

AN ANALYSIS OF STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT

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Abstract

This study aims to analyze the reading comprehension of narrative texts among ninth-grade students at MTs Negeri 3 Kampar. According to the curriculum established by the Indonesian government, students are expected to comprehend various elements of narrative texts, including their generic structures and language features. This research employed a descriptive quantitative method, with data collected through a multiple-choice test consisting of 24 items. The test measured students' abilities to identify factual information, main ideas, vocabulary meaning, references, inferences, orientations, complications, and resolutions. The findings reveal that students' average reading comprehension score falls within the "Good" category, with a mean score of 80. Approximately 55% of students demonstrated strong ability in identifying factual information, and 64% were able to determine the main idea. However, some students experienced difficulties, particularly in identifying references and making inferences. These findings underscore the need for more effective instructional strategies and interventions to enhance students' comprehension skills. It is expected that this research will offer valuable insights for educators in improving students' understanding of narrative texts.

Keywords: analysis, reading comprehension, narrative text.

INTRODUCTION

Reading is one of the most essential skills in language learning. It plays a critical role in various settings, particularly in the field of education (Grabe, 2009). In the current educational context, students are required to read extensively because most knowledge is conveyed through written texts. As such, a strong ability in reading is crucial for deriving meaning from texts. Students who possess good reading comprehension are better prepared to take advantage of academic opportunities and succeed in their studies.

According to Alfassi (2004), students must be able to understand the meaning of a text, critique its message, retain the content, and apply the knowledge they gain in flexible ways. Reading is a cognitively demanding task, and therefore, teachers have a significant role in helping students learn how to monitor and regulate their own comprehension processes. The ultimate goal of reading is comprehension, which involves interpreting the text and responding to it appropriately.

McNamara (2007) defines comprehension as the ability to extract and integrate meaning from a text. This means going beyond the literal interpretation of words to understand

the ideas presented and the relationships between those ideas. Reading comprehension results from the interaction between the characteristics of the text and the prior knowledge and experiences of the reader.

In accordance with the 2013 Curriculum implemented in Indonesian schools, ninth-grade students are expected to master reading skills. The objective of reading instruction is to equip students with appropriate strategies for approaching English texts effectively and efficiently. Students are expected to understand not only sentence structures and grammatical features but also the implicit and inferred meanings within the text. Effective reading involves more than understanding main ideas; it also requires interpreting deeper meanings that are not explicitly stated. This competence is essential because reading comprehension contributes significantly to overall language development.

The reading competence described in the school curriculum emphasizes the ability to understand text meaning within its context. This includes recognizing the social function, generic structure, and language features of the text. In practice, teachers often ask students to read aloud in front of the class. This is followed by discussions either individually or in groups. Students analyze and retrieve information from the text through collaborative activities that reflect meaningful social interaction. At the end of the lesson, students are expected to have understood the content of the text.

Narrative text is one type of reading material that is commonly taught at this level. It is typically written in the simple past tense. According to Pratyasto (2011), a narrative is a type of text that is designed to entertain and to convey real or imaginary experiences in various forms. Narrative texts often recount one or more events and are usually enjoyable for students to read. However, narrative texts can be challenging for ninth-grade students at MTs Negeri 3 Kampar. Students must identify various components of the narrative text, such as its generic structure and the specific elements of reading comprehension.

In reading narrative texts, students are expected to comprehend the purpose of the text, recognize its generic structure, identify language features, and determine its moral value. Achieving this level of comprehension is a major goal of reading instruction at this school. However, students' difficulties are evident in their performance on reading comprehension tests.

Based on a preliminary study conducted by the researcher at MTs Negeri 3 Kampar, English is taught twice a week for 80 minutes per session, resulting in a total of 160 minutes of instruction each week. Interviews with teachers and students revealed that some students still demonstrated low levels of reading comprehension. Although teachers delivered the reading material in accordance with the 2013 Curriculum and applied various strategies to engage students, some students remained unable to comprehend the content effectively.

