

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN FINDING THE MORAL  
VALUE OF NARRATIVE TEXT AT THE FIRST SEMESTER OF THE  
EIGHT GRADE OF MTs N 1 BANDAR LAMPUNG IN 2017/2018  
ACADEMIC YEAR**

A Thesis

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**BY :**

**DARYANTI**

**NPM : 1311040216**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG**

**2017**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENT'S DIFFICULTIES IN FINDING THE MORAL VALUE OF NARRATIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE IN 2017/2018 ACADEMIC YEAR**

**By**  
**Daryanti**

Based on preliminary research that was done by the writer at MTs N 1 Bandar Lampung, the writer found that the students still had difficulties in finding moral value, problem and difficulties with previous knowledge and metacognition. Therefore, objective of this research is to identify the factors that cause students difficulties in finding moral value of narrative text.

The method used in this research was descriptive qualitative. The subject of this research was 65 students of eighth grade of MTs N 1 Bandar Lampung, who had the lowest score in preliminary research. The technique of collecting data was by analyzing documentation of test and giving questionnaire to the students. The questionnaire was done to know the factors that causes students' difficulties in finding moral value of narrative text.

The factors that causes students difficulties in finding moral value were exception in the decoding process, previous knowledge, motivation or perseverance, high level cognitive skills, metacognition. Based on the result of questionnaire, it can be concluded, that most students were fluent in reading narrative texts in English because they often read narrative text. So, they can read the text in English easily. And then, most of students had problem in their previous knowledge, so they felt difficult to determine the moral 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 moral value in narrative text because they do not understand the story, so they felt difficult to determine the moral value. Furthermore, most of students have problems in their metacognition, because they must read the narrative text repeatedly to determine the moral value. If they read only once it is difficult to determine the moral value. Most of students felt difficult to understand the narrative text especially to determine the moral value if the text is not translated in Indonesian. And then, they must summarize the narrative text to determine the moral value, because they felt difficult to determine the moral value if they do not summarize the text.

**Key word** : Moral Value, Reading Comprehension, Narrative Text.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung ☎ (0721)703289*

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**APPROVAL**

Title : “AN ANALYSIS OF STUDENT’S DIFFICULTIES IN FINDING THE MORAL VALUE OF NARRATIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT GRADE IN MTS N 1 BANDAR LAMPUNG IN 2017/2018 ACADEMIC YEAR”

Student’s Name : **DARYANTI**

Student’s Number : 1311040216

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED**

To be tested and defended in the examination session  
At Tarbiyah and Teacher Training Faculty, State Islamic University,  
Raden Intan Lampung

Advisor

Co-Advisor

**Syofnidah Ifrianti, M.Pd**  
**NIP.196910031997031003**

**Nunun Indrasari, M.Pd**  
**NIP.198707272015032006**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd**  
**NIP. 198005152003122004**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

---

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung ☎ (0721)703289*

---

**ADMISSION**

A thesis entitled: **AN ANALYSIS OF STUDENT'S DIFFICULTIES IN FINDING THE MORAL VALUE OF NARRATIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT GRADE IN MTS N 1 BANDAR LAMPUNG IN ACADEMIC YEAR 2017**

**NPM: 1311040216** , Study Program: **English Education**, was tested and defended in the examination session held on: Thursday, December 14<sup>th</sup> 2017.

**Board of Examiners:**

<b>The Chairperson</b>	<b>: Bambang Irfani, M.Pd</b>	<b>(.....)</b>
<b>The Secretary</b>	<b>: Nursyamsiah, M.Pd</b>	<b>(.....)</b>
<b>The 1<sup>st</sup> Examiner</b>	<b>: Satria Adji Pradana, M.Pd</b>	<b>(.....)</b>
<b>The 2<sup>nd</sup> Examiner</b>	<b>: Nunun Indrasari, M.Pd</b>	<b>(.....)</b>

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Dr. H. Chairul Anwar, M.Pd**  
**NIP. 195608101987031001**

## MOTTO'

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

“ So, verily, with every difficulty, there is a relief. Verily, with every difficulty, there is a relief. Therefore, when thou art free ( from thine immediate task), still labord hard. And to thy Lord turn (all) thy attention. (Q.S Al – Insyirah : 5-8)

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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Quran*, Available online at : <http://www.quran4u.com>

## **DECLARATION**

Hereby I state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the thesis.

