

The Description of Students' Comprehension Levels in Narrative Text at The Ninth Grade of MTS Babul Ulum Medan

Deskripsi Tingkat Pemahaman Siswa Terhadap Teks Naratif di Kelas Sembilan MTS Babul Ulum Medan

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ABSTRACT

The main aim of this research was to describe students' reading comprehension in narrative text at the ninth grade of Mts Babul Ulum Medan. The description of skill in reading comprehension in ninth grade of MTS Babul Ulum Medan. This research was to examine and explain the abilities of ninth grade students at MTs Babul Ulum Medan. The researcher used qualitative methods with interview techniques and also documentation from ninth grade students grades at Mts Babul Ulum Medan with a total of 26 students. Data analysis was carried out by going through 4 processes, namely: (1) researchers came to school to obtain student data. (2) Data reduction (3) Data display using a pie chart (4) the researcher draws conclusions or results from the process. and from the results of the data analysis, with the results entered into several categories, namely 14 students entered the "good" category with a score of 80-89 and 10 students entered the "moderate" category with a score of 70-79 and 2 students entered the "low" category with a score of 40-69.

Keywords: Narrative Text, Reading Comprehension

Info Artikel :

Disubmit: 08 Januari 2024

Direview: 09 Februari 2024

Diterima : 06 Maret 2024

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1. INTRODUCTION

Reading is one of the most valuable competencies that students learn throughout the process of their education, alongside listening, speaking, and writing skills. Other vital aspects include Reading is a crucial component of the educational process because it encourages students to acquire information from the book and add to their prior understanding. Reading tries to engage the reader's brain in a developmental activity. The students are expected to have the ability to interpret meaning from both the explicit and implicit giving us access in the text. It is essential to provide this type of engagement between the students and the text in order for the students to be able to fully comprehend what they are reading. Reading is an important skill that has a contribution to the accomplishment of the learning process. As a result, reading is an essential skill.

English is learned from elementary school to higher education. There are some benefits of learning English. Firstly, for daily communication, English makes people easier to communicate with other people from various countries. Secondly, for the use of sophisticated technology, English helps people to understand the way to use existing technology such as computers, smartphones, the internet, software, and other technologies. Thirdly, for career development, English is quite vital and a mandatory requirement to be able to work for certain companies, for example, public relations, staff officers at embassies, or flight attendants and stewardess, of course, all need English skills. Fourthly, for academic interests, English is very important for students to develop their English skills.

Reading not only involves more than just reading each sentence in a paragraph; but it also requires comprehension (Tankersley, 2003:35). Comprehension involves understanding words, phrases, grammatical knowledge, and text experience to help students understand written texts. Students use background knowledge to create meaning in comprehension. It means students can understand a text's meaning and construct their understanding based their prior knowledge. Students who have mastered these skills are regarded as experts who understand what they read (Nation, 2009:29). In short, reading comprehension is useful for gaining information and adding knowledge to the text deeply, which automatically increases comprehension. This can be stated as a benefit of reading comprehension.

However, when students learn to read narrative text there are some problems faced by students. Based on the preliminary research conducted through an unstructured interview with the ninth-grade teacher of Mts Babul Ulum Medan Students have some problems with reading activities, especially it is about reading narrative text. Some of the problems found that the students can find in the school are the main ideas, details, make inferences, and as a result, students get difficulties in retelling and transferring the information from the text. From the sentence it, the author assumes that students have problems to comprehend what is communicated in the text. Some of the problems that students face included recognizing main ideas and specific information, drawing inferences, comprehending long sentences in the text, understanding the vocabulary of the text, and other similar things. Regarding to the case, this research will analyze students' reading comprehension on narrative text at the ninth grade of Mts Babul Ulum Medan in odd semester academic year. In this research, researcher used data on students learning outcomes regarding narrative text. From these data the researcher knows students' abilities in reading narrative text.

2. LITERATURE REVIEW

A. *Reading Definition*

There are some theories about reading. According to Kern, (2000:24), "The process of extracting meaning from a sequence of printed symbols is known as reading. When we read, our eyes receive written symbols (letters, punctuation marks, and spaces) and our brain transforms them into words, sentences, and paragraphs that convey meaning. Next, Dalman (2014: 5) states that reading is an activity carried out to understand the contents of writing, namely a collection of sentences, a collection of words formed from a collection of letter symbols to find information. so, reading is not just looking at paragraphs, sentences, words that are formed from a collection of several letters as well as symbols and signs in writing.