Several previous studies have addressed the issue of students' reading comprehension. Layla (2008) found that students faced significant difficulties in understanding descriptive texts, particularly due to challenges with vocabulary and sentence structure. This suggests the

need for targeted vocabulary instruction and strategies to support comprehension of descriptive language. In contrast, Syakira (2018) showed that the use of the STAD (Student Teams-Achievement Divisions) cooperative learning method significantly improved students' comprehension of narrative texts. The study indicated that collaborative learning not only improved students' reading skills but also increased motivation and engagement in the classroom. Similarly, Mardiah (2013) supported the use of interactive and cooperative learning strategies to enhance students' understanding of narrative texts

Research Problem

The students' reading comprehension of narrative texts in the ninth grade of MTs Negeri 3 Kampar appeared to be relatively low. Many of them struggled to identify main ideas, factual information, references, and inferences, despite the teacher's efforts to deliver the material according to the 2013 Curriculum using various teaching strategies. These difficulties were evident in their test results and classroom performance, indicating the need for more effective instructional methods. The problem of this research is formulated as follows: How is the students' reading comprehension of narrative texts in the ninth grade of MTs Negeri 3 Kampar?

LITERATUR REVIEW

Reading comprehension is a crucial component of academic success and language proficiency. It involves not only decoding written symbols but also constructing meaning based on background knowledge, vocabulary, and text structure (Snow, 2002). Successful comprehension allows students to engage critically with texts, make inferences, summarize key ideas, and apply what they read to new contexts. As Grabe and Stoller (2011) explain, reading is an interactive process that requires the integration of both bottom-up (word recognition) and top-down (conceptual understanding) skills. In the context of narrative texts, comprehension is especially important because students must understand not only what happens in the story but also why it happens and how characters are affected.

Narrative is a structured form of storytelling that can appear in various formats such as writing, speech, poetry, images, songs, films, video games, theatre, or dance. It presents a sequence of events, either fictional or non-fictional, that unfold over time. According to Pradiyono (2007), a narrative text is a type of text used to retell a story in the past tense, with the purpose of entertaining or amusing the reader or listener. Similarly, Abbott (2008) defines narrative as the act of telling a story, typically involving events that occur in a chronological sequence and are conveyed through different media. A narrative is recognized as a story when it involves a change from an initial situation. In simple terms, a narrative highlights how events unfold and connect throughout the story.

Despite its importance, many students struggle with understanding narrative texts. According to Nation (2009), one of the key challenges is limited vocabulary knowledge, which can hinder a student's ability to grasp the meaning of key events or infer details from the text. Other common difficulties include unfamiliar grammar structures, lack of background

knowledge, and limited ability to identify story elements such as plot, setting, and resolution. Narrative texts often require students to make inferences about character motivations, cause-effect relationships, and implicit moral lessons, which adds to the complexity. These challenges highlight the need for explicit instruction in reading strategies and guided practice to help students navigate narrative texts more effectively.

To support students in improving their reading comprehension, especially of narrative texts, teachers must apply effective instructional strategies. According to Duke and Pearson (2002), comprehension instruction should include modeling, guided practice, and opportunities for independent reading with feedback. Strategies such as predicting, questioning, summarizing, and visualizing have been proven to enhance students' understanding of texts. In the case of narrative texts, using story maps, role-play, and cooperative learning activities can also help students internalize the structure and meaning of the story. Moreover, integrating scaffolding techniques, such as providing background knowledge or pre-teaching vocabulary, has been shown to significantly improve students' comprehension performance (Tompkins, 2011).

Experts have proposed different perspectives on the typical structures found in narrative texts. According to Anderson and Anderson (2003), the generic structures of a narrative text include orientation, complication, climax, resolution, and re-orientation. These elements help organize the story and guide the reader through the sequence of events in a meaningful way.

