

**TEACHING AND LEARNING READING COMPREHENSION IN  
NARRATIVE TEXT BY USING PROJECTBASED LEARNING  
AT THE TENTH GRADE STUDENTS OF THE SECOND  
SEMESTER OF SMAN 1 TANJUNGSARI IN THE  
ACADEMIC YEAR OF 2020/2021**

**A Thesis**

**Submitted as a Partial Fulfillment  
of the Requirement for S1-Degree**



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## ABSTRACT

### TEACHING AND LEARNING READING COMPREHENSION IN NARRATIVE TEXT BY USING PROJECT BASED LEARNING

There was problem of the students at the tenth grade to understand their English learning, especially in reading comprehension. They still lack of vocabulary, difficult to understanding a text and their comprehension could be recognized through their way of reading. The objectives of the research were to describe the teaching and learning reading comprehension in narrative text by using Project Based Learning, the teacher's problem in teaching reading comprehension by using Project Based Learning, and the students' problem in learning reading comprehension by using Project Based Learning.

In this research, qualitative research was used as the methodology. The researcher used purposive sampling to choose the participants. The English teacher and the student of tenth grade of SMAN 1 Tanjungsari, South Lampung were chosen as the participant of this research. In this research, the data were gained by doing an observation, interview the teacher, and giving the questionnaire to the students. The researcher used three steps to analyze the data, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were some points of the result. The first, there were some steps in teaching reading comprehension by using the Project Based Learning that were skipped by the teacher. The second, the problems faced by the teacher were the teacher had difficulty in choosing the teaching materials, modifying the exercise for the students, stimulating the students, giving feedback, and manage the time. Third, the problems by the students were students had lack vocabulary mastery, the habit of slow reading, decode words, making an inference, working memory and problem to follow the teacher's direction.

**Keywords:** Qualitative Research, Teaching and Learning, Reading Comprehension, narrative text, Project Based Learning.



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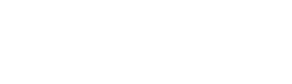
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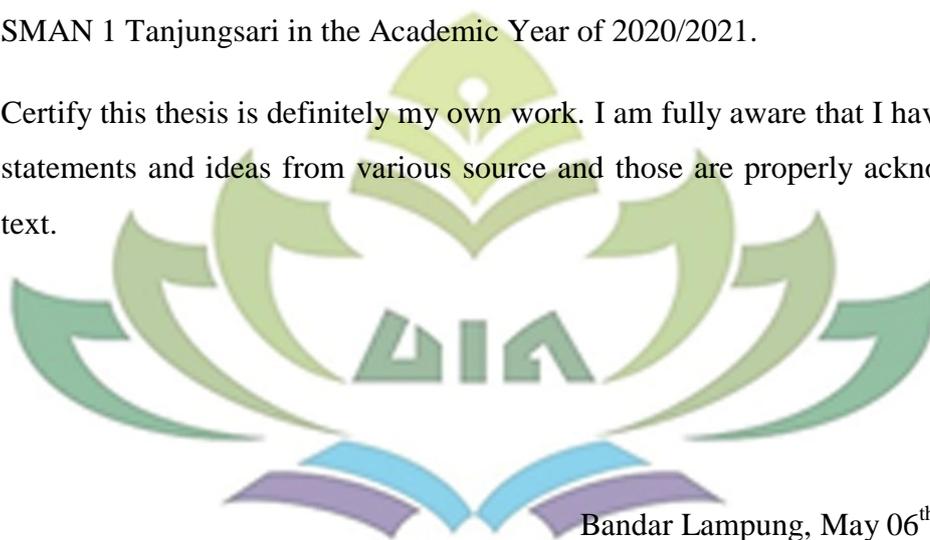
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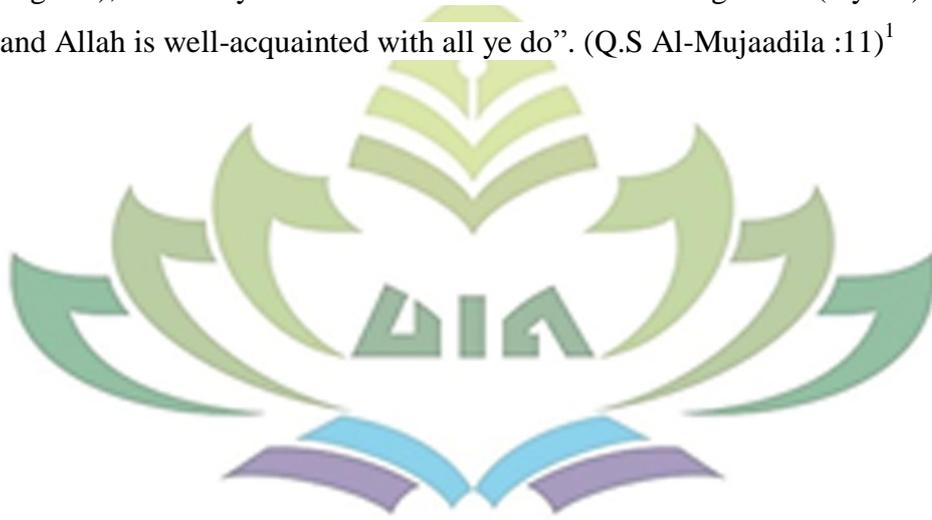
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## MOTTO

وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا  
الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (١١)

“And when ye are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. and Allah is well-acquainted with all ye do”. (Q.S Al-Mujaadila :11)<sup>1</sup>



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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (USA : Amana Corporation, 2001), p.1436

## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

1. Mr. Syahrizal Fahlevi and Miss. Rum Aini who always be father and mother in the family and also have always prayed and supported for my success and advised me.
2. My beloved sister Hani Muthiah and my beloved brother Muhammad Majid , who always support me and cheer me up until the completion of this thesis.
3. My advisor and co-advisor, Miss. Meisuri, M.Pd, and Miss. Nunun Indrasari , M.Pd who have guided and taught me during the advising of my thesis.
4. My beloved friends, especially all of the friends in class D, thanks for all the motivation, support, help, and care.
5. My beloved lecturers and Alma mater UIN Raden Intan Lampung which has contributed a lot for my development.

