STUDENTS' STRATEGIES IN DEALING WITH THEIR DIFFICULTIES IN READING NARRATIVE TEXT

THESIS

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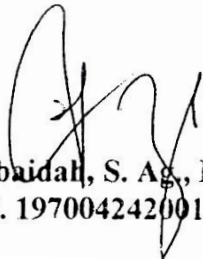on Teacher Education

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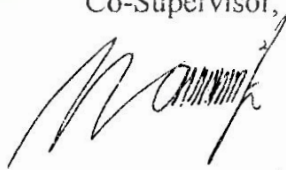**TEUKU IRFAN**
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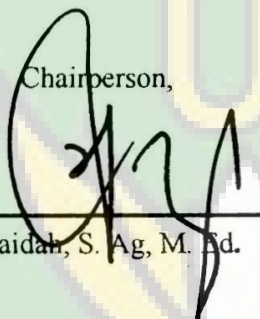for Bachelor of Education Degree in English Language Teaching

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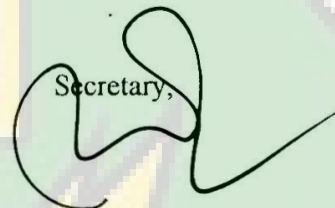22 Rabiul Akhir, 1441 H

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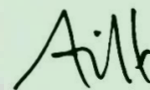Ikhwanna Dhivah, S. Pd.

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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Some students have some difficulties in using learning strategies because of limitation and knowledge so that they seemed lack of concentration or frustated in reading narrative text. Therefore, this study was aimed to find out the difficulties faced and the kinds of learning strategies chosen by the students in reading narrative text. The research design used was quantitative descriptive research. The population chosen was 93 students of third grade level. The sample taken was 23 students of class IX 4 by using purposive sampling. The data collection was based on two techniques. The first technique was observation for obtaining a brief description about classroom climate, students' difficulties, and students' strategies. The second technique was questionnaire to find out learning strategies chosen by the students in reading narrative text. The findings of this study indicated that there were two factors of difficulties faced by the students in reading narrative text, namely (1) some students did not respond to the teacher's questions because they feared of misunderstanding or not in accordance with the text; and (2) they were know nothing about the material taught so that they need to have a lot of time to find the answer from the question or to make some examples of the topic discussed in the classroom. Furthermore, the result of questionnaire shown that the students were more interested to use 'cooperating with peers' strategy that has a percentage of around 78, 94 % and became the highest than the other learning strategies. The reason was they realized have some limitations or lack with comprehension of narrative text so that they need to cooperate with their peers to make them more understand and to answer the questions from narrative text.

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning strategies are an effort to gain success in achieving goals. Moreover, David (in Sanjaya, 2006:126) defined learning strategy as a plan, method, or series of activities designed to achieve a particular educational goal. In the teaching learning process, Oxford (1990:8) stated that strategy is interpreted as a special action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. Thus, learning strategies are a series of individual learning plans to produce self-controlled who can diagnose a particular learning situation and solve problems or tasks in the learning environment so that the learning process becomes effective and efficient. Therefore, the students should have a sense the ways to manage their strategies to understand any lesson in the classroom.

The researcher tends to focus on learning strategies as one of highlights in compiling this research because the obstacle faced by the students in applying learning strategies was learning skills. More clearly, although they were quite competent in learning intelligence and have good social sensitivity, they have some difficulties in finding ways to learn that can be adapted to the methods used by the teacher so that the learning activity in the classroom cannot provide great positive changes. That is why learning strategies have an important role to train the students in improving English skills, in particularly reading.

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Reading is the process of recognition, interpretation, and perception of written material. It covers the conscious strategies that lead to understanding comprehension involves the ability to bring meaning and understanding words which is not recognized by sight (Wilson, 1972:94). Reading is an important requirement for the students because they have to understand something that has been read and learn new things that obtained from the printed written material. In fact, there are some famous personalities who have a habit of reading after doing the activity because they always search the ideas written and practiced into everyday life so that their intellectual and character becomes more open and experienced. Furthermore, reading has become one of the routine activities that must be maintained so that the students can find a truth from various information that is always discussed at any time or commonly called trending topic by way of investigation or comparison between one with other reading texts intensively and carefully.

Meanwhile, Jamieson, Jones, Kirsch, Mosenthal, and Taylor (1994:4) argued that the four purposes for reading in the academic context are identified by reading to find information, reading for basic comprehension, reading to learn, and reading to integrate information across multiple texts. Hence, reading has various types aimed at easing the burden on the students to interpret textual texts by following these instructions in depth. That is why reading should be affecting a person's point of view to look for new things and also help them to create something useful in the present and the future.

In this case, the students' enthusiasm to reading lesson in the classroom was going down because they were not able to read a long text. Besides, the unavailability of additional time for vocabulary introduction after school hours was also another reasons they have little understanding of the text essence. That is why the students need to be encouraged in the form of praise, criticism, or suggestion in order they can anticipate the possibility of misunderstanding in reading text, especially narrative text.

SMPN 1 Kota Jantho was chosen as the research location because there were some students who were not familiar with narrative text. More simply, they were less able to express meaning and purpose of narrative text in a certain time and they did not given some opportunities to respond by the teacher that affecting their confidence in conducting the semester exam, either mid or late semester. Furthermore, the inventory of books about English narrative story in the library school was also fairly limited so that they look confused to read material in English, both formal and informal forms, because they were misunderstood of structure and word meaning.

Based on the explanations above, the researcher found that some students have some obstacles in using learning strategies because of limited knowledge and experience. It indicated that there were the factors preventing them in reading narrative text. More simply, they seemed lack of concentration or frustated in reading narrative text because they did not identify learning strategies in depth. Therefore, the researcher would like to analyze students'

effort to use learning strategies correctly in overcoming difficulties in reading narrative text.

The junior high school level is appropriated to the research because narrative text is given in the level skill conducted with easy word to understand the students. This text is able to make them thinking sharply in getting information and developing their self-perspective. Furthermore, the senior high school students are also using learning strategies to understand narrative text despite their level of difficulty is slightly higher. This is because they have to focus or determine conclusion and moral based on the clues found.

There were several kinds of research previously done about students' strategies in reading narrative text. One of them is the thesis by Farisya Zahna, a student of UIN Ar-Raniry Banda Aceh, entitled *"Students' Learning Strategies in Improving Reading Comprehension Section Score of TOEFL Test"* that mentioned about learning strategies and classification, definition and purpose of reading comprehension, and specification of TOEFL. Then, she covered that students' strategies in improving score in reading section were knowing some part of linguistic such as prefixes, suffixes, and roots to derive word meaning on test; focusing on the first sentence of each paragraph by skimming and read intensively; finding out the contextual clues; looking at the type of question in the paper; skipping the question and simply make a guess; training and reading several journals to find new vocabularies; and managing the time well. Finally, she concluded that they used cognitive strategy and meta-cognitive strategy to improve reading skill in TOEFL test.

This problem has inspired the researcher to conduct this research entitled "**STUDENTS' STRATEGIES IN DEALING WITH THEIR DIFFICULTIES IN READING NARRATIVE TEXT.**"

B. Research Question

1. What are the difficulties faced by the students in reading narrative text?

2. What are the kinds of learning strategies applied by the students in reading narrative text?

C. Aim of Study

This research is aimed to find out the difficulties faced and the kinds of learning strategies applied by the students in reading narrative text.

D. Significance of Study

1. Theoretically

This study is expected to enrich the information about students' difficulties in reading narrative text and provide the explanation of effective and efficient strategies.

2. Practically

This study is expected to give meaning and better understanding to the students who learn reading narrative text so that they can apply and find some strategies to overcome difficulties in reading narrative text.

E. **Terminology**

1. Strategy

Merriam-Webster Dictionary (2017) mentioned that strategy is a careful plan or method for achieving a particular goal usually over a long period of time; the skill of making or carrying out plans to achieve a goal. Furthermore, Kvint (2009) defined strategy as "a system of finding, formulating, and developing a doctrine that will ensure long term success if followed faithfully." Last, Schumaker & Deshler (1992) assumed that learning strategy is an individual's approach to complete a task. More specifically, learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in the school as well as in the non-academic settings. So, the students' strategy here is a plan or method that designed by the students purposely and carefully in order to achieve a goal or an effect in reading narrative text.

2. Difficulty

The Cambridge Dictionary (2017) mentioned that difficulty is the fact of not being easy to do or understand. Besides, Djamarah (in Amerudin, 2013) argued that learning difficulty is a condition where the students cannot learn properly due to certain obstacles or disturbances in the learning process so that the students cannot achieve the expected learning outcomes. Furthermore, ACT Government (2014) stated that the students with learning difficulties underachieve academically for a wide range of

reasons, including factors such as: sensory impairment (weaknesses in vision or hearing); severe behavioral, psychological or emotional issues; English as a second language or dialect (ESL or ESD); high absenteeism; ineffective instruction; or, inadequate curricula. So, difficulty is a condition in which the students get some unexpected problems that appearing mental distress in the learning activities.

The meaning of difficulty that the researcher means in this thesis is students' learning disability in comprehending narrative text. Therefore, the researcher wants to find out some factors that decreased their interest in learning narrative reading.