Derewianka (1990) offers a slightly different but related framework, outlining three key stages in constructing a narrative. The first stage is orientation, in which the reader is introduced to the main characters, and sometimes minor characters, along with information about the setting, such as where and when the events take place. The second stage is complication, which involves a series of events that introduce a problem or conflict. This complication typically involves the main characters and presents challenges that prevent them from easily reaching their goals. The final stage is resolution, where the complication is resolved, either positively or negatively. In most cases, narratives offer a conclusion, though some may deliberately leave the resolution open-ended to provoke reflection or curiosity.

The language features of narrative texts not only serve to convey stories but also help establish meaningful connections between writers and readers. By understanding and applying these features, writers can create narratives that are more engaging and easier for readers to comprehend. Halliday (1978) emphasizes that language has a social function, and in narrative texts, specific language features are used to construct meaning and context. One of the primary roles of these features is to build a coherent fictional reality that allows readers to follow the events and connect with the story.

Narrative texts commonly include specific language features that help create a coherent and engaging story. One of the most prominent features is the simple past tense, which is used to describe events that have already occurred. This tense allows readers to recognize that the events belong to a completed timeline. For example, "Once upon a time, there lived a kind old man." Another important feature is the use of adverbs of time, which indicate when events take

place. Words and phrases such as “one day,” “yesterday,” and “last year” help establish the sequence of events and provide temporal context, enabling the reader to follow the flow of the narrative. Additionally, time conjunctions such as “when,” “after,” and “before” are essential for linking events in a logical and chronological order. These conjunctions contribute to the clarity and cohesiveness of the story by showing how one event leads to another.

RESEARCH METHOD

This research employed a descriptive quantitative design. According to Cohen (2000), descriptive research aims to describe and interpret phenomena as they occur naturally. Gay (2012) further explains that descriptive research involves the collection and analysis of numerical data to portray current conditions. Similarly, Noor (2012) defines descriptive quantitative research as a type of research that describes events or phenomena occurring in the present, focusing on actual conditions and involving one or more variables for factual investigation. Noor also outlines the steps involved in conducting descriptive research, which include formulating the problem, collecting relevant information, selecting appropriate data collection methods, analyzing the data, and drawing conclusions. Based on these explanations, this study uses a descriptive design to obtain a deeper understanding of students’ reading comprehension of narrative texts through numerical data. This research involves a single variable: students’ reading comprehension.

Ary (2010) defines population as the entire group of individuals, events, or objects that share a common characteristic and are the focus of a research study. The population in this research consists of all ninth-grade students at MTs Negeri 3 Kampar, totaling 83 students across three classes. According to Gay (2019), a sample is a subset of the population selected to represent the whole group and should reflect the characteristics of that population. For this study, purposive sampling was used. As described by Mills and Gay (2019), purposive sampling, also known as judgment sampling, involves selecting a sample that the researcher believes is most representative of the population. Based on a recommendation from the English teacher, Class IX A was chosen as the sample, consisting of 31 students.

Technique of Collecting Data

The instrument used in this research was a reading comprehension test. Brown (2004) defines a test as a method used to measure an individual's ability, knowledge, or performance in a specific area of language. The test consisted of 24 multiple-choice questions designed to assess students’ understanding of narrative texts. Each question included four answer options: A, B, C, and D. The questions were developed based on the indicators outlined in the operational concepts of the study. The data collection process involved several steps. First, the researcher distributed the test to the students and explained the instructions. The test was administered under supervision, and the maximum time allowed for completion was 60

minutes. After the students completed the test, the researcher collected the answer sheets for analysis.

Technique of Analysing Data

In this study, the researcher employed descriptive quantitative techniques to analyze the data. The focus was on determining the frequency distribution of students' reading comprehension performance by using a bar chart, which illustrates how many students achieved each score level in the test.