## **CURRICULUM VITAE**

Fatimah was born in Tanjung Karang, on January 06<sup>th</sup>, 1999. She is the first child of Mr. Syahrizal Fahlevi and Miss. Rum Aini. She has one beloved sister and one beloved brother. Her sister name is Hani Muthiah and her brother name is Muhammad Majid. She lives in Kalianda, South Lampung.

Fatimah began her study in Kindergarten at TK Dharma Wanita and graduated in 2004. Then, she continued to Elementary School at SDN 2 Way Urang and graduated in 2010. She continued to Junior High School at SMPN 2 Kalianda and graduated in 2013. After that, she went to Senior High School at SMAN 1 Kalianda and graduated 2016. After finishing her study in Senior High School, She continued again her study in State Islamic University of Raden Intan Lampung (UIN) as collager of English Education Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

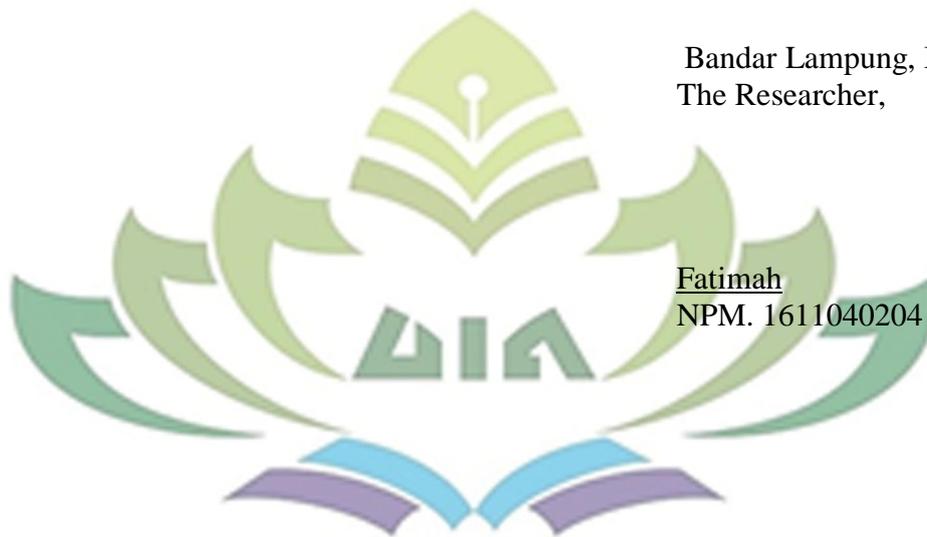
The thesis would never come into complete without help from others. It has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. he wishes, however, to give his sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who has given and opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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8. All lecturers of the English Departement of UIN Raden Intan Lampung who have taught the researcher since the first year of her study.
9. My beloved family who always give me motivation, prays and support me on completing undergraduate this thesis.
10. English education class D has been being my biggest support since 2016 until now.

Finally, none or nothing is perfect and neither is this final project. Any supportive correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, May 06<sup>th</sup>, 2021  
The Researcher,



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the most important language skills and basic skills that students must be mastered. Stone says that reading is a fundamental goal that children must master in order to be successful in school and in life.<sup>2</sup> By reading, students more easily understand the lessons, therefore if students understand the meaning of a text it will be easier to follow the learning process in the school.

Nunan states that Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>3</sup> Another definition said that Reading skill is an important tool for academic success.<sup>4</sup> Based on the explanation, the researcher assumes that Reading is a process when someone understands the meaning of a text to get information. Therefore, understanding the meaning of a text can help us to gain a lot of new knowledge.

According to Nuttal, there are five problems students usually face while they are reading not in their first language, especially when they try to comprehend the text. Those problems are: the code or alphabet symbol,

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<sup>2</sup>RandiStone, *Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do*, (California: Corwin Press, 2009), p. 39

<sup>3</sup>David Nunan, *Practical English Language Teaching, International Edition*, (New York: The McGraw Hill. 2003), p.68

<sup>4</sup>M.F. Patel and PraveenM. Jain, *English Language Teaching*, (Sunrise Publisher & Distributors: Jaipur), 2008, p.113

vocabulary and sentence structure, cohesive devices and discourse markers, problem beyond plain sense and the concepts.<sup>5</sup>

One method that can activate students' learning is project-based learning (PjBL). The PjBL is a learning method that puts students at the center of learning processes, provides a learning environment that focuses on learning through experience, to build students are able to think, create original problem solving/original, developing cooperative work, find learning resources available, finding information, and evaluate the findings.<sup>6</sup> In this way, students are required to learn independently by making a project assignment that is compiled directly by students and students can gain new experiences and knowledge obtained from various sources.

According to Ribe and Vidal in Fauziati states that Project-Based Learning is a systematic instruction method that develops students' language skills, cognitive domains, and global personality skills through valuable projects.<sup>7</sup> In this way, students are trained to discuss with a group in completing a project or assignment to solve problems, make solutions and deliver the results of discussions in front of the class together with being guided by the teacher.