Bandar Lampung, October 2017

DARYANTI

## **CURRICULUM VITAE**

The writer's name is Daryanti. She was born on December, 12<sup>th</sup> 1994 in Sukamarga, Lampung Utara. She is the second child of four children of the couple Mr. Sumarno and Mrs. Sriyati.

The writer began her study to Kindergarten at TK Muslimin Raudhatul Atfal Bukit Kemuning, Lampung Utara, and finished in 2001. she continued her study to Elementary School at SDN 1 Sukamarga, Lampung Utara and finished in 2007. then she continued to Junior High School at SMPN 1 Bukit Kemuning, Lampung Utara and graduated in . in 2013, she graduated from SMAN 1 Abung Barat, Lampung Utara. After finishing her study, she decided to study in English Education program study of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

## ACKNOWLEDGEMENT

First of all, the writer would like to praise be to Allah the Almighty for the blessing given to the writer during her study to finish this thesis. Peace and salution is extended to our prophet Muhammad peace be upon him, with his family and followers. The writer is also grateful to many people who given support and time the writer finished her thesis. Without help, support, and encouragement from several people and institution, this thesis would never come into existence.

Therefore, I would sincerely thanks :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Lampung
2. Meisuri, M.Pd, the chairman of English Education Program Study UIN Lampung
3. Syofnidah Ifrianti, M.Pd, the advisor for giving the writer guidance and helps to finish the thesis
4. Nunun Indrasari, M.Pd, the co- advisor who has has patiently guided and directed the writer until finished of the thesis.
5. The English Department Lectuters in UIN Lampung
6. Drs. Akhyarulloh, M.M, the headmaster of MTs N 1 Bandar Lampung, the teacher and English teacher, Mrs. Dra. Tri Asih Pratiwi Iriani for being so helpful during the research procces and giving suggestions during the



research, and to the students of the eighth grade of MTs N 1 Bandar Lampung for being so cooperative during the research.

7. My beloved partner Sarkomi, thanks for your biggest motivation and help.
8. My beloved friends, Ani, Nesia, Imel, Diana, Fitri, Runtah, Rosel, Rizki and Dede Caesar. Thanks for your biggest motivation and helps.
9. My cyber team, Ulfa, Eka, Rahma, Yayak. Thanks for your motivation and help
10. All my friends in English Education of UIN Lampung '13 especially students of class E thanks for the best time and moment.

Finally, the writer realized that this thesis is still far from perfect, so the writer expected and constructive criticisms and suggestions. Any correction, comment, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, October 2017

The writer,

Daryanti  
1311040216

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

A Language is a tool of communication, without language people cannot communicate each other. Brown says the language is a system of arbitrary, vocal symbol which allows all people in a given culture of or other people who have learned the system of that culture, to communicate or to interact.<sup>1</sup>

English is not only used as a mean of human communication but also as a subject learned at school in Indonesia. Recently, English is taught in entire of school from Junior High School, Senior High School, and University. Even, it is introduced to some elementary schools and kindergartens.

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 states that reading is the most important resource that any potential

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* , (London, Longman, 1994) , p.4

reader possesses whether reading in a first or any other language is an awareness of the way in which we use language<sup>2</sup>.