Reading is an activity that is carried out with various purposes, someone may read to increase knowledge, and maybe also to verify their knowledge, and maybe someone reads for pleasure. Reading is a very important thing in life because by reading we can get information about politics, culture, economy and society. Reading is a type of language ability that falls under the category of receptive writing since it allows a person to increase their information, their knowledge, and their exposure to new experiences that they have never had before. The more a person reads, the more they will be able to improve their thinking ability, refine their perspectives, and broaden their perspectives as a result of what they learn. Because of this, it will be more difficult to finish school and will make day-to-day life more difficult.

Reading can also be thought of as an individual activity for the purpose of deriving meaning from printed text. Reading is not only a meditative and contemplative activity; rather, it demands the reader to actively think about what they are reading while they look at the words on the page. In the context of teaching and learning, such as in a classroom or on a college campus, reading is considered as a process that ultimately ends in understanding, which is a product that can be measured. The reading aptitude of an individual can be evaluated using a variety of established methods. Several methods,

including the true-false format, completing sentences, multiple choice questions, summarizing information, tests, test-C, and others, are utilized frequently in the process of evaluating a person's reading skills (J. Juliana, 2018).

Reading activities primarily serve to accomplish the goals of acquiring knowledge and comprehending the significance of reading. Reading activities need participants to pay attention to a variety of facets, including aspects of authorship and linguistic aspects. The ability to distinguish the shapes of letters and the components of language is essential for the writing component, which is a fundamental component. The linguistic aspect, on the other hand, is an advanced one that entails slow reading in order to comprehend lexical, grammatical, rhetorical, relatedness, content assessment, and form assessment. Aspects of language can also be read at different times and altered to settings that are simple to do (Juliana, 2018).

Reading a passage is not done in one go and without repetition. Repeated reading makes reading easy to remember for a relatively long time. Skills in remembering reading can be done starting from organizing the material read so that it is easy to understand. Furthermore, reading material is linked to facts or connected to the reader's experiences. Readers also need to note down the main idea or important details needed, master diction and be familiar with the basic structure of writing sentences, paragraphs and grammar.

B. Reading Comprehension

A person is said to be successful in reading comprehension if he can understand what he read. Understanding is the primary goal of reading comprehension, thus that should be your primary focus. Understanding in reading is skill in reading to understand content thorough reading text. Reading comprehension is a form of understanding reading more thoroughly. The activity of reading comprehension is called understanding reading more thoroughly because in practice it emphasizes mastery of reading content not on actions, such as beautiful, fast or slow reading.[1] Reading comprehension is referred to as silent reading in which there are two categories, namely extensive and intensive reading. Extensive reading is a reading category with low reading comprehension behavior. Meanwhile, intensive reading is a reading category with a high level of reading comprehension which is carried out carefully and in detail.

C. Narrative text

Narrative text is a story essay that tells a non-fiction or fiction story based on time sequence or chronologically. The chronological nature of narrative text makes it necessary to have an orderly division of time, from beginning to end. Text that is narrative in nature is typically referred to simply as narrative text. The reason for this is because the term "narrative text" refers to any sort of text that contains narrative elements. A narrative text is a text that is studied in the Big Indonesian Dictionary and is defined as text that has narrative features. The act of explaining something is inherent to the essence of narratives, as is the practice of explaining something else and so on. In the meantime, the concept of narrative can also be understood as a form of prose in which the main focus is on a sequence of events. Meanwhile, according to Suningsih's Introduction to Narrative Texts in English, A text is considered to be narrative if it conveys a story or sequence of events and provides its audience with some form of entertainment. Narrative text can also be in the form of a story with several pieces of dialogue so that it makes the story easier to understand. Readers will naturally appreciate and feel the experiences or events experienced by some of the characters in the story.

The purpose of narrative text is usually to use it as an entertainment medium for readers. Narrative texts are said to be able to provide knowledge about good fiction or non-fiction stories to their readers. Apart from being used as an entertaining medium, narrative texts can also provide readers with experiences of beauty, new knowledge and important information. Narrative text itself holds many moral messages and messages that are included by the author. Some examples of narrative texts are

short stories, long stories, novels and romances. Works in the form of narrative text tend to have a positive impact on readers. In fact, many readers are influenced and inspired to follow the stories created by the author. It should be noted that One sort of material that is frequently examined in English examinations is called a narrative text. Obviously, a wide variety of narrative formats are utilized when stories are told. As a result, you should engage in activities and strive to expand your knowledge concerning narrative text. Characteristics of Narrative Text are: After understanding the meaning and types of narrative text, there are also several characteristics of narrative text that you need to pay attention including the following:

Narrative texts use sentence forms (tenses) that show events or occurrences in the past > Past Tense. Adverbs of time that generally appear at the beginning of sentences in narrative texts include long time ago, once, one, once upon a time. There are excerpts of dialogue or conversations between characters. The use of adjectives in narrative text to provide a more detailed description in the form of a noun phrase. Meanwhile, there are also characteristics of narrative text that are commonly found, such as the presence of elements of action (action), elements of time series and information, to the presence of content from the point of view of an author or the subjectivity of the writer.

D. Narrative Text Structure

In accordance with what was stated previously, a text can be said to be a narrative text if it fulfills the structure of a narrative text. There are 4 narrative text structures, namely orientation, complication, resolution and re-orientation which are optional. However, many authors claim to use several methods or options when creating narrative texts.

Orientation is the beginning of the narrative. In this structure, the story maker or writer will introduce the characters, time, and place where the events in the story take place. In addition, the orientation also usually begins with an opening sentence such as, long time ago ..., Once upon a time ..., or One day ..., followed by a description of the characters and places in the story. Broadly speaking, orientation answers the following questions:

- Where exactly does the action of the story take place?
- When did the event described in the narrative take place?
- Where did you start telling the story?
- Who are the protagonists and antagonists in that story?

The second structure of this narrative text will explain or describe the problem or conflict in a story. This problem or conflict usually contains the main character and can also represent various problems that occur in real life. In addition, the characters also experience various events that lead to the story's climax or climax. As a result, the main characters will experience complicated problems. Some signs from narrative text that show the structure of the complication, namely:

Physical, can be characterized by physical conflict between characters. Natural, can be characterized by the emergence of conflict between characters and several things related to natural forces. Social, can be characterized by meetings between figures, only each of whom has their own interests. Psychologically, it can be characterized by the condition of the conflict that occurs within the character, whether it is good or bad, arrogant or humble, it can also be a conflict between greedy or not.

Resolution is the third structure or final part of a narrative text. Resolution itself can be understood as resolving a conflict or problem. At the resolution, the characters in the story begin to find solutions to resolve various problems from complications. Some existing narrative texts show that the characters in the story can solve problems well so that they end happily. However, there are also sad or unhappy endings.

The last part of the narrative text is optional, it can be present or not. Reorientation or often also called coda is the part of a narrative text that conveys moral values, suggestions, or learning in the closing section for the reader that originates from the story. Narrative texts feature main characters who can face various complex problems. This implies that narrative texts are capable of having more than one complication, as well as more than one complication and resolution. Asking questions and receiving answers verbally are the acts that make up interviews and discussions, respectively. The information that is collected can be in the form of written text, recorded audio or visual content, or audio-visual content. In observational studies, the primary method of data collection is conducting interviews.

3. METHOD

A. Research Design

This research was conducted using a qualitative method, this research focuses on data analysis by describing the data with text analysis and giving the broader meaning of the findings. Descriptive design is used to obtain real information concerning the current status of a phenomenon (Cresswell, 2012:56). Thus, the research relies primarily on the collection of qualitative data with the purpose to describing, decoding, and drawing meaning from naturally occurring phenomena that cannot be understood with numbers. the researcher reveals the results of his research based on the data obtained from the results of the research process carried out in the field.

B. Technique of Data Collection

The researcher used two types of instruments to collect the data, they are documentation and interview. The researcher came to the school to collect data on English learning outcomes of ninth-grade students at Mts Babul Ulum Medan regarding reading comprehension of narrative texts. Based on the data, the researcher conducts data reduction to ensure that the preparation of research reports can take place properly according to the initial objectives that have been determined. Then the researcher displays data to provide the possibility of generating a conclusion. By presenting the data in graphical form. And then the researcher draws conclusions.

Interviews are a sort of verbal contact that take place between a researcher and an informant with the purpose of gathering information. The Asking questions and receiving answers verbally are the acts that make up interviews and discussions, respectively. The information that is collected can be in the form of written text, recorded audio or visual content, or audio-visual content. In observational studies, the primary method of data collection is conducting interviews. During this phase of the interview procedure, the researcher will ask open-ended questions. The interview questions that the researcher asks are focused on reading comprehension and the various aspects that contribute to the challenges that students experience when attempting to understand narrative texts.

