

Analyzing Students' Difficulties in Reading Comprehension of Narrative Texts at The Tenth Grade of SMA Negeri 1 Kelayang

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Abstract

The purpose of this research was to analyze the difficulties faced by tenth-grade students of SMA Negeri 1 Kelayang in reading comprehension of narrative texts and to identify the factors causing these difficulties. This study employed a quantitative approach and involved tenth-grade students of SMA Negeri 1 Kelayang in the academic year 2024/2025 as the subjects, with a sample size of 93 students selected through a simple random sampling technique. The researcher gathered the data through a reading comprehension test and a questionnaire. The results of the reading comprehension test revealed that 54.62% of the students had difficulties in determining the main idea, 46.88% in locating specific information, 49.68% in understanding vocabulary, 44.30% in identifying references, and 56.13% in making inferences. Based on the results of the questionnaire analysis, seven factors were identified as the causes of students' difficulties in reading comprehension of narrative texts, namely: limited vocabulary knowledge (81.09%), lack of fluency (74.73%), inadequate use of effective reading strategies (75.99%), problems with processing information (74.28%), learners' backgrounds (73.30%), teaching methods (77.51%), and the student environment (72.13%).

Keywords: Students' Difficulties; Reading Comprehension; Narrative Texts

INTRODUCTION

Reading is one of the essential language skills taught in English education, alongside listening, speaking, and writing. It is crucial to help students develop this skill because it enables them to comprehend and analyze various written texts. Grabe and Stoller (2002) describe reading as a complex and dynamic activity that involves interaction between the reader and the text to create meaning. This indicates that reading goes beyond simply recognizing words; it also requires understanding, interpretation, and critical thinking. Furthermore, Nunan (2003) highlights that reading plays a significant role in second language learning, as it allows learners to expand their vocabulary and gain a deeper understanding of language structures. In addition to helping students understand texts, reading skills also contribute to their academic development. Duke and Pearson (2009) state that reading is a basic skill that serves as a bridge for students to obtain information from various written sources, both in academic contexts and everyday life. Therefore, good reading skills are essential to support students' comprehension of various types of reading materials. A key aspect of the reading process is comprehension, which determines the reader's success in constructing meaning from a text. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language. This process involves linking the content of the text with the reader's background knowledge and employing appropriate reading strategies. According to Nuttall (2000), reading comprehension consists of several core components: identifying the main idea, understanding supporting details, interpreting vocabulary, recognizing references, and making inferences.

However, achieving good reading comprehension remains a challenge for many students, particularly for English as a Foreign Language (EFL) learners. Studies have shown that Indonesian students often face various obstacles in comprehending English texts due to limited vocabulary, poor reading fluency, and inadequate use of reading strategies (Westwood, 2008; Qrgez, 2017). Research by Gilakjani and Sabouri (2016) further highlights that weak prior knowledge, low motivation, and insufficient practice in inferential thinking also contribute to poor reading outcomes. Several studies have explored students' difficulties in understanding English reading texts. For instance, Fitriani (2020) found that high school students often struggle with making inferences and identifying main ideas in narrative texts. Pratiwi and Widiati (2021) demonstrated that vocabulary limitations and the lack of effective reading strategies are the most frequent issues faced by students. Similarly, Hidayat and Pamungkas (2022) emphasized the influence of external factors such as teaching methods and limited exposure to authentic texts as barriers to students' reading comprehension.

Although many studies have examined students' difficulties in reading comprehension, only a limited number have specifically focused on narrative texts in public high schools located in rural areas of Indonesia. This is particularly relevant for schools with low English proficiency levels, such as SMA Negeri 1 Kelayang. While previous research has generally identified common causes of reading comprehension problems, few studies have provided a comprehensive analysis that considers both internal factors (such as motivation, vocabulary mastery, and reading strategies) and external factors (such as teaching methods and the learning environment). This lack of in-depth investigation highlights the need for further research that addresses the specific challenges faced by students in rural educational settings.

