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STUDENTS' PERCEPTION ON READING COMPREHENSION PROBLEMS IN NARRATIVE TEXT

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Abstract
This survey study aimed to know the students' perception on reading comprehension problems of narrative text. The sample participants were randomly selected from the tenth grade students of SMAN 2 Jember in academic year of 2019/2020. Questionnaire adopted from Xiubo & Zhang (2006) was used to collect the students' perception and it was translated into Indonesian. The result showed that the students still experienced some problems in reading narrative text. Based on the result of the questionnaire, the most problematic aspect that hinder the students' reading comprehension was "Motivation" (65.6%), followed by "Strategies" (63.7%), "Background Knowledge" (63.3%), "Reading Process (60%)" and "Language Knowledge (55.4%)". The result implied that the teacher should focus on fostering students' motivation by giving intensive course and reading assignment based on the students' interests. In order to see further into the problem faced by the students, future reseacher could use direct assesment by using diagnostic test or other measurement.

Keywords: students' perception, reading comprehension problems, narrative text, survey study.

Introduction
Reading in another language is more difficult than reading in the first language (Nation, 2009, p.3). It is due to the reasons that readers should recognize the words and sentences, and also understand the purpose of the text genre. Narrative text is one of genres studied by the secondary students, and for some of them, they still experience some problems in comprehending it. As it was found by Al-khaleefah (2017, p.35) that there were various difficulty encountered by the students in reading narrative text because it posed not only lexical difficulty but also rhetorical structuring of its action throughout the story. In other words, students need to equip themselves with sufficient reading skills to understand different genres, including narrative text.

Regarding to Al-Khaleefah's statement, it is implied that teacher should learn about the students' problem in order to help them to improve students' reading comprehension and make them better readers. One of the ways to identify students' problem is by asking their perceptions. As it was found by Coddington et al (2009) that the result of students' perception contributed in predicting students' reading

problems and also recording the students' achievement in reading. In other word, the result of perception will be beneficial for students and teachers as an evaluation in teaching learning process. The teacher can fix the students' reading problems by giving the right solution, such as provide suitable activities and provide effective activities in reading process including jigsaw and peer tutoring, for example.

The issue of students' perception on reading comprehension has been conducted by some researches in different classes with different purposes, such as: students' perception in reading comprehension between narrative text and expository text (Al-Khaleefah, 2017; Dickens & Meisinger, 2017; Repaskey et al, 2017), students' pereption on reading difficulty in narrative text (Margaret et al, 2013), students' perception on reading difficuly (Kheirzadeh & Elahe, 2012; Zuhra, 2012; Jayanti, 2016), students' perception on pre-reading activities (Vindy & Carla, 2015), students' perception in reading motivation (Coddington & Guthrie, 2009; Brown et al, 2016). Among all previous studies, it was none in particular focusing on the students' problem. However, Jayanti (2016) finding out that the result of students' perception in reading difficulty will be beneficial for the teacher to provide suitable activities or task that could help them to deal with the students' problems in reading. Meanwhile, Repaskey et al (2017) found that the girls have strong preference in reading narrative and expository text, but the boys only showed strong preference in reading expository text. Therefore, I am interested in conducting a research which only focused on students' perception on reading problems of narrative text. Considering the information above, this research involves two research problems. First, what is the most problematic aspect of reading comprehension that students face? Second, what pedagogical implications can be drawn from the research?

Literature Review

This part present some aspects related to the theories of this research. They cover about the theory of perception and reading comprehension problems.

The Theory of Perception

Perception is a process of the formation of an opinion and is linked to experience, expectations and the general impression (Devito, 2009, p.56). Steward and Stylvia (1974) also stated that perception is a process as one selectively perceiver, organizes, and interpretation based on experinces. Similar with that opinion, Demuth (2013) stated that perception is the result of considerable intelligence and it influenced by the perceiver's history. According to Forgus and Melamed (1976), perception is the process of information extraction to determine how individuals interpret their surronding. In other words, perception can be formed when the individual has the experience or knowing the surrounding.

According to Lowell (1913, p.78) there are 4 stages on which the opinions can be formed. First stage is where the impressions are formed which are positively or negatively. The second stage, the issue is debated and the controversy in the mind begins to settle which helps the perceiver to take up a definite position on either side. The third stage, the perceiver takes a definite side and the fourth stage is reached when the action on the perception becomes necessary. From the four stages above, the output of perception can be divided into two kinds: positive perception and negative perception.

Reading Comprehension Problems

Students' perception toward reading problems refers to the process of how the students recognize and interpret their problems in reading comprehension. The information was obtained by distributin the questionnaire (Coddington & Guthrie, 2009). Gunning (2002, p.7-13) divided the reading problems into: (1) Problems of language knowledge, (2) Problems of background knowledge, (3) Problems of motivation, (4) Problems of reading strategies, and (5) Problems of reading knowledge. In means that the students' problems in reading comprehension not only come from one aspect, but there are some aspects of reading problems that may be faced by the students.