3. Narrative Reading

Narrative text is a text that tells a story and, in doing so, entertains the audience (Anderson & Anderson, 1998:3). Moreover, narrative text is a fiction and non-fiction story that has sequence of time that tells the event from the beginning until the end. Narrative can be found in picture story book, simple short stories, and longer stories (Webster, 1961:1773). Afterwards, narrative text tells a story from a particular point of view and can be presented using words, images and/or sound. Its purpose is to narrate events, entertain and engage the reader in an imaginative experience (Department of Education and Training, 2009). Thus, narrative is a type of reading text that does not recognize the regulation to understand this text. Although narrative text has various different levels in

examining the meaning of a story, it is considered capable of increasing enthusiasm and critical thinking in students.

The meaning of narrative reading that the researcher means in this thesis is students' comprehension of narrative text by using some strategies. More comprehensively, the researcher wants to analyze their performance of cognitive intelligence to find some effective ways that can help them to understand narrative text.

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example guess from contexts, define expectations, make inferences about the text, skim ahead to fill in the context, etc. (Grabe, 1991:377). Furthermore, Anonymous (1997) defined reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

In the other side, Cline, Johnstone, and King (2006:2) presented an alternative definition of reading as follow:

> Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as Braille or auditorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge, obtaining input on the working definitions.

In addition, reading is a cognitive activity or the process of extracting meaning where everyone receive every information from written or direct conversation to shape a critical thinking based on their situation and experiences. They also stated that the purpose of reading is to understand what they read, not to know the language only. To understand a text, they must be

able to understand the vocabulary used in writing by pre-teaching new words in a text or by helping them to understand unfamiliar words in writing, either from parents or from teachers. Then, they must be able to understand each separate word in a text and put them together in order to develop an overall understanding of what they are trying to say which is called the text comprehension process. The readers, in particularly the students, have many different text comprehension strategies such as identifying words by using knowledge outside the text, accessing the word meaning in context, recognizing the grammatical structures, drawing inferences, and self-monitoring to ensure that the text is making sense. Thus, the result of comprehending text is called reading comprehension (K12 Reader, n.d.).

According to Adhiah (2011:16), reading comprehension means getting meaning from what one has read and able to retell the content of the passage by using his or her own words. It involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating and making judgement. Furthermore, Moore (2003:11) stated that reading comprehension involves three-step sequences namely reading, understanding, and remembering. When the students start reading text, the first action they need to do is focusing on receiving information carefully. Then, they need to try to connect information that has been obtained with personal knowledge and experience so that it is easy to express opinions on reading content. But most importantly, they have to adjust personal thinking in the author's way because there is some information that

has not been revealed. That is, they must find information that can explain the unique style of writing.

So, the students must practice reading skills gradually if they want to improve their understanding in the academic section because this skills are related to other skills. For example, Fahrizal decided to write conclusions or evaluate the thoughts of author and give personal opinions thoroughly because he had understood in depth the facts and concepts expressed by Dr. Budiman in the scientific journal.

B. Purpose of Reading

The purpose of reading depends on the discourse we want to read. The main purpose of reading is already mentioned, to understand the meaning of the text. Hedge (2000:189) affirmed, "It is now standard practice in ELT methodology to consider real purposes for reading outside the classroom and to build these into reading activities." For example, Rivers and Temperley (in Nunan, 2001:34) mentioned the usual purposes of reading as follow:

1. To obtain information for some purposes or because we are curious about some topics;

2. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how on appliance works);

3. To act in a play, play a game, do a puzzle;

4. To keep in touch with friends by correspondence or to understand business letters;

5. To know when or where something will take place or what is available;

6. To know what is happening or has happened (as reported in newspapers, magazines, reports);

7. For enjoyment or excitement.

Langan (2002:579) also said, "Through close reading, we will learn how to recognize the main idea or point of selections and how to identify and evaluate the supporting material that develops main idea." Meanwhile, Grabe and Stoller (2002:12) mentioned seven purposes of reading that are reading to search for simple information, to skim quickly, to learn from text, to get an integrate information, to search information needed for writing, to critique texts, and to achieve general comprehension.

C. Types of Reading

Understanding a reading text is a matter that should be emphasized for the students in order they can choose techniques need to be applied in the classroom. According to MacLeod (2007), reading text is classified into four types:

1. Scanning

Scanning is a quick reading, focusing on locating specific information. Moreover, Difference Between (n.d) stated that scanning generally refers to that technique when one looks into the document for searching some specific text. One does not need to read the document fully. One requires the skill of pattern recognition for a speedy scanning.

Many people use it in day to day life – while searching a particular phone number in phone directory, etc.

For Brown (2001:296), scanning is the ability to read a text quickly in order to find specific information. Scanning means a technique of flashback in careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning. It can take a short conclusion that scanning is used when someone want to find a word, fact, data, name, and so on. Our eyes can observe the whole pages quickly to find out something that we want, for instance indexes, table of contents, telephone book page or dictionary.

2. Skimming

Skimming is a quick reading to get the general meaning of a passage and the passage is organized, the structure of the text, and to get an idea of the intention of the writer. Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool in which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after.

Tarigan (2008:33) argued that skimming is a kind of reading making our eyes move quickly viewed, pay attention to the written material to seek and obtain information. Furthermore, skimming often refers to the way in which one reads at a faster rate to gain the general idea about the text.

Skimming does not involve a thorough reading and understanding. However, skimming often depends upon the skills of a reader to understand the text quickly. Generally, a reader quickly reads all the words or the text that seems to be important and then tries to gain the general idea about the document. At times, when time is a constraint, skimming is achieved by reading that text only which is considered to be relevant. For example, one may read only the topics.

3. Intensive Reading

Brown (1989) explained that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy. Meanwhile, Patel and Jain (2008:117-123) stated that intensive reading is text reading or passage reading. In this reading, the students read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. The students who read a book to acquire knowledge are the kind of intensive reading. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

Moreover, intensive reading occurs when the students are focused on the language rather than the text. For example, the students may be

answering comprehension questions, learning new vocabulary, studying the grammar and expressions in the text, translating the passage (sometimes called 'careful reading'), or other tasks that involve them in looking intensively (inside) the text. Most often all of students read the same short text that the teacher decided (ITECH, 2016).

4. Extensive Reading

Brown (1989) stated that extensive reading is carried out "to achieve a general understanding of the text." Moreover, Long and Richards (1971:216) identified extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. They are duplicated (in abbreviated form) below according to Day and Bamford (2002:2):

    a. Students read as much as possible.

    b. A variety of materials on a range of topics is available.

    c. Students select what they want to read.

    d. The purposes of reading are usually related to pleasure, information and general understanding.

    e. Reading is its own reward.

f. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

g. Reading is individual and silent.

h. Reading speed is usually faster than slower.

i. Teachers orient students to the goals of the program.

j. The teacher is a role model of a reader for the students.

D. Factors Influencing Reading Ability

Ikram (2012) argued that the readers, in particularly the students, can master reading well if they master the facets of the skills needed to read. There are two factors affecting the ability to read comprehension, namely the factors coming from within the readers and factors coming from outside the readers. According to Pearson and Johnson (in Zuchdi, 2000: 23-24), the factors existing within the reader include linguistic abilities, interest (how much the readers care about the reading it faces), motivation (how much the readers care about reading tasks or general feelings about reading and schooling), and a collection of reading skills (how well the readers can read).

The factors outside the readers are divided into two categories, namely reading elements and reading environment. The elements of reading or textual features include textual literacy (textual difficulty), and textual organization (types of help available in chapters and sections, writing compositions, etc.). The quality of the reading environment includes factors: teacher preparation before, during, or general mood of task completion (barriers, impulses, etc.). These factors are not mutually exclusive, but interconnected. The explanation

shows clearly that the factors affecting a person's reading ability are essentially no single. Moreover, these factors are related to each other. The ability to read a person's understanding works well if they master the necessary factors in reading comprehension.

Based on the explanation above, the reader, especially the students, are considered to have the ability to read comprehensively depending on their willingness and the influence of the surrounding environment as mentioned in two factors above. Moreover, it shows that they still have the opportunity to learn and develop the ability so they can know various topics that have not been known before through the reading provided.

E. Narrative

Mloredo (2014) stated that a narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story -- which is why it is so often used in phrases such as written narrative, oral narrative, etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. In a series of events, a car crash takes a split second. A narrative account, however, might be almost entirely about the crash itself and the few seconds leading up to it. Narratives thus shape history (the series of events and the story of what happened).

Oxford (2007) also assumed that narrative can be organized in a number of thematic and/or formal categories: non-fiction (such as definitively including creative non-fiction, biography, journalism, transcript poetry, and historiography); fictionalization of historical events (such as anecdote, myth, legend, and historical fiction); and fiction proper (such as literature in prose and sometimes poetry, such as short stories, novels, and narrative poems and songs, and imaginary narratives as portrayed in order textual forms, games, or live or recorded performances). Meanwhile, Kane (2000:363-364) argued that:

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action. Characters and action are the essential elements of any story. Also important, but not as essential, is the setting, the place where the action occurs. Characters are usually people —sometimes actual people, as in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in an Aesop fable), and sometimes a dominant feature of the environment functions almost like a character (the sea, an old house).

The action is what the characters say and do and anything that happens to them, even if it arises from a non-human source — a storm, for instance, or a fire. Action is often presented in the form of a plot. Action is, so to speak, the raw material; plot, the finished product, the fitting together of the bits and pieces of action into a coherent pattern. Usually, though not invariably, plot takes the form of a cause-and effect chain: event A produces event B; B leads to C; C to D; and so on until the final episode, X. In a well-constructed plot of this kind we can work back from X to A and see the connections that made the end of the story likely and perhaps inevitable.

Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. In writing that is primarily expository, however, narratives are shorter and simpler. Most often they are factual rather than imaginary, as when an historian describes an event. And often in exposition an illustration may involve a simple narrative. Being able to tell a story, then, while not the primary concern of the expository writer, is a skill which he or she will now and again be called upon to use.