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<sup>5</sup>Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (Oxford: Macmillan Heinemann, 1983), p.78.

<sup>6</sup>Harli Trisdiono, *Project Based- Learning in Teachers' Perspectives*, (Yogyakarta: 2014), vol 2, p.2

<sup>7</sup>Endang Fauziati, *Methods of teaching English as a foreign language (TEFL)*, (Surakarta: Era pustaka utama, 2014), p. 166

After doing preliminary research conducted at SMAN 1 Tanjungsari, the researcher found that teaching reading comprehension narrative text by using project-based learning had been applied there. On the contrary, the researcher found that the students' reading comprehension was still low although the teacher had used Project Based Learning. From the result of interview with English Teacher, Miss Winda Mentari, S.Pd at SMAN 1 Tanjungsari, she said that she has been using Project Based Learning in teaching and learning reading comprehension, but most of the students still have difficulties in reading comprehension because the students lack of vocabulary, the students difficult to understanding a text and she added that the students' ability in reading was still low. It can be seen by their ability in comprehending the text.<sup>8</sup>

This case showed that applying this strategy still cannot improve the students reading ability. It can be seen as the following table of the students score of reading comprehension. It is described with the data:

**Table 1**  
**The Students' Reading Score of the Tenth Grade of SMAN 1 Tanjungsari in the Academic Year of 2020/2021**

No	Class	Score		Number of Students
		≥75	< 75	
1	X IPA	19	13	32
2	X IPS	22	10	32
<b>Total</b>		<b>41</b>	<b>23</b>	<b>64</b>
<b>Percentage</b>		<b>64%</b>	<b>36%</b>	<b>100%</b>

*Source: The score data from English Teacher of SMAN 1 Tanjungsari*

<sup>8</sup>The result of interview English Teacher at SMAN 1 Tanjungsari

The table shows that from the total of the students of Tenth grade, 23 (36%) students achieved a score above a standard, but more than it, 41 (64%) students got a score under a standard, and the Students' Reading Score standard at the Tenth grade of SMAN 1 Tanjungsari is 75. It could be inferred that most of students still had difficulties in their reading comprehension although they had been taught by using Project Based Learning.

There are some previous studies related on the use project-based learning that the researcher discover. Based on the research by Yuliana Friska about "Improving Students' Reading Comprehension of Narrative Text Through Project Based Learning".<sup>9</sup> The result of this research shows a positive result in improving the students' learning process of reading narrative text by using PBL. The mean scores of the students in Cycle I was 62, 78 and 73,19 in Cycle II. Based on the comparison of the mean score in Cycle I and Cycle II, there was an improvement in the students' reading comprehension. It proved that the use of PBL in the teaching and learning process improved the students' reading comprehension of narrative text.

Another research by Vetty Kurnely about "Project Based Learning In English Classroom (A Qualitative Case Study of Two Junior High Schools In Bogor)", The conclusion of this research is the project based learning was found to improve the students creativity, self-directed learning, confidence and collaborative learning skills. The result of this

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<sup>9</sup>Yuliana Friska, *Improving Students' Reading Comprehension of Narrative Text Through Project Based Learning*, (Universitas Pamulang: 2018), ELT-Echo, Volume 3, Number 1, p.10

research suggested to English teachers and other researchers are expected to dig up more information about project based learning and select the materials that were suitable with this method.<sup>10</sup>

Another research by Erna Yunyta about the effectiveness of using project based learning to teach students' speaking skill.<sup>11</sup> The result of this research project based learning is more effective to teach speaking skill than using direct instruction method. In order to gain the objective of the study, the researcher conducted an experiment research. From the computation of independent t-test, it shows that the result of the independent t-test is 5,69. While ttable for  $n = 40$  in level of significant  $\alpha = 0,05$  is 2,024 because  $t > ttable$  ( $5,69 > 2,024$ ) for level significant of 0.05,  $H_0$  is rejected and  $H_a$  is accepted.

The differences between the previous studies and this research are the previous researches focuses on the effectiveness and improving Project-Based Learning towards reading and speaking skills. The result of previous research shows that Project-Based Learning is effective and improves the students' reading and speaking skills. The benefit of teaching and reading by using project-based learning is the teaching-learning process increases the students' motivation when they are involved in the development of projects that are relevant to their lives and accommodate their desires. The group works and discussions in project development positively influence to

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<sup>10</sup>Vetty Kurnely, *Project Based Learning In English Classroom (A Qualitative Case Study of Two Junior High Schools In Bogor)*, Syarif Hidayatullah State Islamic University Jakarta, 2018

<sup>11</sup>Erna Yunyta, *The Effectiveness Of Using Project Based Learning To Teach Students' Speaking Skill: An Experimental Research On The Tenth Grade Students Of Man 3 Sragen*, 2017, The State Islamic Institute Of Surakarta

their involvement. Various kinds of interesting media are very influential during the teaching and learning process to attract students' interest in understanding the lesson.

Therefore in this research, the researcher focuses on analyzing the teaching and learning Project-Based Learning process in teaching reading skill, teacher, and students' problems in teaching and learning Project-Based Learning.

Related to the explanations above, the researcher interested to conduct the research entitled “Teaching and Learning Reading Comprehension in Narrative Text by using Project-Based Learning at the tenth-grade students of the second semester of SMAN 1 Tanjungsari in the academic year of 2020/2021”.

