AN ANALYSIS OF STUDENTS' DIFFICULTIES IN FINDING THE CHARACTER VALUES OF NARRATIVE TEXT AT MA MUHAMMADIYAH BENGKULU

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ABSTRACT

The objective of this research is to identify the factors that cause students' difficulties in finding character value of narrative text. The method used in this research was descriptive qualitative. The subject of this research was students of XI IPS MA Muhammadiyah Bengkulu., who had the lowest score in preliminary research. The technique of collecting data was by analyzing interview and giving questionnaire to the students. The result showed the factors that causes students' difficulties in finding character value were exception in the decoding process, previous knowledge, motivation or perseverance, high level cognitive skills and metacognition. Based on the result of questionnaire, it can be concluded that most of students were fluent because they often read narrative text, so they can read the text in English easily. Then, most of students had problem in their previous knowledge, so they felt difficult to determine the character value. Although most of students do not have problems in motivation or perseverance because they like to read narrative text, they do not know how to find the character value in narrative text because they do not understand the story, so they felt difficult to determine the character value. Furthermore, most of students have problems in their metacognition, because they must read the narrative text repeatedly to determine the character value. In short, they must summarize the narrative text to determine the character value, because they felt difficult to determine the character value if they do not summarize the text.

Key words : Character Value, Reading, Narrative Text

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang menyebabkan kesulitan siswa dalam menemukan nilai karakter teks naratif. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI IPS MA Muhammadiyah Bengkulu yang memiliki nilai terendah dalam penelitian pendahuluan. Teknik pengumpulan data melalui wawancara dan pemberian angket kepada siswa. Hasil penelitian menunjukkan faktor-faktor yang menyebabkan kesulitan siswa dalam menemukan nilai karakter adalah pengecualian pada proses decoding, pengetahuan sebelumnya, motivasi atau ketekunan, keterampilan kognitif tingkat tinggi, dan metakognisi. Berdasarkan hasil angket, dapat disimpulkan bahwa sebagian besar siswa lancar karena sering membaca teks naratif, sehingga dapat membaca teks dalam bahasa Inggris dengan mudah. Kemudian sebagian besar siswa mengalami kendala pada pengetahuan sebelumnya, sehingga mereka merasa kesulitan untuk menentukan nilai karakter. Meskipun sebagian besar siswa tidak memiliki masalah dalam motivasi atau ketekunan karena suka membaca teks naratif, namun mereka tidak mengetahui cara menemukan nilai karakter dalam teks naratif karena kurang memahami cerita, sehingga mereka merasa kesulitan untuk menentukan nilai karakter tersebut. . Selain itu, sebagian besar siswa mengalami masalah dalam metakognisi, karena mereka harus membaca teks naratif secara berulang untuk menentukan nilai karakter. Singkatnya, mereka harus meringkas teks naratif untuk menentukan nilai karakter, karena mereka merasa sulit untuk menentukan nilai karakter jika tidak meringkas teks tersebut.

Kata kunci: Nilai Karakter, Bacaan, Teks Naratif.

INTRODUCTION

According to Daryanti (2017) said that English as a subject matter in school covers the four basic language skill: reading, speaking, writing and listening. From these four skills, reading has it's on the portion in teaching learning process. Further, reading is still regarded as the most effective input to improve both student's competence and performance. As Wallace (2012) states that reading is the most important resource that any potential reader processes whether reading in a first or any other language is an awareness of the way in which we use language.

Based on observation, English lesson is the subject that not liked by most students, because students were not interesting in reading narrative text and low motivation in learning English. Most of students in XI IPS MA Muhammadiyah did not have good reading skills, so make them lazy to read narrative text and makes students felt difficult in comprehending narrative text. Thus, students are still confused to determine the character value of a narrative text.