Each student's test score was calculated using the following formula proposed by Arikunto (2006):

$$S = \left(\frac{R}{N} \right) \times 100\%$$

where:

- **S** = Percentage of correct answers
- **R** = Number of correct answers
- **N** = Total number of questions

To classify the students' performance levels based on their scores, the following formula was used:

$$P = \left(\frac{F}{R} \right) \times 100\%$$

where:

- **P** = Percentage of students within a particular category
- **F** = Frequency (number of students in that category)
- **R** = Total number of students

Scores were then grouped into predefined categories (e.g., Very Low, Low, Good, Very Good), and the percentage of students in each category was calculated. This approach enabled the researcher to present a clear and visual understanding of students' reading comprehension levels in narrative texts.

FINDINGS AND DISCUSSION

a. Findings

Students' Comprehension in Reading Narrative Text

The result of students' multiple-choice test can be seen in following table:

Table 1: Score of students in reading test

Students	Correct Answer	Score	Category
1	24	100	Very Good
2	9	38	Poor
3	24	100	Very Good
4	24	100	Very Good
5	20	83	Very Good
6	19	79	Good
7	20	83	Very Good
8	20	83	Very Good
9	24	100	Very Good
10	10	42	Fair
11	24	100	Very Good
12	23	96	Very Good
13	21	88	Very Good
14	15	63	Good
15	23	96	Very Good
16	24	100	Very Good
17	10	42	Fair
18	24	100	Very Good
19	8	33	Poor
20	23	96	Very Good
21	22	92	Very Good
22	24	100	Very Good
23	8	33	Poor
24	22	92	Very Good
25	24	100	Very Good
26	0	0	Very Poor
27	24	100	Very Good
28	24	100	Very Good
29	24	100	Very Good
30	7	29	Poor
31	24	100	Very Good
Total	515	2.468	
Average		80	Good

The table shows students' test results, which includes the number of correct answers and the scores obtained. There are 31 students who were assessed. The highest score achieved by students is 100, and several students obtained this score. However, there are also students who received very low scores, even 0. Overall, the total score of all students is 2,468, with an average student score of 80.

The Students Reading Comprehension of Narrative Text in Identifying Factual Information

Students' score especially for question number 1, 9, and 17 is showing their reading comprehension of narrative text in identifying factual information. Those question is designed to examine the reading comprehension of narrative text specifically in identifying factual information. The researcher would show the table of students' score in identifying factual information of narrative text based on the test given as follow:

Table 2: Students are able to identify factual information

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	17	55%
2	61-80	Good	6	19%
3	41-60	Fair	0	0%
4	21-40	Poor	2	7%
5	0-20	Very Poor	6	19%
Total			31	100%

Based on the table, there are 31 students whose ability to identify factual information was assessed. The majority of students, namely 17 people or 55%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 6 students or 19% obtained scores between 61-80 with the "Good" category, and the same number (6 students or 19%) obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 2 students or 7% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Main Idea

Students' score especially for question number 2, 10, and 18 is showing their reading comprehension of narrative text in identifying main idea. Those question is designed to examine the reading comprehension of narrative text specifically in identifying main idea. The researcher would show the table of students' score in identifying main idea of narrative text based on the test given as follow:

Table 3: Students are able to identify main idea

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	20	64%
2	61-80	Good	4	13%
3	41-60	Fair	0	0%
4	21-40	Poor	4	13%
5	0-20	Very Poor	3	10%
Total			31	100%

Based on the table, there are 31 students whose ability to identify main idea was assessed. The majority of students, namely 20 people or 55%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 4 students or 13% obtained scores between 61-80 with the "Good" category, and 3 students or 10% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 4 students or 13% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Meaning of Vocabulary

Students' score especially for question number 3, 11, and 19 is showing their reading comprehension of narrative text in finding meaning of vocabulary. Those question is designed to examine the reading comprehension of narrative text specifically in finding meaning of vocabulary. The researcher would show the table of students' score in finding meaning of vocabulary of narrative text based on the test given as follow:

Table 4: Students are able to identify meaning of vocabulary

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	18	58%
2	61-80	Good	8	26%
3	41-60	Fair	0	0%
4	21-40	Poor	4	13%
5	0-20	Very Poor	1	3%
Total			31	100%

Based on the table, there are 31 students whose ability to identify meaning of vocabulary was assessed. The majority of students, namely 18 people or 58%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 8 students or 26% obtained scores between 61-80 with the "Good" category, and 1 student or 3% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 4 students or 13% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Reference

Students' score especially for question number 4, 12, and 20 is showing their reading comprehension of narrative text in identifying reference. Those question is designed to examine the reading comprehension of narrative text specifically in identifying reference. The researcher would show the table of students' score in identifying reference of narrative text based on the test given as follow:

Table 5: Students are able to identify reference

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	18	58%
2	61-80	Good	6	19%
3	41-60	Fair	0	0%
4	21-40	Poor	3	10%
5	0-20	Very Poor	4	13%
Total			31	100%

Based on the table, there are 31 students whose ability to identify reference was assessed. The majority of students, namely 18 people or 58%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 6 students or 19% obtained scores between 61-80 with the "Good" category, and 4 student or 13% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 3 students or 10% who obtained scores between

21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Inference

Students' score especially for question number 5, 13, and 21 is showing their reading comprehension of narrative text in identifying inference. Those question is designed to examine the reading comprehension of narrative text specifically in identifying inference. The researcher would show the table of students' score in identifying inference of narrative text based on the test given as follow:

Table 6: Students are able to identify inference

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	22	71%
2	61-80	Good	3	10%
3	41-60	Fair	0	0%
4	21-40	Poor	4	13%
5	0-20	Very Poor	2	6%
Total			31	100%

Based on the table, there are 31 students whose ability to identify inference was assessed. The majority of students, namely 22 people or 71%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 3 students or 10% obtained scores between 61-80 with the "Good" category, and 2 student or 6% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 4 students or 13% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Orientation

Students' score especially for question number 6, 14, and 22 is showing their reading comprehension of narrative text in identifying orientation. Those question is designed to examine the reading comprehension of narrative text specifically in identifying orientation. The researcher would show the table of students' score in identifying orientation of narrative text based on the test given as follow:

Table 7: Students are able to identify orientation

No	Classification		Frequency (Person)	Percentage (%)
	Score	Level of Ability		
1	81-100	Very Good	23	74%
2	61-80	Good	3	10%
3	41-60	Fair	0	0%
4	21-40	Poor	3	10%
5	0-20	Very Poor	2	6%
Total			31	100%

Based on the table, there are 31 students whose ability to identify orientation was assessed. The majority of students, namely 23 people or 74%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 3 students or 10% obtained scores between 61-80 with the "Good" category, and 2 student or 6% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 3 students or 10% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Complication

Students' score especially for question number 7, 15, and 23 is showing their reading comprehension of narrative text in identifying complication. Those question is designed to examine the reading comprehension of narrative text specifically in identifying complication. The researcher would show the table of students' score in identifying complication of narrative text based on the test given as follow:

Table 8: Students are able to identify complication

No	Classification Score	Level of Ability	Frequency (Person)	Percentage (%)
1	81-100	Very Good	23	74%
2	61-80	Good	3	10%
3	41-60	Fair	0	0%
4	21-40	Poor	3	10%
5	0-20	Very Poor	2	6%
Total			31	100%

Based on the table, there are 31 students whose ability to identify complication was assessed. The majority of students, namely 23 people or 74%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 3 students or 10% obtained scores between 61-80 with the "Good" category, and 2 student or 6% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 3 students or 10% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