## **B. Identification of the Problem**

Based on the background of the problem above, identification of the research problems are as follow:

- a. The students lack of vocabulary mastery.
- b. The students still get difficulties to understand a text
- c. The English teacher had used Project Based Learning in teaching reading comprehension the students' ability in reading comprehension was still low.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher focuses on teaching and learning reading comprehension in Narrative Text by using Project-Based Learning and the problem faced by the teacher and the students in Teaching and Learning Reading Comprehension in Narrative Text by using Project-Based Learning at the tenth-grade students of the second semester of SMAN 1 Tanjungsari in the academic year of 2020/2021.

### **D. Formulation of the Problem**

Referring to the background above, the writer formulates the research problem as follows:

1. How is the process of Teaching and learning Reading Comprehension by Using Project-Based Learning?
2. What are teacher's problems in teaching reading comprehension in Narrative Text by using Project-Based Learning at the tenth grade of SMAN 1 Tanjungsari?
3. What are students' problems in learning reading comprehension in Narrative Text by using Project-Based Learning at the tenth grade of SMAN 1 Tanjungsari?

### **E. Objectives of the research**

Based on the formulation of the problem, the objectives of the research were as follows:

- a. To describe the process of teaching and learning reading comprehension in Narrative Text by using Project-Based Learning at the tenth grade of SMAN 1 Tanjungsari in the second semester of academic year 2020/2021.
- b. To describe the teacher's problem in teaching reading comprehension in Narrative Text by using Project-Based Learning at the tenth grade of SMAN 1 Tanjungsari in the second semester of academic year 2020/2021.
- c. To describe the students' problems in learning reading comprehension in Narrative Text by using Project-Based Learning at the tenth grade of SMAN 1 Tanjungsari in the second semester of academic year 2020/2021.

### **F. Significance of the Research**

The significance of the research are as follows:

1. As a reference for further research about teaching and learning reading in narrative text.
2. Providing benefits information useful input in improving the quality of learning in the school.
3. To give more information about teaching and learning reading comprehension in narrative text by using project based learning to the other teachers.

## G. Scope of the Research

Scope of this research determines as follows :

a. The subject of the research

The subject of the research is the English teacher and the students of the second semester at the tenth grade of SMAN 1 Tanjungsari.

b. The object of the research

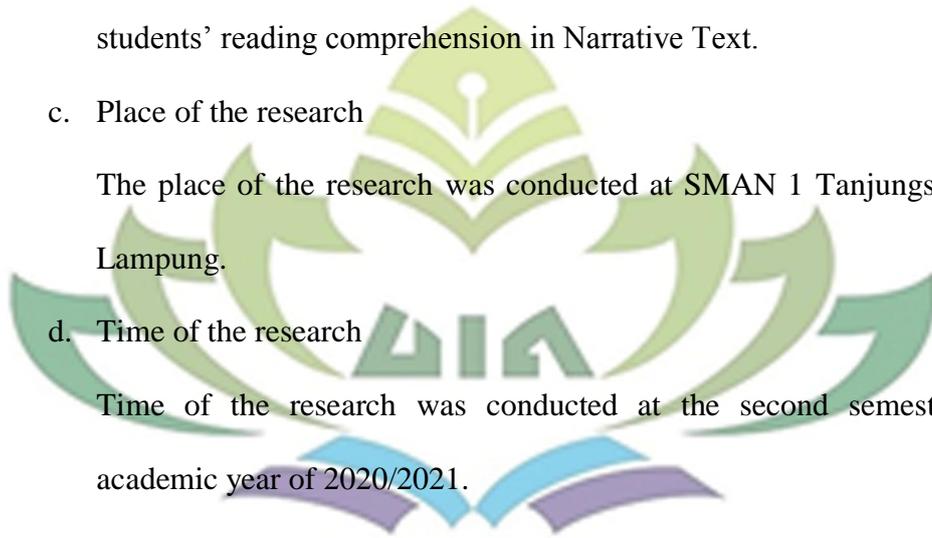
The object of the research is the use of Project Based Learning and students' reading comprehension in Narrative Text.

c. Place of the research

The place of the research was conducted at SMAN 1 Tanjungsari, South Lampung.

d. Time of the research

Time of the research was conducted at the second semester in the academic year of 2020/2021.



## CHAPTER II

### LITERATURE REVIEW

#### A. Reading

##### 1. Concept of Reading

Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>12</sup> Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader. By reading, we are able to get a lot of information and knowledge based on what we require in our life.

Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels.<sup>13</sup> It means that the reading process includes an interaction between the reader and the text. The reader tries to understand the ideas presented by the writer in the text.

Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge.<sup>14</sup> It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update the reader's knowledge.

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<sup>12</sup>Jeremy Harmer, *How to Teach English*, (New York: Longman Impression, 1998), p. 70

<sup>13</sup>Team of Five, *Improving Reading Skill In English*, (Jakarta; Kencana, 2006), p.51

<sup>14</sup>M.F. Patel and PraveenM. Jain, *English Language Teaching*, (Sunrise Publisher & Distributors: Jaipur), 2008, p.133

Based on the explanations above, the researcher concludes that reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer's mean. Reading has become an activity carried out by many people to understand what is happening both in the environment and in the world. To get information can use a variety of ways, both from a written or oral text and with many media such as books, newspapers, or electronic objects such as phones and computers. Therefore, getting knowledge is not difficult because there are many sources for getting information.

## 2. Concept of Reading Comprehension

Wainwright state that Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterward.<sup>15</sup> Reading is a process of gaining knowledge through information from a text. When reading a text, if we understand the messages conveyed by the author, then we are successful in understanding the contents of a text.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>16</sup> It can be concluded that reading

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<sup>15</sup>Gordon Wainwright, *How to read faster and recall more*, (Oxford: How To Books Ltd, 2007), p.35

<sup>16</sup>Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.2

comprehension is the process of getting information from the text written by the author to the reader to make them understand what the writer means.