This study focuses on narrative texts, which are part of the English syllabus in the Merdeka Curriculum for tenth-grade students. Although narrative texts have been introduced since junior high school, many students still struggle to understand them. Dewantara et al. (2021) define narrative texts as stories arranged in chronological order, either fictional or factual, which aim to entertain, inform, or convey moral lessons. Anggadewa and Tarigan (2022) argue that students struggle with narrative texts due to their complex structure and elements such as plot, character, and setting. Similarly, Shafira and Widodo (2024) found that the main obstacles include limited vocabulary, inability to grasp plot development, and a lack of effective reading strategies. Furthermore, Mardhani et al. (2022) reported that many students face challenges in making inferences due to low motivation, insufficient vocabulary, and the influence of environmental factors, including teaching quality and home support.

Based on preliminary classroom observations and interviews with English teachers at SMA Negeri 1 Kelayang, it was found that tenth-grade students have significant difficulties in comprehending narrative texts. The main issues identified include limited vocabulary mastery, ineffective reading strategies, and teacher-centered instructional methods. Moreover, among the various types of texts taught, narrative texts were perceived as the most difficult by both students and teachers due to their structure and the inferential thinking required.

Therefore, this study aims to analyze students' difficulties in reading comprehension of narrative texts at the tenth grade of SMA Negeri 1 Kelayang, by examining both internal and external factors. The findings of this research are expected to provide valuable insights for improving reading instruction in EFL settings, particularly in rural areas with low-proficiency learners. Based on the rationale and identified gaps, this research is entitled: "Analyzing Students' Difficulties in Reading Comprehension of Narrative Texts at the Tenth Grade of SMA Negeri 1 Kelayang."

METHOD

This research employed a descriptive quantitative method to analyze students' difficulties in reading comprehension of narrative texts. According to Gay et al. (2012), quantitative research describes and explains phenomena through the collection and analysis of numerical data. Based on this perspective, the present study aims to provide measurable data on the specific types of reading comprehension difficulties encountered by students, particularly in understanding narrative texts, as well as the underlying factors contributing to those difficulties. The research was conducted at SMA Negeri 1 Kelayang during the 2024/2025 academic year, involving 93 tenth-grade students as the sample. The participants were selected using simple random sampling to ensure that each member of the population had an equal chance of being chosen.

To collect the data, the researcher used two instruments:

1. A reading comprehension test consisting of 25 multiple-choice questions, designed to identify students' difficulties in reading comprehension of narrative texts.
2. A questionnaire comprising 21 statements on a four-point Likert scale (Strongly Disagree, Disagree, Agree, Strongly Agree), used to determine the internal and external factors contributing to those difficulties.

The data were analyzed using descriptive statistical techniques, including the calculation of frequencies and percentages, to present a clear picture of the types and levels of difficulties students encountered in reading comprehension of narrative texts, as well as the factors contributing to those difficulties.

RESULTS AND DISCUSSION

Results

This section presents the results of the research conducted, focusing on the students' difficulties in reading comprehension of narrative texts and the factors causing these difficulties.

a. Students' Difficulties in Reading Comprehension of Narrative Texts

Table 1. Students' Difficulties in Determining the Main Idea

No	Items	Incorrect	Percentage of incorrect	Mean	Level of difficulty
1.	1	25	26.88%		
2.	6	67	72.04%		
3.	11	47	50.54%	54.62%	Medium
4.	16	47	50.54%	(254)	
5.	21	68	73.12%		

Based on the results of the analysis, the researcher found that most students had difficulty in determining the main idea of narrative texts. Of the five questions given to 93 students, 25 students (26.88%) answered question number 1 incorrectly, indicating that this question was classified as easy for students. Furthermore, for question number 6, 67 students (72.04%) answered incorrectly, so this question was categorized as difficult. Meanwhile, for question number 11, 47 students (50.54%) answered incorrectly, placing this question in the fair category. Similarly, for question number 16, 47 students (50.54%) also failed to answer correctly, so this question was likewise categorized as fair. In addition, for question number 21, 68 students (73.12%) answered incorrectly, meaning this question was classified as difficult. The overall percentage of students' difficulty in the indicator of determining the

main idea, based on the five questions given, was 54.62%, which falls into the medium level of difficulty category.