C. Technique of Data Analysis

The researcher analyzed the data by using qualitative methods. the researcher uses documentation. In this documentation, the researcher uses data on English learning outcomes of the ninth graders of Mts Babul Ulum. And Miles & Huberman (2014: 17) mention that the analysis technique of data in qualitative research includes: (a). Data collection. This study was to get data researchers came to school to collect the data needed to be processed in research. (b). Data reduction: Researchers reduced data, namely selecting, focusing attention and also facilitate data, abstracting and transforming raw data that emerges from data obtained in the field. (c). Data display: Researcher performed data display, namely displaying data in the form of a pie chart. (d). Conclusion Drawing/Verification: Conclusion is drawing conclusions and verification. after displaying the data, the researcher drew conclusions from the three processes that have been carried out to obtain the required results.

4. RESULT AND DISCUSSION

Based on research that has been conducted on ninth grade students of MTS Babul Ulum Medan, the researcher obtained data in the form of student scores in the material reading comprehension in narrative text which states the grade nine students' learning outcomes Mts Babul Ulum:

Table 1. Students' Scores

Name	Gender	Mark	Predicate
Amanda dwi syakila	W	70	B
Andini natasya	W	60	B
Asti Amanda	W	70	B
Dita Amanda	W	80	B
Habibie al fathan	M	80	B
Isna raura zahra	W	80	A
Khodijah	W	80	A
Larasati asri	W	70	A
M. rizal kahfi	M	70	B
Muhammad iqbal	M	80	B
Muhammad reza	M	70	A
Najmi M. zaid	M	80	B
Nur afifah aulia	W	80	B
Rafasyah sugiharto	M	80	B
Raihan syahreza	M	70	B
Rizki suwandi	M	70	B
Rizkika ayunda	M	80	B
Sabila ayunda	W	80	B
Saiful yusron	M	80	B
Surya	M	80	B
Sultan malik	M	80	B
Syabilah windia	W	80	B
Wanda viranti	W	70	A
Wijaya	M	70	B
Zaihani tyasahara	W	60	B
Zilan pratama	M	70	B

A. Interview

The researcher conducted interviews with the English teacher and 5 ninth grade students of Mts Babul Ulum Medan, and below is the data obtained from the interview result:

Teacher. In interview he said “The ability of ninth grade students at Mts Babul Ulum in understanding narrative text was very low, there were still many students who had difficulty understanding narrative text. The low ability of students was due to two things, the first was because they were victims of Covid 19 (learning online) and the second was the students' lack of interest in learning English and also the lack of vocabulary. While in class, I writing it on the board and then explaining it. The problem that I always encounter when teaching in the classroom was the lack of student interest in learning English and due to the lack of interest in learning English, most students still find it difficult to understand the lessons I provide. When that happens, I repeat the lesson material with explanations that were easier for students to understand”.

Students 1, 3and 4. Had similar answers, they said “not so difficult, I pay attention and understand what the teacher explain in class. The difficulty I face in class when learning English is just a lack of vocabulary and sometimes, I still have difficulty understanding long sentences”.

Students 2 and 5. Had similar answers, they said “Quite difficult, the teacher only explained the material about narrative text on the board without providing appropriate teaching strategies and media to be able to answer questions about narrative text, besides that the teacher also did not involve student participation in learning to understand narrative text. I still have difficulty understanding the storyline of the narrative text given by the teacher and there are some long sentences that I don’t know the meaning the difficulties I face when answering narrative texts were firstly my lack of English vocabulary and secondly the difficulty of understanding the storyline in narrative texts”.

B. Analysis

Based on data from the results of research conducted in class nine MTs Babul Ulum Medan. then the researcher carried out data reduction, namely classifying and simplifying the data to make it easier for researchers to draw conclusions. and based on the data reduction process, there are results, namely: Ninth grade students of MTSS Babul Ulum also have good skills in learning English, especially reading comprehension in narrative text. and besides the ability of the teacher, there are also learning techniques that are applied in class, namely the teacher explains while writing the material on the blackboard and then gives examples of narrative text then to test student understanding, the teacher gives essay test questions to students. And data is in the following:

Table 2. Students’ Comprehension Grade

Name	Mark
ADS	70
AN	60
AAL	70
D.A	80
HAL	80
IRZ	80
K	80
LA	70
MRK	70
MI	80
MRA	70
NMZ	80
NAA	80
RS	80
RS	70
RS	70
RA	80
SA	80
SY	80
S	80
SMHA	80
SWP	80
WV	70
W	70

