cause error in reading comprehension.

1.9. The Methodology of The Research

1.9.1. The Objective of The Research

The objective of the research is to analyze students' error in reading comprehension of narrative text at 8th grade of MTs Nurul Ulum Ciparay, Majalengka

1.7.1 The Place And Time of The Research

The writer will take the data at the 8th grade at MTs Nurul Ulum Ciparay that is located in Ciparay village, Majalengka.

The writer will begin take the data on the beginning of April and will be ended on the end of May, and the writer will do research for 4 times of meeting. The writer will take the data when English teaching and learning process happen in the classroom. So, the writer will know teaching and learning process reading comprehension of narrative text. Besides that, the writer will know situation in the field directly.





The writer does the research from 07th April until 30th June 2014.

NO	TIME	ACTIVITY
1.	04 th March – 07 th April	Proposal preparation
2.	08 th April - 15 th April	Instrument preparation
3.	16 th – 17 th April	Observe teacher's schedule
4.	21 th – 26 th May	Conducting the research
5.	28 th May	Finishing the research
6.	29 th May- finish	Analyzing data

1.2. The Method of The Research

The method of this research is qualitative. Qualitative gives the writer's needs, and also it is fit with the problem that will be analyzed by the writer, in which the result of analyzing will be described in order that the readers' understand with research finding. Basic qualitative studies, also called basic interpretative studies by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary, et. al. 2010: 453).

This method of the research here will explain the objective of the research, object of the research, types and sources of the data and so on.

1.7.2 The Source And Type of Data

The writer will use primary and secondary data. First, primary sources are original documents (correspondence, diaries, reports, etc.) (Ary et. al. 2010: 467). Here the primary data that will be used is the result of interview that is done between writer and informant. The writer will interview teacher to take needed information. The result of interview is used to take important information that support to writer's research. Besides that, the writer also will use the result of interview as proof if the writer has done research in the field. And writer also will use field note as source data. Because field note is like writer's diary that describes the situation and condition in the field.

Besides that, the writer will collect the data in the form of secondary data. The secondary data that is used by the writer as data that support to conduct the research, such as books, journals and other sources that supports the research. With secondary sources, the mind of a nonobserver comes between the event and the user of the record (Ary et. al. 2010: 467).

1.7.3 The Instrument of The Research

Ary et. al stated that the primary instrument used for data collection in qualitative research is the researcher him- or herself, often collecting data through direct observation or interviews (2010: 421) Thus, the instrument of this research is the writer herself. Because in qualitative research, the writer decides the result of her research, while quantitative, the result of test decides the research. Besides, the instruments of this research are field note, interview, open-ended questionnaire. The use of field note is used to write anything that is important to be noted. Interview here is used to know more about teacher strategies, while questionnaire is used to know the causes of reading comprehension error.

1.7.4 The Technique of Collecting Data

The writer will collect the data through interview and observation. First observation, the writer will do observation because observation is the most important technique in collecting data. Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” (Ary et al, 2010: 431). The writer will observe the students’ ability of reading comprehension in the 8th grade of MTs Nurul Ulum Ciparay. The writer’s aim in doing observation is to take the real data from the field. So, data that is collected by writer is more accurate. And the writer also can see the situation in the class directly and naturally. Here, the writer will observe 6 times, in order that the writer will really understand the patterns of students’ errors and the causes of errors.

After the writer observed, the writer will interview the teacher. The writer adapt the interview from Kurniawan (2014). In interview with the teacher, the writer will ask about suggestion of strategies that can be used by students who often make errors in reading comprehension of narrative. Interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (Cohen, 2007: 349). And the important one, in interview, the writer can extract the data that are needed in her research, and the informant can tell about what they want to tell.

Besides that, the writer also use questionnaire to know the causes of students’ error in reading comprehension. Here, the writer uses questionnaire with open-ended questions, in order that the students can answer the questions freely. In such situations, open-ended questions which are designed to permit a free response from the respondent rather than one limited to certain stated alternatives are considered appropriate (Kothari, 2004: 103).



1.7.5 The Technique of Data Analysis

The writer will use description in data analysis. Because, the data can not be calculated. The data from the result of interview will be analysed first, after that writer will describe the result of interview. Besides that, the writer also will analyse from observation and writer's field note, and the result of analysis and taking data will be described in order that the readers can understand the content of the research. So the writer will describe the data that has been taken from the field. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary et. al, 2010: 424)



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