Woolley stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the book rather than to obtain a sense from isolated words or sentences.<sup>17</sup> It means that reading comprehension is the process of creating meaning that is explained from a text.

Based on the explanation above, Reading comprehension is a process to get information by understanding the meaning that the writer conveys so that we are able to understand the contents of a text. Reading comprehension is understanding and creating meaning which is explained from a text.

### **3. Aspect of Reading**

Brown said in his book about some aspects in reading, they are :

1. Main idea (topic)
2. Expressions/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea

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<sup>17</sup>Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

#### 8. Vocabulary in the context.<sup>18</sup>

According to the theory, reading must be focus on the topic of text first. When students can determine where is topic of text, automatically they are understanding the text. On the other hand, it is not enough, they have to know the implied detail of the text too. Then, they can determine the grammatical features, detail, excluding fact not written, supporting idea, and what is the vocabulary in the context.

#### 4. Type of Reading

According to Brown, there are types of reading as below:

##### a. Perceptive Reading

Perceptive readings involve attending to the components of the larger stretch of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

##### b. Selective Reading

This category is largely an artifact of assessment formats. To ascertain one's reading recognition of lexical-grammatical or discourse features of language within a very short.

##### c. Interactive Reading

Interactive reading types are stretches of the language of several paragraphs to one page or more in which the reader must, in the

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<sup>18</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: University Press, 2004), P. 206

psycholinguistic sense, interact with the text. Bottom-up processing may be used.

d. Intensive Reading

Brown explained that intensive reading is usually an activity-oriented in the classroom. Students focus on the linguistic or semantic details of a section. Intensive reading calls student attention to grammatical forms, markers of discourse, and details of other surface structures to understand literal meaning, implications, rhetorical relationships, and the like. For this reading activity, the teacher chooses and directs what students read and is designed to develop special receptive skills. Intensive reading as an activity to retrieve text, study it, refer every time to our dictionary and grammar, compare, analyze, translate, and maintain every expression it contains.

e. Extensive Reading

Extensive reading as longer stretches of discourse, such as a long article, and books that are usually read outside a classroom hour.<sup>19</sup>

Based on the statement above, the researcher used interactive reading in this research. Interactive reading ask the students to read some text and find the information from the text.

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<sup>19</sup>*Ibid*, p.186

## B. Type of Text Genre

### 1. Definition of Text

Text is a unit that has meaning in the context. According to Siahaan, text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. A text of language is unique. Some languages may have some similarities in a text and they also have some differences.<sup>20</sup> It can be concluded that the text is a language that has meaning in a context and unique language. A text is both a spoken text and a written text.<sup>21</sup> In spoken text means we convey meaning directly like dialogue or a conversation. While in the written text we convey by writing in a paragraph or an essay.

Text is a system of communication that is organized as cohesive units. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and soon. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>22</sup> Text is a communication system that is used directly or indirectly and uses oral or written.

Based on the explanation above, Text is a unit that has meaning and also a unique language. Some languages have similarities and have differences in a text. The text also used by someone to communicate with others, using text

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<sup>20</sup>Sanggam Siahaan, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p 1-2

<sup>21</sup>*Ibid*, p.1

<sup>22</sup>Peter Knap and Megan Watkins, *Genre, text, grammar: technologies for teaching and assessing writing*, (New Jersey: University of New South Wales. 2005), p.29

can be directly like face to face with the other person, or indirectly by using letters or messages.

## 2. Text Types

There are thirteen types of text according to Gerot. They are as follows:

### a. Spoof

Spoof is a text to retell an event with a humorous twist.

### b. Recounts

Recount is a text to retell events for the purpose of informing or entertaining.

### c. Reports

Report is a text to describe the way things are with reference to arrange of natural, man made and social phenomena in our environment.

### d. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

### e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

### f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Explanation

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be case.

k. Explanation

Explanation text is a text to explain the process involved in the formation or working of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.<sup>23</sup>

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<sup>23</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Queensland: Antipodean Educational Enterprises, 1995), p. 152

Based on the description above, the researcher concludes that the text is divided into several types, namely narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news items. In addition, according to the syllabus of second semester in tenth grade at SMA Negeri 1Tanjungsari, narrative text included in it.

### C. Concept of Narrative Text

#### 1. Definition of Narrative Text

Text is divided into several types. One of them is narrative text. Narrative is a text to amuse or entertain the readers and to tell a story and always use simple past tense. It is supported by Mun cited in Fatunimah, a narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident A narrative tells about something that happened in the past.<sup>24</sup>

Oshima stated that narrative is the kind of writing that you do when you tell a story.<sup>25</sup> In other definition stated that narrative text use time order words and phrases to show when each part of the story happens. In other definition, narrative is an account or description of events in the past which entails following a time sequence or chronological order.<sup>26</sup> Narrative text is a text that

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<sup>24</sup>Fatuni'mah, *The teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/2016*, The Islamic University of Semarang.

<sup>25</sup>Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 35

<sup>26</sup>R. R. Jordan, *Academic Writing Course "Study Skills in English*, 3th Edition, (Edinburgh: Longman, 1999), p. 27

tells a story that has happened in the past. The story takes the form of an imaginary story or a fairy tale.

Based on the explanation above, narrative text is a text that contains stories such as fairy tales, fables, legends, etc. Narrative text is a text that tells the story of events in the past can be oral or written text that has a different meaning in each story.