First, problems of language knowledge or condition when the reader lacks mastery of five aspects of language knowledge, including phonologycal knowledge, semantic knowledge, syntactic knowledge, morphemic knowledge, and pragmatic knowledge. Second, problems of background knowledge or the condition when the readers find the differences between their own previous knowledge and what the author intended in the text (Xiubo, 2006). Another problem of background knowledge is difficulty in understanding some cultures loaded words and phrases eventhough the readers know every word in the text (Gunning, 2002, p.8). Third, problems of motivation or the students have less motivation in reading. Less motivation in reading is also the reason why the students face problems and cannot achieve the target in reading comprehension (Alderson, 2000). If the students are not interested in the topic they are reading, they might face difficulty and failure in reading comprehension. On the contrary, if the students are really interested in the topic, it can be come an important factor because positive motivation plays significant role in reading development which promotes comprehension, so that the students may be motivated to read other topics. Fourth, problems of reading strategy or the condition when the students used inappropriate strategy in reading comprehension. If the readers have a good strategy in reading comprehension, they can process the text efficiently. On the contrary, if the readers have bad strategy they will face problems in reading comprehension. In conclusion, reading strategy shows how the readers comprehend a text, how they read a text, and what they do when they face difficulty in reading comprehension (Michele et al, 2004). The last, problems of reading process or the condition when the students cannot concentrate themselves till the end of a passage (Gunning, 2002, p.60). Sometimes, the readers seem to forget what they have already read, and have to move backward and reread it (Alderson, 2000). In short, there are some aspects of reading problems that can hinder the students' reading comprehension.

Method

Design of the Study

The design of this research was survey study because it involved collection of data by asking questions and recording participants' answers to them (Breakwell et al, 2013, p.58). In line with what Haughn (2017) said that survey research is used to gather the opinions, beliefs and feelings of selected groups of individuals. Then, according to Creswell (2012, p.376), survey research designs are quantitative research when the researcher to do a survey to a sample or to the population of people to describe the attitudes, opinions, behaviors, or characteristics of the

population. Survey study used for various purposes to estimate population characteristics. The goal of this survey study to determine the percentage of senior high school students who have positive or negative perception on reading problems. In undertaking surveys the researcher defines the study population and draws the sample. The sample must be representative of the population. The researcher could use different procedures of sampling including random sampling, stratified random sampling and cluster sampling.

According to Creswell (2012, p.376), the procedures of the research were done as follows:

1. The researcher collected quantitative numbered data using questionnaires (e.g., printedquestionnaires) or interviews (e.g., one-on-one interviews).
2. Then, the researcher statistically analyzed the data to describe trends about responses to questions.

The researcher interpreted the meaning of the data by relating results of the statistical test.

Participant

The participants of this research were sample of the tenth grade students of SMAN 2 Jember in academic year 2019/2020. There were ten classes of the tenth grade in SMAN 2 Jember that consist of eight science classes and two social classes. Each class consists of 36 students. The researcher selected 10% of the students from each class by using random selection method (Setia, 2016). The calculation of selected the students in each class shows as follows:

$$participant\ from\ each\ class = \frac{10}{100} \times 36\ students = 3.6$$

Then, the researcher rounded up the number 3.6 into 4. It means that there were four participants from each class as the sample which were expected to be the representative of the population. Thus, the total number of participants were 40.

Instrument

The data were collected by using questionnaire adopted from the survey of Xiubo Yi & Zhang (2006) because that instrument could be applied to my study. The questionnaire was divided into two parts. The first part consisted the data involving personal information. The second part was questionnaire that consisted of 20 items written in Indonesian in order to avoid misunderstanding among the students. Questionnaire is suitable for doing survey because they can explore what the students think and what they do (Breakell et al, 2013:30).

Data Collection

The students were asked to identify their reading problems by responding to Likert scale (strongly agree, agree, strongly disagree). The highest score which stated strongly agree counts 4 points while the lowest score which states strongly disagree counts 1 point. The specification of the questionnaire was shown below on the table:

Table 3.1 Number of Questions on Aspects of Reading Problems

Students' perception of reading comprehension problems in narrative text	Students' perception of reading comprehension problems related to language knowledge.	1, 2, 3, 4, 5, 6
	Students' perception of reading comprehension problems related to the lack of reading strategies.	7, 8, 9, 10
	Students' perception of reading comprehension problems related to motivation.	11, 12, 13, 14
	Students' perception of reading comprehension problems related to background knowledge.	15, 16, 17
	Students' perception of reading comprehension problems related to reading process.	18, 19, 20

Data Analysis

The result of the questionnaire was analyzed by using Microsoft Excel. The data analyzed were percentages of each aspects of reading problems based on the students' answer on the questionnaire.