As stated by Fetriani (2019) that character is very important to be embedded in every person because by having good character, they can be good people and create a better society. If the people don't have good character, it may result to several social problems. Furthermore, character can be embedded in the family, society, and school. Family, especially parents, plays an important role in educating their children about the character values. Society also is very important in the process of growth and development of a person. School is another place where a person can form his character. Education in schools also has a big contribution in forming a person's character through the learning process and habit forming processes in students.

According to Kemendiknas (2010) claimed that character education can be applied in a variety of elements that exist in schools, for example in schools' curriculum and syllabus in teachers' lesson plans, materials, and media. In this curriculum, character building can be embodied into almost every subject. It also can be embodied in lesson plan where there are indicators and measurement, the values of character building can be integrated and then it can be implemented into learning activities. From the explanation above, character values have become important aspect in every element of education, especially at school. All school elements

have responsibility in building students' characters so it is important to investigate character values. Finally, the character value is one of the points that is being expressed by the writer to the reader. Character value can give more information about what the reader has read, as interesting as what the message of the text which can be taken by the reader. Referring to the description above, the writer was interested to investigate a research entitled "Analysis of Students' Difficulties in Finding the Character Values of Narrative Text at XI IPS MA Muhammadiyah".

METHODOLOGY

This research used descriptive qualitative method. Qualitative method is a research that produces descriptive data in the form of written words from the research subject and its behavior that can be observed. According to Donald (2002) defined that descriptive method is used to describe events as they naturally occur.

The subject of this research was the second semester of tenth grade students of XI IPS MA Muhammadiyah in academic years 2019/2020. The object of this research was students' difficulties in finding the character value of narrative text at the second semester of tenth grade of XII IPS MA Muhammadiyah.

In this study, the researcher used several ways of collecting the data, they was done by interviewing and giving questionnaire. In analyzing the data the researcher used descriptive manner. The procedures of analyzing the data are identification of data, presentation of data, description and conclusion. In concluding this research, the researcher used the following procedures:

1. Determining the subject of the research.
2. Analyzing the interview.
3. The researcher distributing the questions to the students to collect the data about the cause of the difficulties in finding character value.
4. Identifying and classifying the data.
5. Evaluating and analyzing.
6. Reporting the research to include in the research result.

FINDING AND DISCUSSION

Reading is an activity to get ideas between the writer and the reader to understand what they read. In English Foreign Language (EFL) reading is one of the most important factors in assessing learner's linguistics competence. However, reading is skill that should be mastered

by the learners to get information or ideas from the act of communications. According to Harmer (2000) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involved with written language (Cathrine, 2002). There are five factors that affect reading comprehension:

1. Exception in the Decoding Process

Some of researchers conclude that this factor has an effect on reading comprehension. By fluently reading, cognitive ability children can be applied to perform other cognitive activities.

2. Previous Knowledge

This factor helps one to learn to read. These factors include knowledge of vocabulary knowledge, background knowledge, and knowledge of text structure.

3. Motivation or Perseverance

Continuous reading is a good practice and experience to benefit from reading. Students' success in reading can increase the motivation for other reading, while students who experience difficulty do not feel the pleasure of reading so that the motivation to read was reduced.

4. High Level Cognitive Skills

These factors include the strategies undertaken during the process read. Research shows that good readers will be active since the first reading and finally able to report conclusions about the condition of the characters in the reading or situation that is reflected in the text. Good readers can easily determine what matters and ignore the less important.

5. Metacognition

Good readers will monitor the understanding. They use certain strategies when reading, for example using an overview (general understanding), selecting a reading, summarizing, and repeating information to keep in mind. Unfavorable readers use less strategy; this may be due to a lack of awareness and understanding of the variables that affect reading activity. Concept of Narrative Text. Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener. There are five phases in the generic structures of narrative, the stages of narrative are (1) orientation: the storyteller tells the reader who is in the story, when the story is

happening, where the action is happening and what happening from the story; (2) complication: the storyteller tells about conflict or crises arisen and will begin chain of events that influences of the story will be happen; (3) sequence of events: how the character of the story react and what the characters something to the conflict or crises happen; (4) resolution: the character of the story solve the conflict or crises in the complication; (5) moral value: the message will be learning from the story.