## 2. Generic Structure of Narrative Text

A narrative text which consist of the following generic structure:

a. Orientation

Set of the scene and introduces the participants

b. Evaluation

A stepping back evaluate the plight

c. Complication

Describing the rising crises which the participants have to do with

d. Resolution

The crises is resolved or better or for worse.<sup>27</sup>

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<sup>27</sup>Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73

On the other hand, Mark and Kathy states that the steps for constructing a narrative as follows:<sup>28</sup>

- a. Orientation/ exposition Can be a paragraph, a picture or opening chapter. In which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b. Complication/ rising action That sets off a chain of events that influences what will happen in the story.
- c. Sequence of event/ climax This is where the narrator tells how the character reacts to the complication. It concludes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback.
- d. Resolution/ falling action In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.
- e. Reorientation that provides a comfort or moral based on what has been learned from the story, it is an optional closure of event.

Based on the explanation above, the researcher concluded that the generic structure in the first narrative text is orientation which is the introduction or introduction of the character, the second complication tells the beginning of the problem that causes the peak of the problem or commonly called the climax, then the next part of the story or in the form of a solution of the problem that occurs or

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<sup>28</sup>Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmilan, 1997), p.8

can be called resolution, and finally the closing part of a story that contains moral lessons.

### 3. Language Features of Narrative Text

Narrative text is a story that tells the reader about something which happen in the past and in sequence of time, so that the text must be written in some following features of language:

- a. The use of noun phrases (a beautiful princess, a huge a temple).
- b. The use of connective (first, before that, then, finally).
- c. The use of adverbial phrases of time and place (once upon a time, in the garden, two days ago).
- d. The use of simple past tense (he walked away from the village).
- e. The use of action verbs (said, told, asked).
- f. The use of thinking verbs, feeling verbs, verbs of senses (she felt hungry, she thought she was clever, she smelt something burning).<sup>29</sup>

Based on the explanation above, it can be concluded that the narrative text is a story that uses language features as above to explain to the reader that the story happened in the past.

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<sup>29</sup>Siahaan, *Op. Cit*, p. 74

#### 4. Kinds of Narrative Text

There are many kinds of narrative text. Emilia states that there are five kinds of narrative text. They are as follows:<sup>30</sup>

- a. Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer and crocodile, the ants and the Grasshopper, etc).
- b. Legend is a story that is based on fact but often includes exaggerations about the hero. (Sangkuriang, Malin Kundang, the story of Toba lake, etc).
- c. Fairy tale is a humorous story that that tells about impossible happenings, exaggerating the accomplishment of the hero. (Cinderella, Snow White, Pinocchio, etc).
- d. Folk tales, an old story that reveals the customs of a culture.
- e. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. (to the moon from earth by Jules Verne, starship Trooper by Robert Heinlein, etc).

Based on the description above, the researcher concludes that the kind of narrative text is divided into several types, namely fable, legend, fairy tale, folk tales and science fiction. In addition, according to the lesson plan of second semester in tenth grade at SMA Negeri 1Tanjungsari, the researcher used legend as a kind of narrative text.

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<sup>30</sup>Emi Emilia, *Pendekatan Genre Based Dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru*, (Bandung: Rizqi Press, 2011), p. 94

## 5. Example of Narrative Text

### MALIN KUNDANG

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, named Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own glory, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old

woman! I have never had a mother like you, a dirty and ugly peasant!"

Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

**The moral value based on the text above is :**

Don't rebellious with our parents, especially mother because she was give birth for us.<sup>31</sup>

#### **D. Concept of Project-Based Learning**

##### **1. Definition of Project-Based Learning**

The PjBL is process of project-based learning puts students as subjects of learning. Teachers act as facilitators who prepares everything required in the learning process. understanding students with teacher guidance any problems in learning, competencies that must be mastered, and how to achieve competence. process design and planning is done to meet the students' needs

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<sup>31</sup><http://www.warnetgadis.com/2016/09/kumpulan-narrative-text-dan-nilai.html>

and desires, and implement these projects. projects end with a series of activities to convey to public, publication, and/or generated presentations.<sup>32</sup>

Project-Based Learning is a learning method that puts students at the center of learning processes<sup>33</sup>. It means in project based learning students are given the opportunity to learn and practice English by using the ability to learn in groups with critical thinking and also presentations at the end of learning.

Based on the explanation above, The researcher concluded that the PjBL is a learning process that makes students the center. In this learning process students are required to learn how to work together in groups, discuss and solve problems together and presentation. In the teaching learning method, teachers also assist students in the class.

## 2. Characteristics of Project-Based Learning

According to Simpson in the book of Fauziati, There are some characteristics in project-based learning, such as:

- a. Focuses on content learning rather than on specific language patterns
- b. Is students-centered so the teacher becomes a facilitator or coach
- c. Encourage collaboration among students
- d. Lead to the authentic integration of language skill processing information from multiple sources

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<sup>32</sup>Harli Trisdiono, *Project Based- Learning in Teachers' Perspectives*, (LPMP DI Yogyakarta; 2014) DIJE VOL 2, p.2

<sup>33</sup>Ibid, p.2

- e. Allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance)
- f. Bridges using English in class and using English in real life context.<sup>34</sup>

### 3. Procedures of Project-Based Learning

According to Ramon Ribe and Nuria Vidal, there are 10 procedures of Project-Based Learning as follows:

#### 1. Creating a good class atmosphere

objective: 1) To create a warm, welcoming a pleasant atmosphere in the class, and a relationship of trust and confidence.

A warm and relaxed atmosphere is an essential pre-condition for classroom interaction in the target language.

#### 2. Getting the class interested

objective: 1) To motivate the students by getting them interested in the topics.