Findings and Discussion

Based on the result of the questionnaire the most problematic aspect that hinder the students' reading comprehension was "Motivation" (65.6%), then followed by "Strategies" (63.7%), "Background Knowledge" (63.3%), "Reading Process (60%)" and "Language Knowledge (55.4%)". The result of the questionnaire will be explained more in the following section.

Table 1. Percentages of the Students' Perception on Reading Problems

Aspects of Reading Problems	Agree %	Disagree %
Language Knowledge	55.4	44.6
Reading Strategy	63.7	36.3
Motivation	65.6	34.4
Background Knowledge	63.3	36.7
Reading Process	60	40

From Table 2, it was known that "Motivation" has the highest percentage (65.6%) among the five aspects of reading problems. It shows us that most of the students agreed that their lack of motivation caused them difficult in reading comprehension of narrative text. As we know, motivation is one of the most aspects

that can influence reading comprehension (Alizadeh, 2016). Ahmadi (2017) added that students' motivation absolutely affects their reading. It means that students with stronger reading motivation can be expected to have better reading comprehension as they have enthusiasm to read further and longer. In addition, Pourhosein et al (2012) stated that reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading. If the students have good motivation in reading, they will develop their comprehension by reading wide range of topic. It is also supported by Kinley and Ben-Hur (2015) who stated that it is the belief that if the students are rewarded certain behaviors they will get more of them (behaviors), and if they are punished certain behaviors, they will get less of them (behaviors). In other words, teachers or parents could be the agents to foster the positive behaviour in reading so that students have the correct motivation to read.

The second aspect of reading problem was inappropriate reading strategies (63.7%). The students felt lack of reading comprehension in understanding narrative text if they used inappropriate reading strategies. Based on the result of questionnaire, the students tended to use inappropriate strategy such as always looked up the meaning of unknown words in the ditionary. It probably happened because the students may think that every single word they read should be understood so that they keep looking at their dictionary for some help in checking the meaning. Besides, the students also tended to use reading aloud strategy which was not part of the right strategy in reading comprehension. The students tended to use reading aloud strategy which was not part of the right strategy in reading comprehension. The students probably do because they assumed that reading aloud could boost their concentration and could comprehend the text quickly. While it was a mistake as when the students had to read out because half of their brain concentrated on the pronunciation (Billah, 2015). Therefore, it is needed to give model and instruction to students in apply approprite strategy in reading comprehension.

The third aspect of reading problem was lack of background knowledge (63.3%). Based on the result of the questionnaire, the students's insufficent background knowledge in reading narrative text caused them faced difficulty in following the author's intension which made them unable to understand the purpose of the text. Students' background knowledge is important in reading because understanding the text depends on how much background knowledge they have (Al-Jahwari & Al-Humaidi, 2015). In addition, expanding students' background knowledge could serve as an improvement or it is not only for facilitating comprehension processes, but also word identification (Priebe et al:2011). In sum up, the students not only get the information from the text, but they also need to apply their prior knowledge to process a new knowledge that intended in the text.

The fourth aspect of reading problem was difficulty in reading process (60%). The most common problem experienced by the students during the reading process is keeping their concentration. It means that the students process the text slowly when reading because they have to repeat over and over again as their minds drift away. Processing the text slowly was included in difficulty of reading process because it made the reading process less effective and efficient. Besides, the students should be given limited time to complete tasks that require reading comprehension. Being a fast and efficient reader is important for not only classroom

based lessons, but also for satisfying homework requirements and performing well on standardized exams (Martiarini, 2013). Therefore, improving the students' ability in processing the text is important as a part of effective and efficient reading comprehension process.

As the final result found from the students' questionnaire of their reading problem is the "language knowledge" (55.4%). Based on the result of the questionnaire, some of the students did not know the sentence structure and it caused them difficult in understanding the text. It might happen because the students could not get the point in the passage when they found compound sentence, complex sentence or even it was compound-complex sentence. It could also happen because they do not know sentence structure. Akbari (2014) stated that knowing grammar, including sentence structure can help students to comprehend the text correctly. The students can face the problem in reading when their knowledge about sentence structure is limited. How the students could reading the texts with complex sentences if they do not understand the text even it in simple sentences. Therefore, their limited knowledge about sentence structure hinder their reading comprehension.