Thus, narrative does not use any rules in order the students will feel impressed by the unpredicted storyline, sometimes straightforward or flashback at the end of story. Then, narrative is able to influence them to think sharply or critically based on the story being read. Usually, they tend to be interested in narrative stories that have inspirational and factual elements but are short and clear.

F. Structures and Types of Narrative Text

1. Structures of Narrative Text

According to Muhiddin (2010:14), narrative text consisted from the following structures:

a. Orientation : introducing the participants and informing the time and the place.

b. Complication : describing the rising crises which the participants have to do with.

c. Evaluation : reaction by the characters to the complication.

d. Resolution : showing the way of participant to solve the crises, either better or worse.

e. Re-orientation : the end of story, conclusion, and the lesson from the study.

In addition, Education Department of Western (2004:4) stated that the grammar of narrative text can be divided as:

a. Specific characters with defined identities. They can be people, animals or things that are important to the story;

b. Uses detailed noun groups to create images in reader's mind;

c. Often uses time connectives to sequence events throughout the story;

d. Verbs focus on action, feelings, thought and speech;

e. Usually written in past tense (this may change during dialogue);

f. Written in first or third person.

2. Kinds of Narrative Text

Nurdiono (2019) stated that kinds of narrative text can be divided as follow:

a. Myth

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

Example of myth:

1) The Story of Batara Kala Swallowed Sun

2) The Myth of Malin Kundang

b. Legends

Legends also a story that has been made, but they are different from the myth. Myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or deeds. People are living in a more recent and are mentioned in history. Stories submitted for the purpose and is based on the facts, but it does not really exist.

Example of legends:

1) The Story of Crying Stone

2) The Story of Toba Lake

3) The Legend of Surabaya

c. Fables

Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

Example of fables:

1) The Story of Crocodile and Mousedeer

2) The Wolf and The House Dog

d. Fairy Tales

Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres or sometimes animal characters.

Example of fairy tales:

1) The Story of Mermaid

2) Snow White and The Seven Dwarfs

G. Some Difficulties in Recognizing Narrative Reading Text

Although narrative reading text is looked easy because it has some relationships with real life, sometimes the students feel struggle to understand this meaning of text. According to Pang and Muaka (2001:17), some difficulties in recognizing text types, especially narrative, can be explained as follow:

1. Vocabulary

Vocabulary is a list of words, and phrase, usually arranged in an alphabetical order and defined, a dictionary, glossary, or lexicon (Webster, 1983:2046). If the students cannot master vocabulary and lack of memorizing vocabulary, they will not understand the meaning and purposes of narrative story. To make sure, they need to know the meanings of individual words. They construct an understanding of the text types by assembling and making sense of the words in context.

Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development. Words that are recognized in print have to match students' oral vocabulary in order to be understood. It is important for them who are developing oral proficiency, as well as for non-native speakers of a language. In later reading development, when they read to learn, they need to learn new

vocabulary in order to gain new knowledge of specific subject matter (Pang & Muaka, 2001:12).

2. Word Length

Haber, Haber, and Furlin (1993:165) assumed that the readers, especially the students, get difficulties if in the text types have word length and they cannot master the word length. They were asked to read text types presented one or two lines at a time and ending randomly in the middle of a sentence. They had to guess the next word many times until they give up to find the information. The probability of a correct guess improved as more information was provided and as text difficulty decreased. Specifically, providing knowledge of the length of a word to be guessed increased the accuracy of response, as did providing the shape of word. Providing the following word increased accuracy even further. Thus, the students are able to make use of word length and word shape information to decode text types.

3. Grammatical Complexity

Coghill and Magendanz (2013:16) define the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. In the same way, Swan (2005:19) regards grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Furthermore, Chitravelu (2005:196) stated that grammar is the rules of a

language, governing the way in which words are put together to convey meaning in different contexts.

Grammar is a set of rules derived from a language; rules that most of its native speaker rarely care about. However, these enable them to communicate each other without creating misunderstanding and misinterpretation. So, if the students have difficulties in grammatical complexity, they cannot identify the text types.

4. Sentence Length

Sentence length is one part of text types and to identify the meaning of text, in which students must master the vocabulary and comprehend the meaning. The students can measure the length of a sentence simply by counting the words. Short sentences in students' writing tend to have 3-6 words in them. The average sentence has approximately 8-15 words. Long sentences may be long as long as 20 words or more. Most of sentences are of average length for this age of writer, but occasionally they find a long or a short one, and this is what makes it work. The students can analyze the structure of a sentence by looking at how many parts it contains and what kinds of parts those are. Most of the sentences have two parts but here and there they will find a sentence with one part or three (Peha, 2016).

Thus, the difficulties experienced by the students were likely to master four things above. The teacher must be aware of the progress that the students were making and adjust instruction to their changing abilities. It is also important to remember that the goal of reading is to understand the text types,

especially narrative, and to be able to learn from them. If they can understand narrative story, they will get some benefits from the story or maybe they can apply it in their daily life.

H. Learning Strategies

In learning a new language, the students must choose or apply learning tactics appropriate to their ability to minimize the complexity of understanding in the process of language learning. The term of students' strategies refer to the students' characteristics in second language learning and analysis of strategies and other aspects accepted by them.

There are many statements in which the experts concluded in their own concept about learning strategies. According to Cohen (1990:4), learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language. Then, Scarcella and Oxford (1992:63, in Oxford, 2003:2) viewed learning strategies are "the specifications, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning." In short, learning strategies look important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Learning strategies can be interpreted as planning that contains about a series of activities designed to achieve educational goals. Kemp (in Rusman,

2017:205) stated that learning strategies as a learning activity that must be done by teachers and students so that the learning objectives can be achieved effectively and efficiently. Meanwhile, Dick & Carey (1985) argued that learning strategies are a set of materials and learning procedures used together to achieve student learning outcomes. Moedjiono (1993) also explained that learning strategies are the teachers' activity to think about and strive for consistency between the aspects of the components of the learning system, in which the teacher uses a certain strategy. Last, Kozma (in Sanjaya, 2007) argued that learning strategies can be defined as any activity selected, that can provide facilities or assistance to the students towards the achievement of certain learning objectives.

According to Mansur (in Yusri, 2011), there are four basic concepts of learning strategies:

1. Identify and determine the behavior of students' personalities as expected according to the demands and changes of the times.
2. Consider and choose the right teaching and learning system to achieve accurate goals.
3. Choosing and establishing the teaching-learning procedures, methods and techniques that are considered the most appropriate and effective so that they can be used as a guide for the teachers in carrying out the teaching activities.
4. Establish the norms and minimum limits of success or criteria and the standards of success so that it can be used as a guide for the

teachers in evaluating the results of teaching and learning activities which will then be used as feedback for improving the instructional system in question as a whole.

Furthermore, learning strategies can be taught despite students' other characteristic such as motivation, attitude, and personality are not fairly easy. It is because language learning should be followed by the effective use of strategies, especially the use of certain essential learning strategies such as self-monitoring and elaboration, resulting in a gradual effectiveness. In short, the students' ability to obtain the complex cognitive skills of a foreign language can increase rapidly according to the instruction of learning strategies. In addition, learning strategies are language learning behaviors, steps, routines, procedures, potentially conscious plans, cognitive abilities, and learning skills that support students to comprehending, storing, studying, and remembering new information and skills (Zahna, 2015:7-8).

O'Malley and Chamot (1995:144-145, in Kadri, 2012:22) also stated that students' strategies can be divided into three categories based on the type of processing involved cognitive, meta-cognitive, and social/affective. Metacognitive strategies are defined as a learning strategy that involves thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is taking place, or self-evaluation of learning after the task has been completed. Then, cognitive strategies are the method that involving mental manipulation or transformation of materials or tasks and intended to enhance comprehension, acquisition, or retention. Last,

social/affective strategies reveal about cooperative learning, asking questions, and self-talk.

They suggest that meta-cognitive and cognitive strategies are essential for learners to be improved. In addition, O'Malley assumed that the students without meta-cognitive approaches are essentially the students without direction and ability to review their progress, accomplishment, and future learning directions studies on strategy training. Chamot also indicated that teaching learning strategies are effective in the students' development and what the students would not recognize unless instructed should be taught in the training programs.

In summary, learning strategies are a plan or a method that needs to be designed and developed in stages and involves who teachers and students use to achieve learning objectives in the classroom. In addition, this strategies rely heavily on the cognitive, meta-cognitive, and social/affective so that the students can understand and follow the procedures that have been applied in the learning system as well as are able to move them effectively and efficiently.

I. **Students' Strategies in Reading Text**

Some students still have difficulties in understanding reading text that make them less able to receive knowledge and information as a whole. It was due to the absence of reading awareness and limited reading supplies of foreign languages in the native areas. Therefore, teachers and students need to cooperate to overcome those problems by implementing learning strategies in reading section. In particularly the students, they are expected to find the

learning strategies that fit with their intelligence despite may not be similar to each other. However, learning strategies can help them to achieve quality and ethical learning objectives in the process of language learning, especially reading section.

The reading difficulties can interfere at each step of the comprehension process. For example, to comprehend a story, the reader has to continually recall the preceding words, sentences, and pages in the story. For the students, the process of decoding consumes so much of the brain's metabolic activity that there appears to be an inadequate flow of oxygen and glucose to support the metabolism in the brain's cortical areas of memory storage. Without the ability to connect each new word, sentence, or page with those that came before, children cannot build a comprehensive understanding of the words they read (Long & Chong, 2001, in Willis, 2008:127).