The aim at this stage is to elicit from the students the idea that will become the basic of the project. the starting point can be anything that triggers the students' imagination. the students, who are involved in all the decisions throughout the project.

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<sup>34</sup>Endang Fauziati, *Methods of teaching English as a foreign language (TEFL)*, (Surakarta: Era pustaka utama, 2014), p. 168

### 3. Selecting the topic

objective : 1) To agree on a specific topic that interests everybody in the class

2) To negotiate a provisional-set of themes, sub-themes and objectives for the project.

### 4. Creating a general outline of the project

objective: 1) To negotiate the project structure, decide which aspects and areas to include, and plan the final product

2) To form the group and assign areas of work to them

3) To have groups draw up a detailed plan of each area

4) Making sure that every member of the class takes an active part the assigned group task.

### 5. Doing basic research around the topics

objective: 1) To assigned information-collecting and information – processing work to the members of the group

2) To learn how to select, summarise, structure, and organize information

### 6. Reporting to the class

objective: 1) To built students' confidence in oral reporting through preparation and rehearsal

2) To pool the information collected by each group and add it to the skeleton of the project

#### 7. Processing feedback

objective: 1) To reorganise the final group output

- 2) To develop organizational skill, strategies for monitoring ones' own work and summarising and note-taking abilities.

#### 8. Putting it all together

objective: 1) To make the final class work coherent and consistent.

- 2) To improve skills such as relating, structuring, brainstorming, debating, risk-taking and co-operating.

- 3) To develop strategies for analysing and improvement one's work.

- 4) To develop a personal literary style.

- 5) To derive a sense of satisfaction from the work done.

#### 9. Presenting the project

objective: 1) To make the group feel that they have completed an important stage

- 2) To generate a feeling of achievement in each student

- 3) To enjoy celebrate the end of the project.

#### 10. Assessing and evaluating the project.

objective: 1) To check that the class has achieved its agreed objectives

- 2) To raise the students' awareness of the way language is

organised and describe and of the process, steps and difficulties in learning a foreign language.<sup>35</sup>

#### 4. The Advantages of the Implementation of PjBL

There are advantages of the implementation of PjBL as follows:

- a. PjBL increases students' learning motivation
- b. PjBL increases students' academic achievement
- c. PjBL increases cooperation/collaboration ability
- d. PjBL increases the ability to communicate
- e. PjBL increases students' skill in managing learning resources (improve library research skill)
- f. PjBL creates fun learning
- g. PjBL increases students' attitudes toward learning
- h. PjBL increases students' creativity
- i. PjBL lowers students' anxiety level in the learning process.
- j. PjBL increases problem solving ability.
- k. PjBL increases resource management skills.<sup>36</sup>

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<sup>35</sup>Ramon Ribe and Nuria Vidal, *Project Work*, (Oxford: Macmillan Heinemann, 1933),p.9

<sup>36</sup>Woro Sumarni, *The Strengths and Weaknesses of the Implementation of Project Based Learning: A Review*, *International Journal of Science and Research*, Volume 4, Issue 3, March 2015, p. 480-481

## 5. Disadvantages of the Implementation of PBL

There are disadvantages of the implementation of PjBL as follows:

- a. PBL requires a lot of time that must be provided to solve complex problems.
- b. Many parents of students who feel aggrieved, because it adds to the cost of entering the new system.
- c. Many instructors/teachers feel comfortable with traditional classroom, where the instructor/ teacher play a central role in the classroom.
- d. Applying project based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginners.
- e. The amount of equipment to be provided, so that the demand for electricity increases.
- f. Almost all examples of successful project based learning capitalize on the success of cooperative or collaborative learning. Students who have a weakness in the experiment and the collection of information will have trouble.
- g. Students who are not experienced with working in groups may have difficulty in negotiation and compromise.
- h. When the topic given to each group is different, it is feared that students cannot understand the topic entirely.
- i. For a self-assessment survey, the data may have been influenced by a slight inconsistency.

- j. Lack of student interest in the subject, including methods of teaching.<sup>37</sup>

## **E. Problem in Teaching and Learning Reading Comprehension**

### **1. Teacher's Problems in Teaching Reading Comprehension**

According to Baradja in Budiharso books that are facts that exist as issues in teaching reading. The problem in teaching reading as follows:

#### **a. Text Selection**

In the text selection, teachers are not confident to choose the reading materials. Teacher mostly really upon English textbook available by which modifications are not required. To use the textbook the teachers follow the contents and exercises on the book.

#### **b. Exercise to include**

Exercise following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension is following a passage, the writer provides some comprehension question text.<sup>38</sup>

From the explanation above, the researcher concluded that teaching reading was not easy for the teacher, because there were some problems faced in teaching reading. They were included in text selection and exercise to include.

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<sup>37</sup>Ibid, p. 482

<sup>38</sup>Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfansyah Mediatama, 2004), p.54

In addition, the teacher's problems in teaching reading comprehension by Linane are:

- a. The teacher has difficulty to make sure whether the students read the text or not.

Sometimes the teacher does not know until the students walk in the door if students have read their assignment. Thus, the question will be "did the student read the text?". the reality is : some will and some will not. Some teachers feel that is unfair for them to be held accountable to common core or state standards of instruction if the students do not even read the text that can help them improve. When the teacher gives reading task as home work, the teacher does not know whether the students has answered the assignment by their selves or the student simply copying the answer from another student.

- b. The teacher did not give meaningful feedback to the students.

It is even more difficult to give quick feedback on student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.