Table 2. Students' Difficulties in Finding Specific Information

No	Items	Incorrect	Percentage of incorrect	Mean	Level of difficulty
1.	2	27	29.03%		
2.	7	42	45.16%		
3.	12	48	51.61%	46.88%	Medium
4.	17	53	56.99%	(218)	
5.	22	48	51.61%		

Based on the results of the analysis in the findings section, the researcher found that many students still had difficulty in finding specific information in narrative texts. Of the five questions given to 93 students, 27 students (29.03%) answered question number 2 incorrectly, indicating that this question was classified as easy. Then, in question number 7, 42 students (45.16%) did not succeed in answering the question correctly, so this question was categorized as fair. Meanwhile, for question number 12, 48 students (51.61%) could not answer the question correctly, which indicates that this question was also categorized as fair. For question number 17, 53 students (56.99%) answered incorrectly, so this question was likewise categorized as fair. In addition, in question number 22, 48 students (51.61%) answered incorrectly, meaning this question was also categorized as fair. The overall percentage of students' difficulty in the indicator of finding specific information, based on the five questions given, was 46.88%, which falls into the medium level of difficulty category.

Table 3. Students' Difficulties in Understanding Vocabulary

No	Items	Incorrect	Percentage of incorrect	Mean	Level of difficulty
1.	3	67	72.04%		
2.	8	46	49.46%		
3.	13	48	51.61%	49.68%	Medium
4.	18	25	26.88%	(231)	
5.	23	45	48.39%		

Based on the results of the analysis, the researcher found that many students still had difficulty in interpreting vocabulary in narrative texts. In question number 3, 67 students (72.04%) did not succeed in answering the question correctly, which indicates that the question was classified as difficult. Furthermore, for question number 8, 46 students (49.46%) answered incorrectly, so the question was categorized as fair. Meanwhile, for question number 13, 48 students (51.61%) answered incorrectly, indicating that this question was also fair. Then, for question number 18, only 25 students (26.88%) answered incorrectly, which means that the question was classified as easy. In addition, for question number 23, 45 students (48.39%) did not answer correctly, so this question was categorized as fair. The overall percentage of students' difficulty in the indicator of understanding vocabulary, based on the five questions given, was 49.68%, which falls into the medium level of difficulty category.

Table 4. Students' Difficulties in Identifying References

No	Items	Incorrect	Percentage of incorrect	Mean	Level of difficulty
1.	4	42	45.16%		
2.	9	46	49.46%		
3.	14	45	48.39%	44.30%	Medium
4.	19	26	27.96%	(206)	
5.	24	47	50.54%		

Based on the results of the analysis, the researcher found that many students still had difficulty in identifying references in narrative texts. In question number 4, 42 students (45.16%) did not answer correctly, indicating that this question was categorized as fair. Meanwhile, for question number 9, 46 students (49.46%) answered incorrectly, so this question was also categorized as fair. Furthermore, in question number 14, 45 students (48.39%) answered incorrectly, indicating that the question was considered fair. In question number 19, 26 students (27.96%) answered incorrectly, so the question was categorized as easy. In addition, for question number 24, 47 students (50.54%) answered incorrectly, which means that this question was also classified as fair. The overall percentage of students' difficulty in the indicator of identifying references, based on the five questions given, was 44.30%, which falls into the medium level of difficulty category.

Table 5. Students' Difficulties in Making Inferences

No	Items	Incorrect	Percentage of incorrect	Mean	Level of difficulty
1.	5	47	50.54%		
2.	10	27	29.03%		
3.	15	48	51.61%	56.13%	High
4.	20	70	75.27%	(261)	
5.	25	69	74.19%		

Based on the results of the analysis, the researcher found that most students had difficulty in making inferences in narrative texts. In question number 5, 47 students (50.54%) answered incorrectly, indicating that the question was categorized as fair. Furthermore, for question number 10, 27 students (29.03%) answered incorrectly, so this question was categorized as easy. For question number 15, 48 students (51.61%) answered incorrectly, indicating that the question was considered fair. Meanwhile, in question number 20, 70 students (75.27%) answered incorrectly, so the question was categorized as difficult. In addition, for question number 25, 69 students (74.19%) answered incorrectly, which means that this question was also classified as difficult. The overall percentage of students' difficulty in the indicator of making inferences, based on the five questions given, was 56.13%, which falls into the high level of difficulty category.

b. Factors Causing Students' Difficulties in Reading Comprehension of Narrative Texts

Table 6. Limited Vocabulary Knowledge

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
1	1	8	8	40	37	292	78.49%	Very Difficult
2	2	6	10	35	42	299	80.38%	Very Difficult

3	3	5	4	35	49	314	84.41%	Very Difficult
		19	22	110	128	905	81.09%	Very Difficult
		6.81%	7.88%	39.43%	45.88%			