In order to minimize the students' obstacles in reading text, there are several main strategies that can be adopted in their own learning activity. Oxford (1990:57-94; 152-173) mentioned some specific language learning strategies as follow:

1. Grouping

    Grouping involves classifying or reclassifying what is heard and read into meaningful groups, that reducing the number of unrelated elements. It sometimes involves labeling the groups, as well.

2. Associating / Elaborating

This memory strategy involves associating new language information with familiar concepts already in memory.

3. Placing new words into a context

This strategy involves placing new words or expression that have been heard or read into a meaningful context, such as a spoken or written sentence, as a way of remembering it.

4. Using imagery

A good way to remember what has been heard or read in the new language is to create a mental image of it.

5. Semantic mapping

This strategy involves ranging concepts and relationship on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines.

6. Using keywords

This strategy combines sounds and images so that the students can more easily remember what they hear or read in the new language.

7. Representing sounds in memory

This strategy helps the students to remember what they hear by making auditory rather than visual representations of sounds. This involves linking the new word with familiar words or sounds from any language: the new language, one's own language, or any other.

8. Reviewing well

The sole strategy in this set is structured reviewing, which is especially useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart.

9. Using physical response or sensation

This strategy can be applied for remembering written material. The students can act out what they read, or associate physical sensations with specific words found in reading passages.

10. Using mechanical technique

To remember what has been heard or read, mechanical techniques are sometimes helpful. For instance, flashcards, with the new word written on one side and the definition written on the other, are both familiar and useful.

11. Repeating

Although the strategy of repeating might not at first sound particularly creative, important, or meaningful, it can be used in highly innovative ways, is actually essential for all four language skills, and virtually always includes some degree of meaningful understanding.

12. Recognizing and using formulas patterns

Recognizing and using formula routine formulas patterns in the target language greatly enhance students' comprehension and production.

Formulas are unanalyzed expression, while patterns have at least one slot that can be filled with an alternative word.

13. Practicing naturalistically

This strategy, of course, centers on using the language for actual communication. Practicing naturalistically using the language in an authentic way for reading comprehension. The most common medium for reading material is, of course, print. Print material in just about any target language is easy to come by and comparatively inexpensive.

14. Getting the ideas quickly

This strategy is used for listening and reading. It helps the students to understand exactly what they need or want to understand, and it allows them to disregard the rest or use it as background information only.

15. Using resources for receiving and sending messages

This strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language.

16. Reasoning deductively

This strategy involves deriving hypotheses about the meaning of what is heard by means of general rules that the students already knows. This strategy is a common and very useful of logical thinking. Sometimes this strategy results in overgeneralization errors.

17. Analyzing expressions

To understand something spoken in the new language, it is often helpful to breakdown a new word, phrase, sentence, or even paragraph into its component parts. If the students are in the midst of a conversation there may not be enough time to analyze the new expression, but is sometimes possible to jot down the expression (phonetically if need be) and analyze it later.

18. Analyzing contrastively

This strategy is fairly easy one that most students used naturally. It involves analyzing elements (sound, words, and syntax) of the new language to determine likeness and differences in comparison with one's one native language. It is very commonly used at the early stages of language learning to understand the meaning what is heard or read.

19. Translating

Translating can be a helpful strategy early in the language learning, as long as it used with care. It allows the students to use their own language as the basis for understanding what they hear or read in the new language.

20. Transferring

The last of the analyzing and reasoning strategies is transferring, which means directly applying previous knowledge to facilitate new knowledge in the target language. Transferring can involve applying linguistic knowledge from the students' own language to the new

language, linguistic knowledge from one aspect of the new language to another aspect of the new language, or conceptual knowledge from one field to another.

21.   Taking notes

This is a very important strategy for listening and reading, but generally the students are not taught to use it well, if at all. The focus of taking notes should be on understanding, not writing.

22.   Summarizing

Another strategy that helps students' structure new input and show the students understand is summarizing – that is, making a condensed, shorter version of the original passage. Writing a summary can be more challenging (and sometimes more useful) than taking notes, because it often requires greater condensation of thought.

23.   Highlighting

The students sometimes get benefit by supplementing note and summarizes with another strategy, highlighting. This strategy is emphasizing the major points in a dramatic way, through color, underlining, capital letters, initial capitals, big writing, bold writing, stars, boxes, circles, and so on. The sky's the limit in thinking of ways to highlight.

24.   Using linguistic clues

Previously gained knowledge of the target language, students' own language, or some other can provide linguistic clues to the meaning of

what is heard or read. Suffixes, prefixes, and word order are useful linguistic clues for guessing meaning.

25. Using other clues

In addition to clues coming purely from knowledge of language, there are clues from other clues. Some clues are related to language but go beyond (such as forms of address which impel social relationships), and others come from a variety of other sources which are not related to language.

26. Overviewing and linking with already known material

This strategy involves previewing the basic principles and/or material (including new vocabulary) for an upcoming language activity, linking these with what the students already know. Exactly how this strategy is used depending in part on the skill level of students.

27. Paying attention

The strategy of paying attention is necessary for all of the language skills. This strategy involves two modes, directed attention and selective attention. Direct attention (almost equivalent to "concentration") means deciding generally or globally to pay attention to the task and avoid irrelevant distracters. In contrast, selective attention involves deciding in advance to notice particular details.

28. Finding out about language learning

This strategy means uncovering what is involved in the language. The students often do not know much about the mechanics of language

learning, although such knowledge would make them more effective students.

29. Organizing

This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, keeping a language learning notebook. Having the right physical environment is importance for every language skills.

30. Setting goals and objectives

Goals and objectives are the expressions of students' aims for the language learning. The students without aims are like boats without rudders; they do not know where they are going, so they might never get there. Goals are generally considered to be a long-range aims referring to the outcome of many months or even years. Objectives are short-term aims for hours, days, or weeks.

31. Identifying the purpose of a language task

This strategy involves determining the task purpose; an act useful for all language skills. The strategy of considering the purpose is an important one, because knowing the purpose for doing something enables students to channel their energy in the right direction.

32. Planning for a language task

Regardless of the language skill(s) involved, this strategy always involves identifying the general nature of the task, the specific requirements of the task, the resources available within the students, and

the need for further aids. These four steps can be illustrated for each of the language skills.

33. Seeking practice opportunities

The students must seek out or create opportunities to practice way and all of the four language skills. This strategy underscores students' responsibility to generate their own opportunities to practice.

34. Self-monitoring

This strategy does not center as much on using the language as it does on students' conscious decision to monitor, that is, notice and correct, their own errors in any of the language skills.

35. Self-evaluating

This strategy involves gauging either general language progress or progress in any of the four skills. Global impression are often faulty, and the more specific for the students are self-evaluating, the more accurate evaluation. Of course, any self-evaluation must take into consideration the difficulty of the situation or the language. Checklist, diaries, or journals can help the students evaluate their progress, at the same time as getting in touch with feelings.

36. Using progressive relaxation, deep breathing, or meditation

These techniques are all effective anxiety reducers, according to scientific biofeedback research. Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time. Deep breathing is often an accompaniment to progressive relaxation. It involves

breathing low from the diaphragm, not just from the lungs. The simple act of deep breathing brings greater calmness almost immediately. Meditation means focusing on a mental image or sound to center one's thoughts.

37. Using music

This strategy is useful before any stressful language task. Five or ten minutes of soothing music can calm the students and put them in a more positive mood for learning.

38. Using laughter

Laughter is the best medicine, as the saying goes. The use of laughter is potentially able to cause important biochemical changes to enhance the immune system; so many hospitals are now using "laughter therapy" to help patients relax. The students, too, can benefit from laughter's anxiety – reducing powers.

39. Making positive statements

The strategy of making positive statements can improve each of the four language skills. The students can demonstrate the kinds of positive statements that can privately make to themselves.

40. Taking risks wisely

This strategy involves a conscious decision to take reasonable risks regardless of the possibility (or probability) of making mistakes or encountering difficulties. It also suggests the need to carry out this decision in action that is, employing direct strategies to use the language despite fear or failure.

41.   Rewarding yourself

The students often expect to be rewarded only by external sources, such as praise, from teacher, a good grade on a test, or a certificate of accomplishment. However, the students need more reward than they can get externally. They also need it more regularly and more often. Some of the most potent and useful rewards come from within themselves. Therefore, they need to discover how to reward themselves for good work in language learning.

42.   Listening to your body

One of the simples but most often ignored strategies for emotional self-assessment is paying attention to what somebody says. Negative feeling like tension, anxiety, fear, and outrage tighten the muscles and affects all the organs of the body. Positive feelings like happiness, pleasure, contentment, and excitement can have either a stimulating or a calming effect, but certainly an effect that is discernibly different from the effect of negative feelings. The students need to learn to pay attention to these physical sensations frequently.

43.   Using a checklist

A checklist helps the students in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language tasks and skills. They can use a checklist every day or every few days to assess their feelings and attitudes about language learning.

44.   Writing a language learning diary

Language learning diaries or journals are narratives describing the students' feelings, attitudes, and perceptions about language learning process.

45.   Discussing your feelings with someone else

Language learning is difficult, and the students often need to discuss this process with other people.

46.   Asking for clarification or verification

The students who are reading in the new language may use this strategy. Usually they ask someone more proficient in the target language, although they at the same proficiency level can often provide clarifying or verifying information.

47.   Cooperating with peers

This strategy involves a concerted effort to work together with others on an activity with a common goal or reward.