So, actually reading is an important skill in teaching process, because, when we read some text or paragraph, it can improve our performance and competence in reading skill. But, we can also read materials to demonstrate the way we construct sentences, paragraph, and whole text. As mentioned in the Holy Qur'an in Surah Al-Alaq verse 1-5.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: “ Read the name of your Lord, Who has created (all that exist). Created man from clots of coagulated blood). Read! Your Lord is the beautiful one who has thought (the writing) by the pen, thought man what he did not know. (QS. Al-Alaq:1-5)

Based on the curriculum of the second year of MTs there are some texts that should be learned by the students those are, descriptive text, recount text, and narrative text. The students of MTs should be able to comprehend and interpret English reading narrative texts.

All comprehension in reading a narrative text is concentrated on two important things that are the moral value and main idea. The moral value of the

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<sup>2</sup> Catherine Wallace, Reading, (New York: Oxford University Press,1992) p.3



text is one of the important things in which the readers need to concern about. Moral value is one of the generic structure of narrative text. Angella said that, the ability to identify what the important information in a text is an essential factor that influences how the reader constructs meaning.<sup>3</sup> Knowledge of text structure can be a useful tool in identifying the key points in a selection. In this case, the students are ordered to identify the structure of a text. Especially in narrative text. It means that moral value plays an important role in reading comprehension of a narrative text. There is a reason why the moral value is important in reading comprehension of a text. It is because the moral value is the good message that can be taken by the reader after they read the text.

Finally, the moral value of narrative text is one of the points that is being expressed by the writer to the reader. Moral 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.

This research conducted the preliminary research at the MTs N 1 Bandar Lampung. Based on the preliminary research, the writer found some problems. The data were obtained by interviewing the English teacher of MTs N 1 Bandar Lampung and the students. Firstly, interviewed the English teacher of MTs N 1

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<sup>3</sup> Angela Carrasquillo, et.al, *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*.(Clevedon: Multilingual Matters Ltd. 2004) p.70

Bandar Lampung, Mrs. Dra. Tri Asih Pratiwi Iriani.<sup>4</sup> She said that most of the students got difficulties in reading comprehension in narrative text especially in finding the moral value. They had problem and difficulties with their vocabulary and the students' ability in finding moral value was still low because they are confused to determine the moral value from the text.

**Table 1**  
**The Students' Score of Finding the Moral Value in Narrative Text**  
**at The Eight Grade Of Mts N 1**  
**Bandar Lampung 2016/2017 Academic Year**

No	Students' Score	The Number of Students	Percentage
1	$\geq 73$	80	55%
2	$< 73$	65	45%
<b>Total</b>		<b>145</b>	<b>100%</b>

*Source: Document of Test at MTs N 1 Bandar Lampung*

Based on the data above, only 80 students or 55% got the score above criteria of minimum mastery (KBM), while the other 65 students or 45% got the score below KBM. The criteria of minimum mastery (KBM) of this school are 73. It can be said that the students who got difficulties in reading comprehension of narrative text are 65 students or 45%. (see appendix 4)

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<sup>4</sup> Mrs. Dra. Tri asih pratiwi iriani. English teacher at MTs N 1 Bandar Lampung, An interview, January 25<sup>th</sup>, 2017

Referring to the description above, the writer will investigate the student's difficulties in finding the moral value in reading comprehension of narrative text.

From the background of the problem the writer will conduct "An Analysis of Student's Difficulties in Finding the Moral of Narrative Text at the First Semester of the Eight Grade of MTs N 1 Bandar Lampung 2016/2017 Academic Years".

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

Based on the previous statement, this research identifies the problem as follows :

- a. The students felt difficult in comprehending narrative text.
- b. Students are still confused to determine the moral value of a narrative text.
- c. The students did not have enough English reading skill of a narrative text which makes them lazy to read the text.

## **C. Limitation of the problem**

According to the identification of the problem above, the limitation of this research focused on the analysis of student's difficulties in finding the moral value in reading comprehension of narrative text at the first semester of eighth grade of MTs N 1 Bandar Lampung 2016/2017 academic years.