According to the data presented in the table above, limited vocabulary knowledge is one of the main factors causing students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that as many as 128 students (45.88%) selected “Strongly Agree” with the statement that limited vocabulary knowledge hinders their understanding of narrative texts. Meanwhile, 110 students (39.43%) selected “Agree.” On the other hand, 22 students (7.88%) selected “Disagree,” and 19 students (6.81%) selected “Strongly Disagree.” Overall, there were 905 responses obtained from the questionnaire for this aspect, with 81.09% falling into the "very difficult" category. These results indicate that limited vocabulary knowledge has a significant impact on students’ difficulties in reading comprehension of narrative texts.

Table 7. Lack of Fluency

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
1	4	10	13	35	35	281	75.54%	Very Difficult
2	5	11	15	37	30	272	73.12%	Difficult
3	6	9	12	40	32	281	75.54%	Very Difficult
		30	40	112	97	834	74.73%	Difficult
		10.75%	14.34%	40.14%	34.77%			

Referring to the table above, a lack of fluency is one of the factors contributing to students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that 112 students (40.14%) selected “Agree” with the statement that a lack of fluency hinders their understanding of narrative texts. Meanwhile, 97 students (34.77%) selected “Strongly Agree.” On the other hand, 40 students (14.34%) selected “Disagree,” and 30 students (10.75%) selected “Strongly Disagree.” Overall, 834 responses were obtained from the questionnaire for this aspect, with 74.73% falling into the “difficult” category. These results indicate that a lack of reading fluency has a significant impact on students’ difficulties in reading comprehension of narrative texts.

Table 8. Inadequate Use of Effective Reading Strategies

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
1	7	9	13	31	40	288	77.42%	Very Difficult
2	8	9	14	32	38	285	76.61%	Very Difficult
3	9	12	15	31	35	275	73.92%	Difficult
		30	42	94	113	848	75.99%	Very Difficult
		10.75%	15.05%	33.69%	40.50%			

As shown in the table above, the inadequate use of effective reading strategies is one of the main factors contributing to students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that 113 students (40.50%) selected “Strongly Agree” with the statement that inadequate use of effective reading strategies hinders their understanding of narrative texts. Meanwhile, 94 students (33.69%) selected “Agree.” On the other hand, 42 students (15.05%) selected “Disagree,”

and 30 students (10.75%) selected “Strongly Disagree.” Overall, 848 responses were obtained from the questionnaire for this aspect, with 75.99% falling into the “very difficult” category. These results indicate that the inadequate use of reading strategies has a significant influence on students’ difficulties in reading comprehension of narrative texts.

Table 9. Problems with Processing Information

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
1	10	13	15	34	31	269	72.31%	Difficult
2	11	10	15	34	34	278	74.73%	Difficult
3	12	9	15	33	36	282	75.81%	Very Difficult
		32	45	101	101			
		11.47%	16.13%	36.20%	36.20%	829	74.28%	Difficult

The table above illustrates that, problems with processing information are among the factors contributing to students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that 101 students (36.20%) selected “Strongly Agree” with the statement that problems with processing information hinder their understanding of narrative texts. Similarly, 101 students (36.20%) selected “Agree.” On the other hand, 45 students (16.13%) selected “Disagree,” and 32 students (11.47%) selected “Strongly Disagree.” Overall, 829 responses were obtained from the questionnaire for this aspect, with 74.28% falling into the “difficult” category. These findings indicate that difficulties in processing information significantly influence students’ reading comprehension of narrative texts.

Table 10. Learners’ Background

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
1	13	10	15	36	32	276	74.19%	Difficult
2	14	11	16	37	29	270	72.58%	Difficult
3	15	11	16	35	31	272	73.12%	Difficult
		32	47	108	92			
		11.47%	16.85%	38.71%	32.97%	818	73.30%	Difficult

From the table above, it can be seen that the learner’s background is one of the factors contributing to students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that 108 students (38.71%) selected “Agree” with the statement that the learner’s background hinders their understanding of narrative texts. Meanwhile, 92 students (32.97%) selected “Strongly Agree.” On the other hand, 47 students (16.85%) selected “Disagree,” and 32 students (11.47%) selected “Strongly Disagree.” Overall, 818 responses were obtained from the questionnaire for this aspect, with 73.30% falling into the “difficult” category. These results indicate that the learner’s background has a significant influence on students’ difficulties in reading comprehension of narrative texts.