48.   Cooperating with proficient users of the new language

This strategy applies to all four skills. In reading and writing the target language, the students often need to cooperate with proficient language users. This frequently happens when language students encounter proficient language users on the job, in the classroom, or on the trip.

49.   Developing cultural understanding

Background knowledge of the new culture often helps the students understand better what is heard or read in the new language.

50. Becoming aware of others' thoughts and feelings

The students can purposefully become aware of fluctuations in thoughts and feelings of particular people who use the new language. Such awareness brings the students closer to the people they encounter, helps them to understand more clearly what is communicated, and suggests what to say and do.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Leedy and Ormrod (1997:195) defined research design as a plan for a study, providing the overall framework for collecting data. MacMillan and Schumacher (2001:166) defined it as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They further indicate that the goal of a sound research design is to provide results that are judged to be credible. For Durrheim (2004:29), research design is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy.

In conducting this research, quantitative descriptive was used as the research design because focusing on the study of social phenomena, events, condition, and so forth through counting or measuring. Gay, Millis, and Airasian (2006:18) stated that quantitative research is the collection analysis of numerical data in order to explain, predict, and/or control phenomena of interest. Then, Sudjana (in Margareta, 2013) argued that descriptive research methods with quantitative approaches are used when aiming to describe or explain events or events that occur at this time in the form of meaningful numbers.

In short, the researcher decided to use quantitative descriptive research because the researcher wanted to explore the difficulties faced and the kinds of learning strategies chosen by the students in reading narrative text.

Furthermore, the researcher conducted some phases included collecting data, analyzing data, and drawing conclusion to answer the research question.

B. Population and Sample

1. Population

Scarvia et.al (in Arikunto, 2002:108) stated that population is a set (or collection) of all elements possessing one or more attributes of interest. The population of this research was all of third level students of SMPN 1 Kota Jantho that consisted of four classes namely IX 1 (24 students), IX 2 (22 students), IX 3 (24 students), and IX 4 (23 students). So, the number of population in this study was 93 students.

2. Sample

Sample is a small part or representation of population to be observed (Scarvia et.al, in Arikunto, 2002:109). Then, Hadi (2004:91) stated that sample is a group selected based on previous knowledge of natures of characters that have a close criterion which have been already known in population. In this study, the technique of choosing the sample was purposive sampling. Nunan (1992:23) stated that the selection of sample in purposive sampling is based on the researcher's consideration to choose the subject that best fits the criteria of study. So, the sample taken was class IX 4 that consisted of 23 students.

The researcher chose class IX 4 because of two reasons. First, the students of class IX 4 have a good enough reading abilities to learn narrative text. They have good achievement on reading skill as shown in

reading score from daily English lesson task at class. Second, the students of class IX 4 were more enthusiastic to the lesson than other three classes. The researcher concluded that they were active in learning and cooperative in teaching learning process despite they had difficulties in learning skills.

C. Technique of Data Collection

Nazir (in Pristiyan, 2010:47) stated that the data collection is a process of procuring primary data for research purposes, using systematic procedures and standards to obtain the required data. In this research, the researcher used observation and questionnaire to collect the information about students' strategies in overcoming difficulties in reading narrative text. These techniques of data collection were able to answer the research question that the researcher expected.

1. Observation

Observation should be done carefully and directly when visiting research location to obtain concrete data in accordance with this research design. Observation should also be made repeatedly so that no doubt the problem and may get the necessary clues. Simon and Schuster (1979:877) stated that observation is the act of watching something carefully for a period of time, especially to learn something or a comment, especially based on something have seen, heard, or read. In addition, Arikunto (2002:151) argued that observation is one of the ways to collect data by using sight, smell, hearing, touching, and tasting. For Riduwan (2004),

observation is an action of observing and investigating the participants of the study regarding their behavior of a certain issue.

In this stage, the researcher conducted observation in the classroom when the students were doing their activities of learning reading narrative text. This instrument was able to determine how active and inspired them in reading narrative text by using the learning strategy. Furthermore, the researcher took direct observation non-participant where included himself in the classroom and watched the participants without taking a functioning part in the situation under investigation.

Components assessed in doing observation were:

    a. Classroom climate.

    b. Students' difficulties.

    c. Students' strategies.

2. Questionnaire

Soemitro (2004:55) mentioned that questionnaire is chronologically arrangement of questions from general to specific that given to respondents. Meanwhile, Babbie (2001) argued that questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis. For Cohen, Manion, and Morrison (2005:51), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analysis.

In this study, the researcher used closed questionnaire that contained fifty statements taken from Oxford's theory about language learning strategies. The reason using this instrument was to find out learning strategies chosen by the students in reading narrative text. The data obtained subsequently quantified with a score determined in four alternative answers based on Likert scale that are: Strongly Agree, Agree, Disagree, and Strongly Disagree.

D. Technique of Data Analysis

Technique of data analysis is one of a research way which has a function to conclude the research result. Kerlinger (in Kasiran, 2008:128) argued that analysis means categorizing, ordering, manipulating, and summarizing of the data to obtain answers from research questions. In short, the analysis activity needs to do in order the researcher can find the concrete conclusion based on the data received. That means, the researcher analyzed data to know the research result from observation and questionnaire.

For observation, the researcher would observe classroom climate, students' difficulties and strategies by using camera and observation checklist as the tools in the classroom. And for questionnaire, the researcher would distribute this instrument onto the students to measure learning strategies frequently used in reading narrative text. The formula used was a simple statistic with cumulative distribution techniques; it was used to count percentage from all alternative answer of every question. Hence, Sudjana (1989) stated that the

result of questionnaire would be presented in percentage by using the following

formula:

$$P = \frac{F}{N} \times 100\%$$

Where the means of the above formula:

P   = Percentage
F   = Frequency
N   = Number of respondents
100% = Constant value
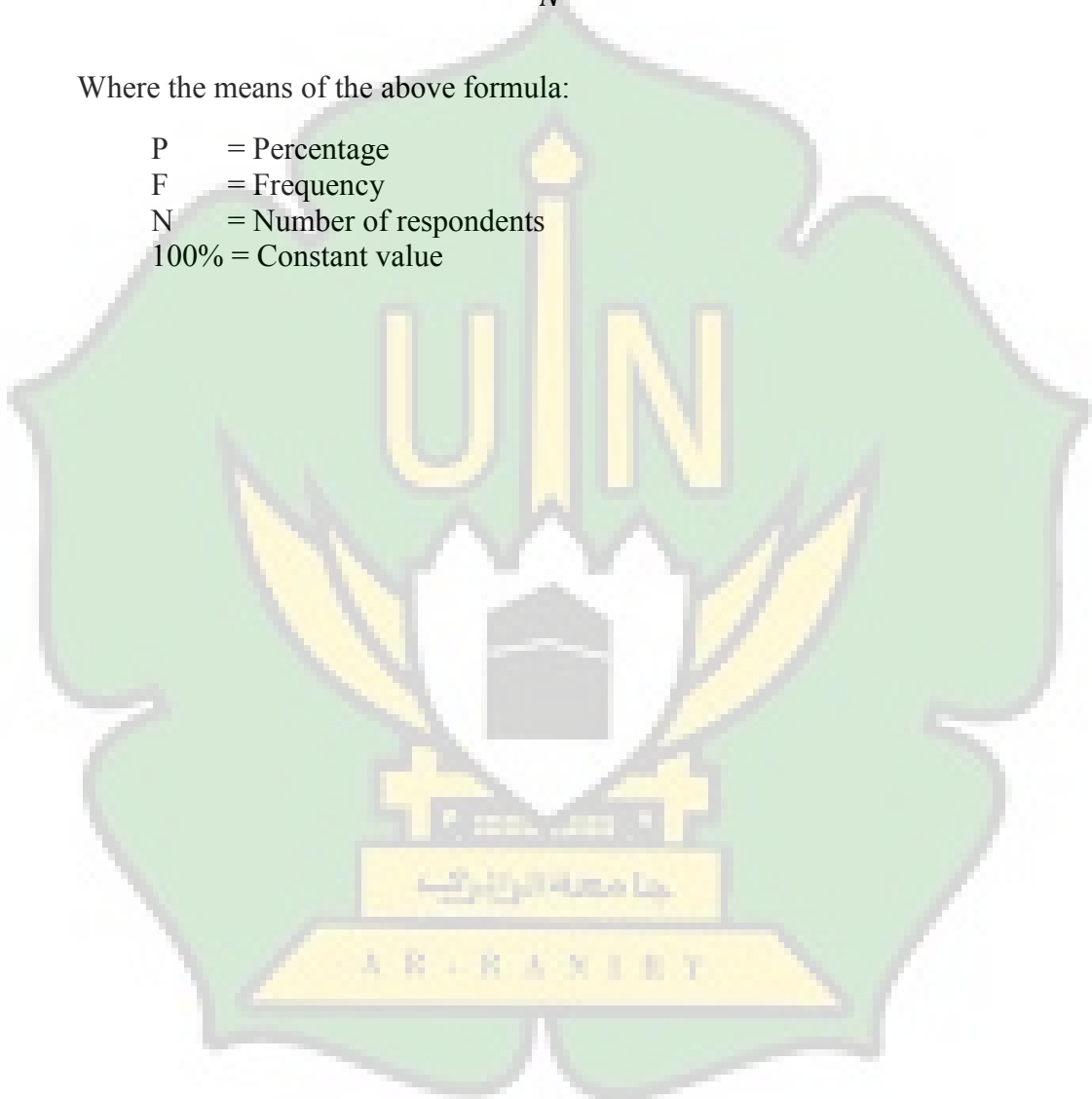
CHAPTER IV

DATA ANALYSIS

A. Research Location

1. The school

SMPN 1 Kota Jantho is one of the junior high schools in Aceh Besar, which was established in 1981 and located on Prof. A. Majid Ibrahim Street, Kota Jantho. This school has a quite comfortable condition to be used as the teaching learning place because it is not far from the hills and the rice fields. Currently, this school is led by Mr. Iskandar, S. Pd.