Pedagogical Implications

The findings of this research have several pedagogical implications. First, the teacher as a facilitator is responsible to foster students' motivation in reading and they need to pay attention on students' interests and what the teacher need to do to keep the students motivated. According to Sari (2013), in order to improve students' reading habit, in the first year the students should get an intensive course and reading assignments which should meet the criteria of fun, light and short. In line with this statement, Takaloo and Ahmadi (2017) stated that students are very much interested in any reading material that consists of humor, fun, enjoyment, and pleasure. Then, they should report to the class in the form of retelling or summarizing. It is notable that the teachers need to know that the students are motivated differently (Ahmadi, 2017). The teacher teaches so many students in a class and of course they have different motivation in reading. Some of the students have good reading habit, but some of them also have low reading habit. Therefore, teacher should make an enjoyable classroom to motivate them.

Second, the teacher should teach the students about various reading strategies and give a model in choosing appropriate reading strategies. In applying the strategy, teachers should also consider the text type, the students' background knowledge, and the students' language proficiency level. In line with the statement, (Muslaini, 2017) stated that the choice of strategy was adapted by the teachers with the materials, the indicators and the purpose of learning based on the syllabus and curriculum. Based on Comprehension: The Goal of Reading (2019), there are four strategies for reading comprehension of narrative text, including story maps, retelling, prediction, and answering comprehension questions. The teacher can apply one of those strategies to improve the students' reading achievement. However based on the result of the research, the most problematic strategy in reading was the students always look up the meanings of unknown words in the dictionary. Therefore, it is needed to apply new strategy to improve their reading comprehension which focus on the students' vocabulary.

Third, the teacher should concern with the students' background knowledge related to the topic in reading. According to Comprehension: The Goal of Reading (2019), teachers can use previewing technic to expand the students' background knowledge. When students preview a text, they exploit the text into what they already know. It will help them understand the text and provide a framework for any new information they read. Willingham (2011) stated that the best way to boost students' reading comprehension is to expand their knowledge by teaching them history, science, literature, and the arts that guide the students through a logical sequence from one year to the next. In addition, Al-Faki & Siddiek (2013) stated that to activate students' background knowledge in the classroom the teacher should apply schema-based or pre-reading activities. It was reffered that teachers should activate students' background knowledge before giving the students a reading comprehension text by using suitable strategies and method.

Fourth, the teacher had a responsibility in the class to provide a model for effective and efficient reading comprehension process. According to Stevenson (2017) there were several steps that a teacher could apply in reading narrative text among the students by considering the time and place at which the students read. Each students had preference of place and time to read. Some students can concentrate more in a quiet room, but some students can focus more in a place with some background noise, such as a park, cafe, ect. It means that the teacher should decide the best situation for the students by considering the students' preferences. Another trick is pre reading or activity to set a goal for the number of pages, the time limitation, the techniques used or the information the students will find (Ackerman, 2019). It is notable that students should also pause at the end of each paragraph to summarize or paraphrase the main idea to force the students to constantly focus and prevent them from getting lost in the text. It can also be done with note taking and marking the text. In conclusion, the teacher should guide the students and give a model based on those steps to hinder some problems in reading process, then it can improve the students' reading process.

The last, the teacher needs to take a systematic approach to vocabulary and grammatical practice in teaching reading narrative text (Azam, 2014). In this case the teacher could review the difficult words on the texts. Besides, the teacher could also combine the narrative text with appropriate teaching media such as pictures, real life object, etc to become more effective and accurate for students to produce new vocabulary because they would spontaneously recall the words. According to Thornbury (2002, p.47), teaching vocabulary should direct attention to the sound of new words, particulary the way they are stressed. It suggests that when the teacher reviews the vocabulary on the passage they should not only tell the students the meaning of word but also how to pronounce the words correctly. It was similar with grammatical approach in which the teacher could provide the best grammar instruction based on the passage. When students hear and see what is proper, they incorporate it into their own knowledge

Conclusion

The result of the questionnaire answered the research questions and showed that some reading aspects should be carefully attended as the students think that it was problematic for them and hinder their comprehension. Some aspects become

the main causes of their reading problem especially in narrative text. From those aspects students perceived that they were lack of motivation, used inappropriate strategies, lack of background knowledge, difficulty in reading process and lack of language knowledge as the sources of the students' reading problems. In conclusion, students' reading comprehension problems posed are not only about problems of language knowledge, but also various difficulties encountered in the narrative text. Therefore, the teacher should consider each reading problem faced by the students.

The findings of this research are expected to give empirical contribution for other researchers to conduct research dealing with the similar topic with different research design. This research can also become a kind of initial sample of research which explores the students' perception on reading comprehension problems in narrative text.

Practically, the findings are expected to be useful to help the English teachers to better understand the problems faced by the students in reading narrative text, so that they can decide how to solve that problem in order to develop the students' reading skills. Therefore, this research can give the teacher reflection and evaluation in teaching learning process.

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