ZT	60
ZPP	70

After the researchers carried out data reduction, the researchers described the results in this table:

Table 3. Students' Percentage Scores

N o	Score interval	Qualificatio n	Frequency students	Percentag e
1	90-100	Very good	-	-
2	80-89	Good	14	56%
3	70-79	Moderate	10	36%
4	40-69	Low	2	8%
5	0-39	Failure	-	-
Total			26	100%

Based on several research processes on the value data of students in MTs Babul Ulum Medan, it was concluded from the research process, The table above explains the categories of students' abilities in understanding reading narrative texts based on the score obtained by students, namely 14 students are in good category, and 10 students are category moderate, and 2 students are in category low.

B. Research Finding

In the research findings, the researcher presented data on students' scores in answering the reading comprehension test on narrative text by ninth grade students at Mts Babul Ulum, Medan. In this research, the researcher presented the results of students' scores along with the classification of their comprehension level according to sub indicator to answer questions in each level. The following table showed the score of the most dominant comprehension level of ninth grade students of Mts Babul Ulum, Medan:

Table 4. The Most Dominant Level of Students' Comprehension

Comprehension Levels	Scores	Dominant	Students with Correct Answer	Students with Incorrect Answer
Literal level	83,08	Very good	22 Students	4 Students
Interpretive level	62,82	Good	16 Students	10 Students
Applied level	67,31	Moderate	18 Students	8 Students
Dominant level			Literal Comprehension level	
Factors that caused students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text			(a) Students' difficulty in understanding the meaning of long sentence in the text	
			(b) Inadequate media by Teacher to teach English and	
			(c). Students' difficulty in comprehending the meaning of Vocabulary.	

From the table above, it can be stated that in literal level, where the average score was 83,08%. It means that students' comprehension to literal questions was highest than score of interpretive and applied level. where the average score of students in the interpretive level was 62,82% (students' comprehension to interpretive questions). At the end of the applied level, the where the average score of students in applied level was 67,31% (students' comprehension to applied questions). In other words, it can be stated that the students' comprehension level to literal question was the highest, then followed by the applied comprehension level and the lowest comprehension level was in interpretive level. Some factors that cause students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text were (a) Students' difficulty in understanding the meaning of long sentence in the text (b) Inadequate media by Teacher to teach English and (c). Students' difficulty in comprehending the meaning of vocabulary.

Table 5. Students' Literal Comprehension Level

Narrative Text	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)		
Indicator	Literal Level	Recognition for topic	1	22	(84,61%)	4	(15,39%)	
		Recognition for main idea	2	21	(80,77%)	5	(19,23%)	
		Recognition for information details: Characters	3	23	(88,46%)	3	(11,54%)	
		Recognition for information details: Setting/Location	4	21	(80,77%)	5	(19,23%)	
		Recognition for information details: Main Character	5	21	(80,77%)	5	(19,23%)	
		Total	Students' comprehension to literal questions		22 Students (83,08%)	Students' incomprehension to literal questions		4 Students (16,92%)
		(Average Score)						

Based on the research findings, it can be stated that students' literal comprehension level in narrative text was in highly comprehension. It can be seen from the result of students' reading comprehension test in narrative text. (a) In answering literal questions: recognition for the topic, there are 84,61% students were able to answer the question about the topic correctly and 15,39% students who were incorrect in answering the literal question: recognition for the topic. (b) In answering literal questions: recognition for the main idea, there are 80,77% students who were able to answer the question about the main idea correctly and 19,23% students who were incorrect in answering question about the main idea. (c) In answering literal questions: information details of the text: characters, there are 88,46% students who were able to answer the question about information details of the text: characters correctly and 11,54 % students were incorrect to answer question about information details: characters. (d) In answering literal questions: information details: setting/location, there were 80,77% students were able to answer the question about information details: setting/location correctly and 19,23% students who were incorrect to answer question about information details: setting/location. (e) In answering literal questions: information details: main character, there were 80,77% students who were able to answer the question about information details of the text: main character correctly and 19,23% students were

incorrect to answer question about information details of the text: main character. The average score of students able to answer and comprehended the literal questions was 83,08% and the average score of students unable to answer and in comprehended the literal questions was 16,92%. It can be concluded that students had highly comprehension level to the questions in form of literal level with percentage 83,08%.