The Students Reading Comprehension of Narrative Text in Identifying Resolution

Students' score especially for question number 8, 16, and 24 is showing their reading comprehension of narrative text in identifying resolution. Those question is designed to examine the reading comprehension of narrative text specifically in identifying resolution. The researcher would show the table of students' score in identifying resolution of narrative text based on the test given as follow:

Table 9: Students are able to identify resolution

No	Classification Score	Level of Ability	Frequency (Person)	Percentage (%)
1	81-100	Very Good	21	68%
2	61-80	Good	5	16%
3	41-60	Fair	0	0%
4	21-40	Poor	2	6%

5	0-20	Very Poor	3	10%
Total			31	100%

Based on the table, there are 31 students whose ability to identify complication was assessed. The majority of students, namely 21 people or 68%, obtained scores between 81-100 and are categorized as having "Very Good" ability. 5 students or 16% obtained scores between 61-80 with the "Good" category, and 3 student or 10% obtained the lowest scores, between 0-20, with the "Very Poor" category. In addition, there are 2 students or 6% who obtained scores between 21-40 and are categorized as "Poor," and no students obtained scores between 41-60 with the "Fair" category.

DISCUSSION

This section shows the findings obtained from the students' multiple-choice reading comprehension test, specifically focusing on their ability to identify factual information, main idea, meaning of vocabulary, reference, inference, orientation, complication, and resolution in narrative texts. The overall findings indicate that students' reading comprehension in narrative text is generally at a "Good" level, with an average score of 80. The total score achieved by all 31 students was 2,468.

The highest percentage scores were in orientation and complication, each reaching 74% of students. According to McNamara (2007), reading comprehension involves the interaction between prior knowledge and new information. Orientation and complication are fundamental elements that are easier to recognize, allowing students with a solid foundational knowledge of narrative structure to easily identify these elements. The lowest percentage scores were in factual information, each reaching 55% of students. According to King & Stanly (1998), the ability to identify factual information requires a good understanding of the context and details within the text. Students may struggle to recall or locate specific information that is not immediately apparent, which can lead to lower scores. To assess students' abilities based on the 3 questions provided, the researcher uses a simple formula. First, the researcher counts how many questions the student answered correctly. Then, the researcher divides the number of correct answers by 3, since the total number of questions is 3. After that, the researcher multiplies the result by 100 to obtain the score in percentage form.

The data generally shows a positive picture of students' reading comprehension of narrative texts at the ninth grade of MTsN 3 Kampar, with a high percentage of students consistently achieving "Very Good" and "Good" abilities across various aspects of comprehension. This indicates that most students do not have difficulties. However, the persistent presence of a minority of students in the "Poor" and "Very Poor" categories across all assessed comprehension aspects—factual information, main idea, vocabulary, reference, inference, orientation, complication, and resolution—highlights the need for targeted interventions. These interventions should aim to address the specific weaknesses of this struggling group to ensure more consistent and robust reading comprehension skills across the entire student population.

CONCLUSION

Based on the findings discussed and presented in this study, it can be concluded that students' reading comprehension of narrative texts at the ninth grade of MTs Negeri 3 Kampar

was categorized as “Good,” with an average score of 80. This indicates that most students were able to identify factual information, main ideas, vocabulary meanings, references, inferences, orientation, complication, and resolution. However, a few students still struggled, as reflected in some very low scores, including a score of 0 on the overall test.

The researcher would like to offer several suggestions for those who may benefit from this research. For teachers, it is suggested to provide engaging and relevant reading materials to enhance students’ reading abilities, such as using authentic texts. Teachers are also encouraged to apply a variety of appropriate teaching techniques to improve students’ reading comprehension, especially in understanding narrative texts.

For students, it is important to practice reading more frequently and actively work on improving their comprehension of narrative texts. Consistent practice and exposure to different types of texts can help develop better reading skills.

For future researchers, this thesis may serve as a useful reference for studies on students’ reading comprehension of narrative texts. Further research using different methods or focusing on other aspects of reading could help deepen understanding in this area.

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