Specifically, there are twelve classrooms used for teaching learning activity. Four classrooms are provided for the first grade students, four classrooms for the second grade students, and four classrooms for the third grade students. In addition, the headmaster, staff, and teachers also have their own room. The headmaster's room is located next to the staff room in one building, while the teachers' room is nearest to the third grades' room. To support teaching learning process, this school has some facilities such as library, science laboratory, computer laboratory, and language laboratory.

2. The teacher

The teacher is one of the most important in teaching learning process because always focusing on various subjects and encouraging the students to increase their achievement. The teacher is also considered to have an important influence in improving the quality and quantity of education in

the school and follow the principles of education. Here the details of English teachers as shown in the below table.

Table 4.1

The English teachers of SMPN 1 Kota Jantho

No.	Names	Position	Subject Taught
1	Husnidar, S. Pd.	Teacher	English
2	Ismiati, S. Pd.	Teacher	English
3	Muliani, S. Pd.	Teacher	English

Source: The administration office of SMPN 1 Kota Jantho

3. The curriculum

The term curriculum refers to the lesson and academic content taught in the school or in a specific course or program. SMPN 1 Kota Jantho used curriculum 2013 revised edition system in which scientific approach is not the only approach in the learning activity and the composition does not have to be sequential if this approach used. Learning hour start at 8.00 AM until 13.30 PM. English subject taught twice a week and the allocated time is 2 x 45 minutes for all classes. Each class grades use English textbook entitled *Think Globally Act Locally* provided by ministry of education and culture, and sometimes the English teachers also use the other English textbook entitled *Joyful* KTSP 2006 system and internet sources.

4. The students

The number of students of SMPN 1 Kota Jantho is 300 students in the academic years of 2019/2020, consisting of 149 males and 151 females and classified into twelve classes. Here the details of the third grade students as shown in the below table.

Table 4.2

The third grade students of SMPN 1 Kota Jantho

Classes	Male	Female	Total
IX 1	13	11	24
IX 2	11	11	22
IX 3	10	14	24
IX 4	12	11	23
Total	46	47	93

Source: The administration office of SMPN 1 Kota Jantho

B. Analysis of Observation

In this research, the researcher observed classroom climate, students' difficulties, and students' strategies. The researcher also prepared camera as a tool for documentation and observation sheet for taking some notes. The observation was performed once on 05th August 2019 in the class of IX 4 for getting a brief description about teaching learning process and students' performance in reading narrative text.

Based on the observation, the researcher found that the situation in the classroom was calmful and the students seemed listen to the teacher's explanation seriously. However, when the teacher asked some questions, some students seemed hesitant to answer the questions. The reason was they feared of misunderstanding or not in accordance with narrative text.

Furthermore, there were some students who know nothing about the material taught. It could be seen from their expression when the teacher asked them to answer some questions, or to make some examples of the topic discussed in the class. It seemed that they need to have a lot of time to respond the question. Therefore, they used note-taking strategy and asking for

clarification or verification strategy to help themselves more understood of narrative text.

C. Analysis of Questionnaire

The researcher would analyze students' response in overcoming difficulties in reading narrative text by using learning strategies. The questionnaire was given to the students of class IX 4 in order to gain necessary data in this research. Total sample expected was twenty three students. However, there were nineteen students who filled out this instrument because four students were attending some extracurricular activities.

The data source used was primary data where the researcher got information directly from the respondents. More clearly, the result of questionnaire would be analyzed by using the simple statistic with cumulative frequency distribution techniques to count or measure in the form of percentage from all alternative answers of fifty close-ended questions based on Oxford's theory about language learning strategies.

D. Discussion

This study only had one research question that would be presented by the researcher from observation and questionnaire. From the observation, the researcher found that the students used note-taking to highlight the main ideas of narrative text with known vocabulary written in the target language and the rest in the native language as well as to help themselves answering what they knew of narrative text correctly. Afterwards, the students chose to ask the peers

because they wanted to clarify or verify whether they rightly understood of narrative text. For the questionnaire, the researcher would describe based on the result in the following table:

Table 4.3

The result of questionnaire

No.	Learning Strategy	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Grouping	7 (36, 84 %)	12 (63, 15 %)	0 (0 %)	0 (0 %)
2	Associating / Elaborating	7 (36, 84 %)	4 (21, 05 %)	8 (42, 10 %)	0 (0 %)
3	Placing new words into a context	7 (36, 84 %)	6 (31, 57 %)	5 (26, 31 %)	1 (5, 26 %)
4	Imagery	10 (52, 63 %)	6 (31, 57 %)	2 (10, 52 %)	1 (5, 26 %)
5	Semantic mapping	5 (26, 31 %)	11 (57, 89 %)	3 (15, 78 %)	0 (0 %)
6	Keywords	12 (63, 15 %)	4 (21, 05 %)	2 (10, 52 %)	1 (5, 26 %)
7	Representing sounds in memory	5 (26, 31 %)	9 (47, 36 %)	4 (21, 05 %)	1 (5, 26 %)
8	Reviewing well	2 (10, 52 %)	10 (52, 63 %)	6 (31, 57 %)	1 (5, 26 %)
9	Physical response or sensation	10 (52, 63 %)	6 (31, 57 %)	3 (15, 78 %)	0 (0 %)
10	Mechanical technique	3 (15, 78 %)	8 (42, 10 %)	7 (36, 84 %)	1 (5, 26 %)
11	Repeating	11 (57, 89 %)	6 (31, 57 %)	1 (5, 26 %)	1 (5, 26 %)
12	Recognizing and using formula patterns	2 (10, 52 %)	14 (73, 68 %)	3 (15, 78 %)	0 (0 %)
13	Practicing naturalistically	6 (31, 57 %)	8 (42, 10 %)	3 (15, 78 %)	2 (10, 52 %)
14	Getting the ideas quickly	10 (52, 63 %)	9 (47, 36 %)	0 (0 %)	0 (0 %)
15	Resources for receiving and sending messages	4 (21, 05 %)	8 (42, 10 %)	6 (31, 57 %)	1 (5, 26 %)
16	Reasoning deductively	8 (42, 10 %)	8 (42, 10 %)	3 (15, 78 %)	0 (0 %)

17	Analyzing expression	8 (42, 10 %)	7 (36, 84 %)	3 (15, 78 %)	1 (5, 26 %)
18	Analyzing constructively	4 (21, 05 %)	12 (63, 15 %)	3 (15, 78 %)	0 (0 %)
19	Translating	7 (36, 84 %)	7 (36, 84 %)	4 (21, 05 %)	1 (5, 26 %)
20	Transferring	4 (21, 05 %)	6 (31, 57 %)	7 (36, 84 %)	2 (10, 52 %)
21	Taking notes	11 (57, 89 %)	5 (26, 31 %)	3 (15, 78 %)	0 (0 %)
22	Summarizing	14 (73, 68 %)	3 (15, 78 %)	1 (5, 26 %)	1 (5, 26 %)
23	Highlighting	3 (15, 78 %)	7 (36, 84 %)	7 (36, 84 %)	2 (10, 52 %)
24	Linguistic clues	2 (10, 52 %)	9 (47, 36 %)	7 (36, 84 %)	1 (5, 26 %)
25	Other clues	2 (10, 52 %)	8 (42, 10 %)	8 (42, 10 %)	1 (5, 26 %)
26	Overviewing and linking with already known material	2 (10, 52 %)	13 (68, 42 %)	4 (21, 05 %)	0 (0 %)
27	Paying attention	7 (36, 84 %)	7 (36, 84 %)	3 (15, 78 %)	2 (10, 52 %)
28	Finding out about language learning	10 (52, 63 %)	8 (42, 10 %)	1 (5, 26 %)	0 (0 %)
29	Organizing	8 (42, 10 %)	7 (36, 84 %)	2 (10, 52 %)	2 (10, 52 %)
30	Setting goals and objectives	5 (26, 31 %)	12 (63, 15 %)	2 (10, 52 %)	0 (0 %)
31	Identifying the purpose of a language task	9 (47, 36 %)	6 (31, 57 %)	3 (15, 78 %)	1 (5, 26 %)
32	Planning a language task	3 (15, 78 %)	8 (42, 10 %)	7 (36, 84 %)	1 (5, 26 %)
33	Seeking practice opportunities	8 (42, 10 %)	8 (42, 10 %)	2 (10, 52 %)	1 (5, 26 %)
34	Self-monitoring	7 (36, 84 %)	8 (42, 10 %)	3 (15, 78 %)	1 (5, 26 %)
35	Self-evaluating	9 (47, 36 %)	7 (36, 84 %)	2 (10, 52 %)	1 (5, 26 %)
36	Progressive relaxation, deep breathing, or meditation	4 (21, 05 %)	10 (52, 63 %)	3 (15, 78 %)	2 (10, 52 %)