Based on the data from the interview, there some students felt difficulties to finding character value and then the questionnaires were given to them. According to data from the questionnaire, it could be interpreted that most of the tenth grade of XI IPS MA Muhammadiyah still had problems and difficulties with the previous knowledge and difficulties in reading comprehension especially in finding character value. It means that they have not mastered how to find character values in narrative text.

There are some factors in finding character value of narrative text, such as the exception in the decoding process, previous knowledge, motivation or perseverance, high level cognitive skills, and metacognition. From the data of exception in the decoding process, it can be concluded that students were fluent in reading the narrative text, because they often read narrative text. So, they can read the narrative text easily. Although some of them showed that they felt difficult to read the narrative text fluently. So the students should be more diligent to read the narrative text, so they can read fluently.

Previous knowledge is one of the factors that cause students' difficulties in finding the character value of narrative text. From the data of questionnaire, that showed most of the students finding character value in narrative text was difficult. Students with difficulties typically recall less about stories they have read and cannot easily identify the information in them. But most of the students showed that they comprehended and gained knowledge about new vocabulary, narrative text, and got new information about finding the character value in narrative text after they knew their problem in previous knowledge.

Based on the questionnaire of motivation or perseverance, it could be concluded that many students showed they do not lazy to read the narrative text

because they like reading. But some of students showed that they lazy to read narrative text because the text is not interesting so that it can make them not understand the text. So, the students should have perseverance to read narrative text so that they got the information from the text. It means that the students should be diligent in reading even if they did not like it, because reading could improve their knowledge. So, everything they did not like is not necessarily good for them.

High level cognitive skill, it could be concluded most of the students showed that they did not know how to find character value in narrative text because they did not understand the text. So, they felt difficult to determine the character value of narrative text. So, the students must study more about narrative text, so that they can find character value of narrative text easily.

Metacognition is one of the factors that students' difficulties in finding character value of narrative text. Based on data of the questionnaire, it can be concluded that most of the students showed that they had to read the narrative text repeatedly to find the character value of narrative text. If they read only once it

is difficult to find the character value of narrative text. And then they felt difficult if the text is not translated in Indonesian. Furthermore, they had to summarize the narrative text to determine character value of narrative text, because they felt difficult to determine the character value if they do not summarize the text.

In conclusion, based on the result all of data gained from students' questionnaire, it can be concluded that the factors that most influence students' difficulty in finding character value were previous knowledge and metacognition. Although, the other factors were causes students' difficulties in finding character value. But from the result of questionnaire the researcher concluded the factors that most influence students' difficulty in finding character value are previous knowledge and metacognition.

It was supported by finding of previous research from Sri Hartati quoted by Daryanti (2017), she said there is a correlation between students' vocabulary mastery and students' reading comprehension. Then, from that research can be concluded that students' causes of reading comprehension difficulties or problem are students who are poor on vocabulary knowledge, because

vocabulary knowledge and reading comprehension have a strong relationship. New vocabulary words should be taught prior to reading, as the reader will spend too much time figuring out the new words, and will be unable to comprehend the entire reading passage. It means that the students should be mastered their previous knowledge about vocabulary.

CONCLUSION

The factors that cause students difficulties in finding character value were exception in the decoding process, previous knowledge, motivation or perseverance, high level cognitive skills, and metacognition. Based on the result of questionnaire above, it can be concluded, that most students were fluent in reading narrative text, because they often read narrative text. So, they can read the narrative text easily. And then, most of students had problem in their previous knowledge, so they felt difficult to determine the character value. Although most of students do not have problems in motivation or perseverance because they like to read narrative text, they do not know how to find the character value in narrative text because they do not understand the story, so they felt difficult to determine the character value.

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