**D. Formulation of the Problem**

Based on the limitation of the problem above, this research used formulates the problem as follows : what factors cause students' difficulties in finding the moral value of narrative text and what is the washback for the students' difficulties based on their difficulties that they have in finding moral value of narrative text?

**E. The objective of the Research**

The objective of the research to identifying the factors that cause students' difficulties in finding the moral value of narrative text.

**F. The use of the research**

The use of this research are as follows:

1. For students who still find problem and difficulties in learning reading, especially, when finding the moral value in reading comprehension of narrative text, so they can overcome their difficulties in finding the moral value in their learning activity.
2. For the teacher of English language, the result of this research become new information, so they know how far the students comprehend about finding the moral value in reading comprehension of narrative text, the difficulties which are faced by students when they finding the moral value in reading

comprehension of narrative text, and the causes of those difficulties. Finally, when the result is complete, the teacher can make them as feedback for further remedial teaching.

## **G. The scope of the research**

### **1. Subject of the Research**

The subject of this research was the first semester of eighth grade students of MTs N 1 Bandar Lampung 2016/2017 academic years.

### **2. Object of the research**

The object of this research was the students' difficulties in finding the moral value of narrative text at the first semester of eighth grade of MTs N 1 Bandar Lampung 2016/2017 academic years.

### **3. Place of the research**

The research was conducted at MTs N 1 Bandar Lampung at Jl. KH. Ahmad Dahlan No.28 Pahoman, Bandar Lampung

## **H. Time of the Research**

The research was conducted at the first semester of 2016/2017 academic year.

## CHAPTER II

### LITERATURE OF THEORIES

#### A. Concept of Reading

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 linguistic competence. However, reading is a skill that should be mastered by the learners to get information or ideas from the act of communications. According to Silberstein, reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse.<sup>1</sup> Then, reading is a combination of potential things of the reader which will be used to extract the message of a reading text.

In addition, based on Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.<sup>2</sup> Similarly, Sheng said that reading is the process of recognition, and perception of written or printed material.<sup>3</sup> It involves the recognition of letters, phrases, and clauses, and in some respect, it can be considered from a simple process than comprehensive.

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<sup>1</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York : Oxford American English, 1994) p.12

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman, 1991) p.190

<sup>3</sup> He Ji Sheng, *A cognitive Model for Teaching Reading Comprehension*. (English Teaching Forum Vol. 38 No.4 October – December 2000)

Many students often have reading as one of their important goal to be able to read for information and pleasure for their career and for their study purposes.<sup>4</sup> According to Grellet, reading is continuous process guessing. Moreover, there are interacting dynamically from the reader to gets the information depend on what the purpose of the reader and the process to understand the texts by guessing. Thus reading, an active or receptive skill rather than passive skills because the reader automatically gets the information or ideas by doing knowledge in his/her brain to get the ideas from the text.<sup>5</sup> It means that reading is an active process the reader to get information depend on the text.

From the explanation above it can be concluded that reading is a process to understand the ideas between the reader and the writer, to get information from the written text, then to draw a conclusion of the information.

## **B. Concept of Reading Comprehension**

In student's environment, school, public place they have to find the symbol or information from the text. Unfortunately, they can't read the text without understanding meaning of the text. In reading there is an action of understanding what you are reading, it is called comprehension. It is hard to understand and bulid the new ideas or information from the text of the writer and the reader's

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<sup>4</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, ( New York : Cambridge University Press, 2002 ) p.273

<sup>5</sup> Françoise Grellet, *Developing Reading skills*, ( New York : Cambridge University Press ) p.7

background knowledge. Moreover, when person read a text, he or she engages of cognitive proces to comprehend or construct meaning from the text.<sup>6</sup>

Snow state, reading comprehension as the proces of simultaneosly extracting and constructing meaning through interaction and involved with written language.<sup>7</sup>

Besides, comprehension is a proces of negotiating understanding between the reader and the writer. It is a more complex psychological process and includes linguistic factors, such as phonological, morphological,syntactic, and semantis elementer, in addition to cognitive and emotional factors.<sup>8</sup> It means that, the writer and the reader have to build the same ideas to comprehend or to get same perception of information.