Table 6 Students' Interpretive Comprehension Level

Narrative Text	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
Indicators						
Interpretive Level	Stating Reasons	6	17	(65,38%)	9	(34,62%)
	Anticipate Consequences	7	15	(57,69%)	11	(42,31%)
	Stating Reasons	8	17	(65,38%)	9	(34,62%)
	Total (Average Score)	Students' comprehension to Interpretive questions	16 Students (62,82%)	Students' incomprehension to Interpretive questions	10 Students (37,18%:	

Based on the research findings, it can be stated that students' interpretive comprehension level in narrative text was in the lowest comprehension level. It can be seen from the result of students' reading comprehension test in narrative text. (a) In answering interpretive questions: stating the reasons of the text, there are 65,38% students were able to answer the question about stating reasons of the text correctly, and 34,62% students who were incorrect to answer question about stating reasons of the text. (b) In answering interpretive questions: anticipate consequences, there are 57,69% students who were able to answer the question about anticipating consequences of the text correctly and 42,31 % students were incorrect to answer question about anticipating consequences of the text. (c) (a) In answering interpretive questions: stating the reasons of the text, there are 65,38% students were able to answer the question about stating reasons of the text correctly and 34,62% students who were incorrect to answer question about stating reasons of the text. The average score of students able to answer and comprehend the interpretive questions was 62,82% and the average score of students unable to answer and in comprehended the literal questions was 37,18%. It can be concluded that students had the lowest comprehension level to the questions in the form of interpretive level with percentage 62,82%.

Table 7 Students' Applied Comprehension Level

Narrative Text	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
Indicators						
Applied Level	Making Judgment	9	17	(65,38%)	9	(34,62%)
	Making Inferences	10	18	(69,23%)	8	(30,76%)

Total (Average Score)	Students' comprehension to Applied questions	18 Students (67,31%)	Students' incomprehension to Applied questions	8 Students (32,69%)
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Based on the research findings, it can be stated that students' applied comprehension level in narrative text were in moderate comprehension level. It can be seen from the result of students' reading comprehension test in narrative text. (a) In answering applied questions: making judgement, there are 65,38% students were able to answer the question about making judgment of the text correctly and 34,62% students who were incorrect to answer question about making judgment of the text. a) In answering applied questions: making inferences, there are 69,23% students were able to answer the question about making inferences of the text correctly and 30,76% students who were incorrect to answer question about making inferences of the text. The average score of students able to answer and comprehend the applied questions was 67,31% and the average score of students unable to answer and in comprehended the applied questions was 32,69%. It can be concluded that students had moderate comprehension level to the question in the form of applied level with percentage 67,31%. In other words, it can be stated that the students' comprehension level to literal question was the highest, then followed by the applied comprehension level and the lowest comprehension level was in interpretive level.

C. Discussion

In this study, it was found that the level of students' comprehension of ninth grade students at Mts Babul Ulum in learning narrative texts was related at three levels, namely: (1) literal level, with a total of 22 students who got a score of 83,08 in the very good category. (2) interpretive level with a total of 16 students with a score of 62,82 in the "good" category. (3) applied level with a total of 18 students with a score of 67,31 in the "moderate" category. From this result it can be concluded that for the most dominant comprehension level was literal level.

Based on data obtained from interviews, researchers found that some factors that cause students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text were (a) Students' difficulty in understanding the meaning of long sentence in the text (b) Inadequate media by Teacher to teach English and (c). Students' difficulty in comprehending the meaning of Vocabulary.

5. CONCLUSION

In this study, researchers found the ability of ninth grade students at Mts Babul Ulum in reading comprehension of narrative texts and researchers obtained data that the students' abilities there could be said to be low. The researcher categorized students' scores into several categories, with the "good" category with a total score of 80-89 with a total of 14 students, and for the "moderate" category with a score of 70-79 and a total of 10 students, and for the next category, namely "low" with the 40-69 category with a total of 2 students. and from the results of the interviews, researchers found factors related to students' abilities, namely (1) students still have difficulty understanding long sentences, (2) the learning media used by teachers is still very simple and inadequate, (3) students' lack of vocabulary in English.

ACKNOWLEDGEMENT

The researcher would like to express her deepest gratitude to the people who helped her accomplish her research by spending their valuable time providing guidance, encouraging words, recommendation, and comment sections. Thanks to University of Potensi Utama and Thanks to my advisor Juliana, SS., M. Si for the worthy experience and understanding and thoughts to consider giving me a solution in working on this thesis efficiently and successfully.

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