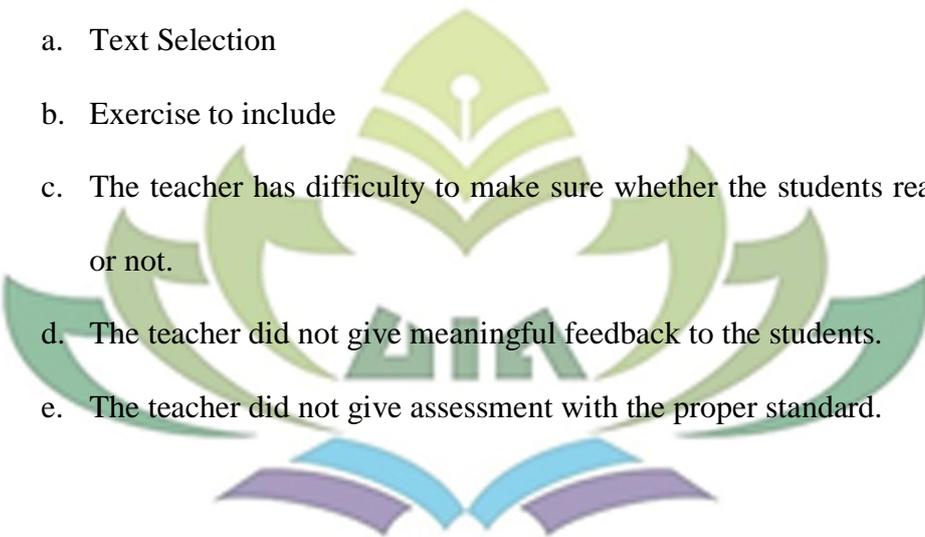
- c. The teacher did not give assessment with the proper standard.

When the teacher have to validate that the assignment is aligned with the proper standards. This step could take some time depending on how

familiar the teacher with their relevant standards. The worst is if the teacher take long time to give the assessment with the proper standards.<sup>39</sup>

The problem in teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices itself.

Based on explanations above, it can be concluded that the problems of teaching reading are :

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- a. Text Selection
  - b. Exercise to include
  - c. The teacher has difficulty to make sure whether the students read the text or not.
  - d. The teacher did not give meaningful feedback to the students.
  - e. The teacher did not give assessment with the proper standard.

## 2. Students' Problems in Learning Reading Comprehension

In teaching learning process especially in reading, students usually find problems in learning reading activity. There are some problems faced by the students in learning reading activity in the classroom. They are as follows:

- a. Identifying main idea

Grasping the main idea is also a prerequisite for summarizing, outlining, and taking notes. Grasping the main ideas requires the ability to see similarities among details, note differences, and classify or categorize

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<sup>39</sup>MJ. Linane, "6 Reading Comprehension Problems", (Online), Available at: <http://www.coolcatteacher.com/6-reading-comprehension-problem/> 9, (diakses pada 8 mei 2020, pukul 13.30)

details.<sup>40</sup> Without the prerequisite skills of noting likenesses and differences and being able to classify details, students will have difficulty deriving or recognizing main ideas. The major problem that students have with selecting or constructing main ideas is not including all the details. Students tend to select or construct a main idea that is too narrow.

b. Making Inference

Making inference is a process of guessing or predicting certain unknown information based on the text. For some students, making inference is difficult thing to do since they should think deeper to answer the questions. It is supported by Gunning, he states that make inferences is to guesses or conclusions that we draw from details. Stress with students the importance of basing inferences on details or other information.<sup>41</sup>

c. Determining References

Determining reference is the ability in choosing the things pointed by certain pronouns. To be able to complete this task, the students should be careful in analyzing the information related to text given. In the process of learning, it has been introduced by the teacher. Hence, they were familiar with this task.

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<sup>40</sup>Thomas G Gunning, *Reading Comprehension Booster*, (San Fransisco: Jossey-Bass, 2010), p.25

<sup>41</sup>Ibid, p.171

#### d. Using Vocabulary Context

Vocabulary mastery is really crucial for students to enlarge. They would be easy in comprehending the text if they have a lot of vocabulary size. Using vocabulary context in reading is about how to replace certain vocabulary with its synonym or antonym. The students can easily answer the questions if they have good vocabulary mastery. It is supported by Wassman and Rinsky cited in Suparman. They argue that to comprehend the intended meaning of an unfamiliar word in a certain text, one has to learn to use context efficiently, and has to use the words parts (prefixes, suffixes, and roots) already known and apply them to unknown words.<sup>42</sup>

#### e. Finding Supporting Details

An inability to summarize is a sign that comprehension is lacking and calls for a rereading. Summarizing requires the ability to identify the main idea and supporting details. It also requires the abilities to select the most important information, combine details, and condense and paraphrase. The major problem that students have with summarizing is failure to discriminate between essential and unimportant details so that the summary becomes a retelling. Students might also have difficulty organizing information so that their summary is just a random listing of whatever they can remember.

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<sup>42</sup>Ujang Suparman, *Reading Strategies of EFL*, (Tangerang: Mata Baca Publisher, 2007),p. 57

In addition, According to Linane, the problems in learning reading are:

- a. The students need to be able to decode and comprehend what they are reading.
- b. The students do not understand what they read.
- c. The difficult language in historical texts and poor question design in the book.
- d. The students are struggling readers. They cannot correctly identify the main idea when they read.<sup>43</sup>

Based on those explanation, the researcher concluded that the problems in learning reading are:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.
3. The students have habit of slow reading.
4. The students have problems in making inference.
5. The students have problems in working memory to remember about the text.

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<sup>43</sup>MJ. Linane, Op.Cit

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