Table 11. Teaching Methods

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
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1	16	11	13	35	34	278	74.73%	Difficult
2	17	8	10	35	40	293	78.76%	Very Difficult
3	18	7	11	35	40	294	79.03%	Very Difficult
		26	34	105	114	865	77.51%	Very difficult
		9.32%	12.19%	37.63%	40.86%			

From the table above, it can be seen that ineffective teaching methods are one of the main factors contributing to students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that 114 students (40.86%) selected “Strongly Agree” with the statement that ineffective teaching methods hinder their understanding of narrative texts. Meanwhile, 105 students (37.63%) selected “Agree.” On the other hand, 34 students (12.19%) selected “Disagree,” and 26 students (9.32%) selected “Strongly Disagree.” Overall, 865 responses were obtained from the questionnaire for this aspect, with 77.51% falling into the “very difficult” category. These findings indicate that ineffective teaching methods have a significant influence on students’ difficulties in reading comprehension of narrative texts.

Table 12. Students’ Environment

No	Item	SD (1)	D (2)	A (3)	SA (4)	Total Score	%	Category
1	19	12	18	30	33	270	72.58%	Difficult
2	21	12	19	31	31	267	71.77%	Difficult
3	21	12	19	30	32	268	72.04%	Difficult
		36	56	91	96	805	72.13%	Difficult
		12.90%	20.07%	32.62%	34.41%			

As reflected in the table above, the student environment is one of the factors contributing to students’ difficulties in reading comprehension of narrative texts. This is evident from the questionnaire responses, which show that 96 students (34.41%) selected “Strongly Agree” with the statement that the student environment hinders their understanding of narrative texts. Meanwhile, 91 students (32.62%) selected “Agree.” On the other hand, 56 students (20.07%) selected “Disagree,” and 36 students (12.90%) selected “Strongly Disagree.” Overall, 805 responses were obtained from the questionnaire for this aspect, with 72.13% falling into the “difficult” category. These results indicate that the students’ environment has a significant influence on their difficulties in reading comprehension of narrative texts.

Discussion

The findings of this study revealed that the primary difficulty faced by tenth-grade students at SMA Negeri 1 Kelayang in comprehending narrative texts was making inferences, which appeared to be a major challenge for a significant number of students. This suggests that many students find it difficult to derive implicit meaning from the text, indicating a lack of higher-order thinking skills required for deeper comprehension. This result aligns with the findings of Mardhani et al. (2022), who also identified making inferences as the most problematic area for ninth-grade students. Similarly, Sapitri and Novia (2020) reported that a large proportion of students struggled with inferring meaning from narrative texts. The second most frequent difficulty was determining the main idea. This indicates that students often fail to grasp the general message or core content of a paragraph or passage. This finding aligns with Sapitri and Novia (2020), who also reported that many students experienced similar challenges. Such

difficulties could be attributed to students' tendency to focus on isolated details rather than synthesizing information, as well as their lack of exposure to strategies for identifying main ideas. Interpreting vocabulary was also a significant issue, as many students struggled in this area. Vocabulary knowledge plays a fundamental role in reading comprehension. Limited vocabulary can impede students' understanding of key terms, which in turn affects their ability to comprehend the overall text. Similar findings were reported by Zebua et al. (2022) and Shafira and Widodo (2024), who emphasized vocabulary as a major barrier in narrative text comprehension. These consistent findings suggest the need for vocabulary-building activities and pre-reading strategies to familiarize students with unfamiliar terms before reading. In addition, students experienced difficulty in identifying detailed information and references. While these challenges were somewhat less prominent compared to others, they still indicate issues in locating specific textual elements and connecting pronouns or phrases to their antecedents. Sapitri and Novia (2020) also found that many students struggled with detailed information and references, suggesting that these are common problems across different educational contexts. These difficulties may stem from insufficient reading strategies or a lack of awareness of textual cues.