37	Music	1 (5, 26 %)	10 (52, 63 %)	5 (26, 31 %)	3 (15, 78 %)
38	Laughter	6 (31, 57 %)	9 (47, 36 %)	3 (15, 78 %)	1 (5, 26 %)
39	Making positive statements	11 (57, 89 %)	8 (42, 10 %)	0 (0 %)	0 (0 %)
40	Taking risk wisely	4 (21, 05 %)	8 (42, 10 %)	4 (21, 05 %)	3 (15, 78 %)
41	Self-rewarding	7 (36, 84 %)	10 (52, 63 %)	2 (10, 52 %)	0 (0 %)
42	Listening to the body	6 (31, 57 %)	10 (52, 63 %)	3 (15, 78 %)	0 (0 %)
43	Checklist	6 (31, 57 %)	8 (42, 10 %)	5 (26, 31 %)	0 (0 %)
44	Writing a language learning diary	7 (36, 84 %)	10 (52, 63 %)	2 (10, 52 %)	0 (0 %)
45	Discussing the feeling with someone else	13 (68, 42 %)	3 (15, 78 %)	2 (10, 52 %)	1 (5, 26 %)
46	Asking for clarification or verification	7 (36, 84 %)	7 (36, 84 %)	4 (21, 05 %)	1 (5, 26 %)
47	Cooperating with peers	15 (78, 94 %)	4 (21, 05 %)	0 (0 %)	0 (0 %)
48	Cooperating with proficient users of the new language	11 (57, 89 %)	5 (26, 31 %)	3 (15, 78 %)	0 (0 %)
49	Developing cultural understanding	9 (47, 36 %)	8 (42, 10 %)	2 (10, 52 %)	0 (0 %)
50	Becoming aware of others' thoughts and feeling	10 (52, 63 %)	7 (36, 84 %)	2 (10, 52 %)	0 (0 %)

From fifty learning strategies that the researcher used as the indicator in this study, the students tended to apply cooperating with peers strategy as the first choice in reading narrative text. This can be seen from their answer at point 47 (78, 94%). Furthermore, summarizing strategy was applied by the students as the second choice in the learning activities of reading narrative text based on their answer at point 22 (73, 68%). In addition, the students applied

discussing the feeling with someone else strategy as the third choice in learning to read narrative text as seen from their answer at point 45 (68, 42%).

In contrast, the other learning strategies have a lower percentage than three strategies mentioned above because the students were less familiar with learning strategies. Furthermore, they did not have many times to apply learning strategies in the classroom. Thus, the researcher can conclude that only a few learning strategies used in reading narrative text that did not crash with two problems.

CHAPTER V

# CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result on students' strategies in dealing with their difficulties in reading narrative text, the researcher can conclude as follow:

1. Some students have two difficulties in reading narrative text, namely they did not respond to the teacher' questions because feared of misunderstanding or not in accordance with this text and they were know nothing about the material taught so that they need to have a lot of time to find the answer from the question or to make some examples of the topic discussed in the classroom.

2. To overcome the difficulties, the students applied some learning strategies in reading narrative text. Based on the result of questionnaire, cooperating with peers was the learning strategy mostly applied by the students because they realized have some limitations or lack with comprehension of narrative text so that they need to cooperate with their peers to make them understand and to answer some questions from narrative text.

B. Suggestion

After getting the conclusion, the researcher provides the suggestion in order the teaching learning process in the classroom more effective, especially in reading narrative text as follow:

1. It is better to the English teacher to encourage the students to apply some other strategies in learning narrative text in order to make them understand of this text.

2. It is suggested the English teacher to develop teaching strategies gradually so that the students will be enjoy and interested to learn narrative text.
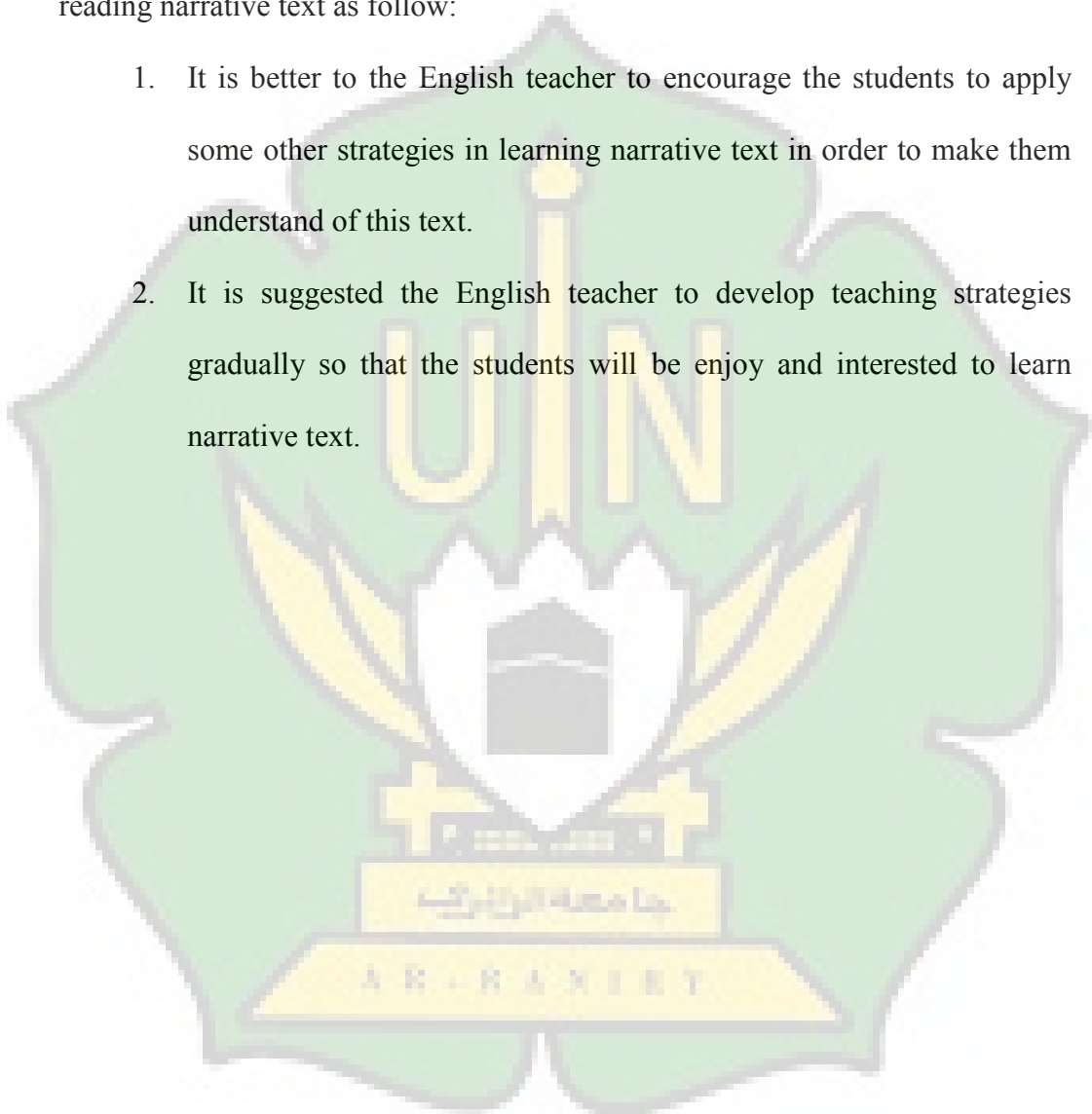
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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-8711/UN.08/FTK/KP.07.6/10/2017 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-8711/UN.08/FTK/KP.07.6/10/2017 tanggal 04 Oktober 2017

KEDUA : Menunjuk Saudara:
1. Zubaidah, S.Ag., M.Ed   Sebagai Pembimbing Pertama
2. Nidawati, M. Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Teuku Irfan**
NIM : **231324365**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Strategies in Dealing with Their Difficulties in Reading Narrative Text**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018:

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 23 April 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-8045 /Un.08/FTK.1/TL.00/06/2019   17 Juni 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Teuku Irfan

NIM : 231 324 365

Prodi / Jurusan : Pendidikan Bahasa Inggris

Semester : XII

Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

Alamat : Jl. Kakak Tua No. 51 Kota Jantho Aceh Besar

Untuk mengumpulkan data pada:

SMPN 1 Kota Jantho

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Strategies in Dealing with Their Difficulties in Reading Narrative Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 8366

PEMERINTAH KABUPATEN ACEH BESAR

DINAS PENDIDIKAN DAN KEBUDAYAAN

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Nomor   : 070/329/2019
Lamp   : -
Hal   : **Izin Pengumpulan Data**

Kota Jantho, 12 Juli 2019
Kepada Yth,
Kepala SMPN 1 Kota Jantho
Kabupaten Aceh Besar
di –
Tempat

Dengan hormat,

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-8045 /Un.08/FTK.1/TL.00/06/2019 tanggal 17 Juni 2019, Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada :

Nama   : **Teuku Irfan**
NPM   : **231 324 365**
Prodi / Jurusan : **Pendidikan Bahasa Inggris**
Jenjang   : **S-1**

Untuk melakukan penelitian dan mengumpulkan data di SMPN 1 Kota Jantho Kecamatan Kota Jantho Kabupaten Aceh Besar untuk keperluan penyusunan Skripsi yang berjudul :

"Students' Strategies In Dealing With Their Difficulties In Reading Narrative Text"

Setelah mengadakan penelitian 1 (satu) eks laporan dikirim ke SMPN 1 Kota Jantho Kecamatan Kota Jantho Kabupaten Aceh Besar.

an. Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Besar
Kabid Pembinaan Pendidikan Dasar

Drs. Imran
NIP. 19630922 198410 1 003

Tembusan :
1. Universitas Islam Negeri Ar-Raniry Banda Aceh
2. Arsip.

PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KOTA JANTHO
Jalan Prof. A. Majid Ibrahim, Telp. (0651) 92105, Kode Pos 23911, Kota Jantho

SURAT KETERANGAN PENELITIAN
Nomor : 422 / 62 / 2019

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kota Jantho (NSS : 201060117014, NPSN : 10100207) Kabupaten Aceh Besar Provinsi Aceh, menerangkan bahwa :

Nama	: Teuku Irfan
Nim	: 231 324 365
Jurusan	: Pendidikan Bahasa Inggris
Semester	: XII
Fakultas	: Tarbiyah dan Keguruan (FTK) UIN Ar Raniry Darussalam Banda Aceh
Alamat	: Jl. Tgk. Hasan, Lamseupueng, Lueng Bata, Banda Aceh

Telah selesai melakukan penelitian dan mengumpulkan data dalam rangka menyusun skripsi untuk menyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar Raniry Darussalam Banda Aceh dari tanggal 24 Juli 2019 dan 05 Agustus 2019 dengan judul " *Students' Strategies In Dealing With Their Difficulties In Reading Narrative Text".*

Demikian kami sampaikan, atas kerja sama yang baik kami ucapkan terima kasih.

Kota Jantho, 05 Agustus 2019
Kepala Sekolah,

Iskandar , S.Pd
NIP : 196610011998011002

OBSERVATION SHEET

Class   :   School year :

Date   :   Time   :

No.	Statement	Notes
1	Classroom climate	
2	Students' difficulties	
3	Students' strategies	

QUESTIONNAIRE

Nama :

Kelas :

Petunjuk Pengisian

Pilihlah salah satu pilihan di bawah ini dengan memberi tanda centang (√) pada salah satu jawaban yang sesuai dengan diri Anda.

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya lebih memilih **mengelompokkan atau mengklasifikasi ulang** pesan dan ide yang terdapat pada teks naratif.				
2	Saya cenderung **mengaitkan informasi bahasa baru** dengan konsep-konsep bahasa yang sudah diketahui.				
3	Saya cenderung **mempraktekkan kosakata atau ungkapan baru** yang didapat dari teks naratif yang telah dibaca.				
4	Saya cenderung **menciptakan suatu gambaran** untuk mengingat apa yang telah dibaca dalam mempelajari bahasa baru, khususnya teks naratif.				
5	Saya lebih tertarik **membuat peta semantik** untuk menggambarkan konsep-konsep kunci (kata-kata) yang disorot dan dihubungkan dengan konsep lainnya melalui panah atau garis.				
6	Saya sering **menggunakan kata-kata kunci** dengan menggabungkan suara dan gambar agar lebih mudah mengingat apa yang dibaca saat mempelajari teks naratif.				

7	Saya cenderung mengingat apa yang dibacakan dalam mempelajari teks naratif dengan **representasi suara** daripada gambarannya.				
8	Saya cenderung melakukan **peninjauan terstruktur** agar mengingat teks naratif dengan intensitas yang berbeda.				
9	Saya cenderung menggunakan **respons atau sensasi fisik** untuk mengekpresikan apa yang telah dipahami dari teks naratif.				
10	Saya cenderung menggunakan **teknik mekanis** untuk mengingat apa yang telah dibaca.				
11	Saya lebih tertarik mengunakan strategi **pengulangan** karena lebih inovatif dan hampir selalu mencakup beberapa tingkat pemahaman yang bermakna.				
12	Saya cenderung menggunakan **strategi pengenalan dan penggunaan pola rumus** untuk meningkatkan pemahaman teks naratif.				
13	Saya cenderung **berlatih memahami makna yang diucapkan secara alami** dari teks naratif.				
14	Saya lebih mudah memahami teks naratif karena mampu **menangkap ide lebih cepat.**				
15	Saya cenderung **menggunakan referensi untuk mengetahui arti** dari apa yang dibaca, **atau untuk menghasilkan pesan** dari teks naratif.				
16	Saya cenderung menggunakan **penalaran secara deduktif (pemikiran logis)** untuk memahami arti dari teks naratif disertai aturan umum yang sudah diketahui.				

17	Saya cenderung **menganalisis ekspresi** untuk memahami sesuatu yang diucapkan, seperti memecah kata, frasa, kalimat, atau bahkan paragraf baru menjadi bagian-bagian komponennya. Dan kadang-kadang saya mencatat ekspresi dahulu dan menganalisisnya nanti.				
18	Saya cenderung **menganalisis secara kontras** seperti suara, kata-kata, dan sintaksis dari teks naratif untuk menentukan persamaan dan perbedaan dibandingkan dengan satu teks lainnya.				
19	Saya dapat memahami teks naratif dengan **menerjemahkan** teks tersebut sesuai bahasa sendiri.				
20	Saya sangat suka **mentransfer** pengetahuan linguistik dan konseptual untuk memfasilitasi pemahaman teks naratif.				
21	Saya lebih tertarik **mencatat** apa yang dibaca agar memahami teks naratif.				
22	Saya lebih tertarik **meringkas** teks naratif supaya memahami lebih jelas maksud dari teks tersebut.				
23	Saya cenderung **menyoroti poin-poin utama** teks naratif secara dramatis melalui warna, garis bawah, huruf kapital, huruf kapital awal, tulisan besar, tulisan tebal, bintang, kotak, lingkaran, dan sebagainya.				
24	Saya cenderung **menggunakan petunjuk linguistik** untuk menebak makna dari teks naratif yang dibaca.				
25	Saya cenderung **menggunakan petunjuk lain** yang terkait dengan teks naratif tetapi melampaui (seperti bentuk-bentuk alamat yang menghambat hubungan sosial), dan lainnya berasal dari berbagai sumber lain yang tidak terkait dengan teks naratif.				

26	Saya cenderung **meninjau dan menghubungkan** teks naratif dengan materi yang sudah diketahui untuk kegiatan bahasa yang akan datang.				
27	Saya cenderung **memusatkan perhatian** baik secara langsung maupun selektif saat membaca teks naratif.				
28	Saya memilih **mencari tahu (mekanisme) tentang pembelajaran bahasa**, khususnya teks naratif, agar suasana belajar menjadi lebih efektif.				
29	Saya sangat suka **mengorganisasikan kegiatan belajar** seperti persiapan belajar, suasana kelas, dan menjaga buku catatan pembelajaran bahasa, khususnya teks naratif.				
30	Saya selalu **menetapkan target pembelajaran** setiap mengikuti kegiatan pembelajaran bahasa, khususnya teks naratif.				
31	Untuk memahami teks naratif, saya sering menyalurkan tenaga dan pikiran untuk **mengidentifikasi tujuan teks** tersebut secara mendalam.				
32	Saya sering **merencanakan tugas bahasa** seperti mengidentifikasi sifat umum tugas, persyaratan spesifik tugas, sumber daya yang tersedia, dan bantuan sebelum kegiatan belajar dimulai.				
33	Saya cenderung **mencari atau menciptakan peluang** untuk berlatih cara belajar yang sesuai dengan diri sendiri.				
34	Saya sering **mengambil waktu untuk mengecek** kesalahan-kesalalahan diri dalam mengikuti kegiatan belajar.				
35	Saya sering **mengambil waktu untuk mengevaluasi** kemajuan diri dalam kegiatan belajar.				

36	Saya sering menggunakan **relaksasi progresif, pernapasan dalam, atau meditasi** untuk mengurangi kecemasan belajar secara efektif.				
37	Saya sering **mendengarkan musik** untuk meningkatkan rasa tenang baik sebelum maupun sesudah belajar.				
38	Saya sering **meluangkan waktu untuk tertawa** untuk menurunkan rasa tegang dalam belajar.				
39	Saya sangat suka **menulis kalimat-kalimat positif** untuk meningkatkan kepercayaan diri memahami teks naratif.				
40	Saya sering **mengambil tindakan beresiko yang mudah dimengerti** dalam mempelajari teks naratif apabila situasi telah mendesak.				
41	Saya cenderung **memberikan penghargaan kepada diri sendiri** karena telah berusaha memahami teks naratif.				
42	Saya sering **memperhatikan kondisi tubuh** apabila muncul perasaan negatif dalam kegiatan belajar dengan mengambil kegiatan positif.				
43	Saya sering **membuat daftar periksa** untuk menilai perasaan dan sikap tentang pembelajaran bahasa.				
44	Saya sangat suka **menulis catatan harian atau jurnal pribadi** untuk mengungkapkan perasaan, sikap, dan pandangan terhadap proses mempelajari teks naratif.				
45	Saya sangat suka **berdiskusi dengan teman-teman** mengenai proses mempelajari teks naratif.				
46	Saya cenderung **meminta klarifikasi atau verifikasi** kepada pembicara yang lebih cakap untuk memperlambat, memparafrasekan, mengulang, atau menjelaskan apa yang telah dibacakannya.				

47	Saya sangat suka **belajar berkelompok** agar dapat memecahkan permasalahan bersama-sama.				
48	Saya lebih suka **bekerja sama dengan seseorang yang mahir bahasa baru,** terutama keterampilan membaca.				
49	Saya lebih tertarik **mengembangkan pengetahuan budaya baru** untuk memahami lebih baik apa yang dibaca dalam bahasa baru.				
50	Saya mengutamakan **kesadaran akan pikiran dan perasaan orang lain** agar lebih dekat dengan orang-orang yang mereka jumpai, membantu mereka untuk memahami lebih jelas apa yang dikomunikasikan, dan menyarankan apa yang harus dikatakan dan dilakukan.				

DOCUMENTATION