Furthermore, the main factor contributing to these difficulties is students' limited vocabulary knowledge. This suggests that many students do not possess an adequate range of vocabulary needed to understand the meaning of words, phrases, and sentences in a text. When students are unfamiliar with key vocabulary, their ability to comprehend the overall meaning of the text is disrupted. This is in line with findings by Zebua et al. (2022), who highlighted that limited vocabulary was one of the major barriers to understanding narrative texts. Similarly, Shafira and Widodo (2024) identified vocabulary as a recurring problem in their study. These results emphasize the importance of regular vocabulary enrichment in language instruction, including explicit vocabulary teaching, use of context clues, and repeated exposure to new words in meaningful contexts. The second dominant factor is teaching methods, which emerged as a major concern among students. This implies that the way reading is taught in the classroom may not be fully effective in helping students comprehend narrative texts. Teachers may rely heavily on translation or teacher-centered instruction, which limits student engagement and critical thinking. Mardhani et al. (2022) found that ineffective teaching methods also contributed significantly to reading comprehension difficulties. This suggests the need for teachers to adopt more interactive, student-centered approaches such as group discussions, guided reading, and the use of multimedia texts to make lessons more engaging and relevant. The third factor is the use of inadequate reading strategies, which was commonly reported by students. Many students may not be familiar with strategies such as skimming, scanning, predicting, questioning, and summarizing, which are essential for reading comprehension. Without these skills, students tend to read passively without processing information effectively. Shafira and Widodo (2024) also highlighted the lack of effective reading strategies as one of the main causes of comprehension failure. Therefore, it is crucial for educators to explicitly teach and model these strategies during reading instruction and to encourage students to apply them independently.

Another contributing factor is a lack of reading fluency, which was found to affect a considerable number of students. Reading fluency involves accurate, automatic, and expressive reading. When students struggle with fluency, they tend to read slowly and lose track of meaning. This prevents them from fully understanding the content of the text. According to Westwood (2008), poor reading fluency can lead to limited comprehension because students use most of their cognitive energy on decoding rather than understanding meaning. This finding suggests the need to integrate fluency-building exercises such as repeated reading, paired reading, and timed reading to enhance students' reading speed and comprehension simultaneously. Problems with processing information were commonly reported by students.

This means students may struggle to connect ideas, organize information, or retain what they read. Westwood (2008) also explains that some students experience difficulties in processing information due to weak working memory and limited background knowledge, which can hinder their ability to make sense of texts. Teachers should provide structured guidance, such as graphic organizers or comprehension questions that encourage students to chunk and synthesize information meaningfully. Learners' background, including prior knowledge and learning habits, was also found to contribute to students' difficulties. Students with limited exposure to reading materials or little knowledge about common narrative themes may find it difficult to connect with the texts. This supports the findings of Mardhani et al. (2022), who emphasized that students' home and school environments influence reading ability. Building background knowledge before reading through pre-reading activities or discussing the context of a story can help bridge this gap. Lastly, the students' environment was identified as a contributing factor to their reading difficulties. This includes a lack of support at home, peer influence, or an inadequate reading culture at school. Without a supportive environment, students may lack the motivation or discipline to practice reading outside the classroom. This reinforces the importance of creating a reading-friendly environment both in school and at home, such as through reading programs, access to engaging materials, and encouragement from parents and teachers. These findings imply that to overcome students' difficulties in comprehending narrative texts, educators should prioritize vocabulary development, strengthen reading strategies, and adopt more engaging and student-centered teaching methods. Additionally, fostering reading fluency, activating prior knowledge, and creating a supportive reading environment at home and school are essential steps to enhance students' overall reading comprehension.

CONCLUSION

This study found that tenth-grade students at SMA Negeri 1 Kelayang still struggle with reading comprehension of narrative texts. Their most common difficulties include making inferences, identifying main ideas, understanding vocabulary, locating specific information, and recognizing references. These challenges stem from a combination of internal and external factors, such as limited vocabulary, ineffective teaching methods, poor reading strategies, lack of fluency, cognitive processing difficulties, insufficient students' background knowledge, and an unsupportive learning environment. The implications of these findings point to the need for more supportive, engaging, and adaptive approaches to reading instruction. Educators should prioritize not only the development of comprehension skills but also the cultivation of broader reading habits, strategic reading practices, and vocabulary enrichment. Furthermore, instruction should be tailored to students' individual needs and contexts to foster a more effective and inclusive learning experience. By identifying specific areas of difficulty and their underlying causes, this study provides a meaningful contribution to the field of English language education. It serves as a valuable reference for teachers, curriculum developers, and researchers aiming to refine instructional practices and support students in overcoming challenges in reading comprehension, particularly when engaging with narrative texts.

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