In addition, reading comprehension has been described as ‘a complex intellectual process involving a number of abilities. Readers must be use information already acquired to filter, interpret, organis, and establish relationship with the new incoming information on the page, in order to understand text, a reader must be able to combine units of meaning into a coherent message.<sup>9</sup>

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<sup>6</sup> J. Brummit, *What is Reading Comprehension*,2008.<http://www.k12reader.com/what-is-reading-comprehension/>

<sup>7</sup> Cathrine Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, ( New York : RAND education,2002) p.11

<sup>8</sup> Brummit.loc.cit

<sup>9</sup> Peter Westwood, *Reading and Learning Difficulties*, ( Victoria : Acer Press,2011) p.10



However, the reader comprehends the ideas from the text by analyzing and organizing ideas to get accurate ideas or information. On the other hand, Allington and Strange said, reading comprehension is a redundant phrase, because without comprehension, reading has not truly happened.<sup>10</sup>

There are five factors that affect reading comprehension based on Gunarsa<sup>11</sup> :

a. Exception in the Decoding Process

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

b. Previous Knowledge

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

c. 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. . As mentioned in the Holy Qur'anin surah Al-Baqarah verse 216 as follow<sup>12</sup> :

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<sup>10</sup> Richard Allington and Michael Strange. *Learning Through Reading in the Content Areas*, ( Canada : D.C Heat and Company,1980 ) p.16

<sup>11</sup> Singgih D. Gunarsa. *Dari Anak Sampai Usia Lanjut: bunga Rampai Psikologi Perkembangan*. (Jakarta: Gunung Mulia, 2009) p. 47- 49

<sup>12</sup> Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of The Meaning of The Noble Qur'an in The English Language*, (Riyadh, Saudi Arabiyah: Darussalam, 1996), p. 46

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ  
 أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ﴿٢٢٢﴾

Meaning : “ (Fighting in Allah’s cause) is ordained for you (Muslims) though you dislike it, and it may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you do not know”.

#### d. 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.

#### e. 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.

Based on the explanation above, it can be concluded that reading comprehension is interpreting meaning of the text from writer that involves

experience and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading.

### C. Concept of Text

Text is made up of a number of sentences, it means that text is a set of sentences which consist of some paragraphs. Each paragraph in text has the ideas, text also can represent both spoken and written acts of communication.<sup>13</sup> Based on the quotation above, text is a group of sentences organized to bring a message in a good order whether it is spoken or written.

In addition, Hartono explained that text is unit of meaning which is coherent and appropriate for its context. It means that text is set of some paragraph which have the coherent and appropriate ideas.<sup>14</sup>

Meanwhile, Halliday explained that text is not group of words but as a semantic unit.<sup>15</sup> From the quotation above, it means that text not only group of word but text is group of words that has meaning.

In general, text is an article which often be read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the

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<sup>13</sup> Beverly Derewianka, *A New Grammar Companion For Teachers*, (Australia:PETAA, 2011) p.10

<sup>14</sup> Rudi Hartono, *Genres of Text*, (Semarang: Unes, 2005) p.4

<sup>15</sup> M. A. K. Halliday. *An Introduction to Functional Grammar*. (London : Oxford University Press, 2004) p.10

meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.<sup>16</sup>

From the theories above, we can conclude that text is a group of sentences organized to bring a message in a good order whether it is spoken or written. Therefore, linguistic unit which can be a word, or sentence, or a paragraph.

#### **D. Kinds of Text**

Anderson and Kathy categorize genre into two types, those are literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre : they are recount, explanation, discussion, information report, exposition, procedure, and response.<sup>17</sup>

According to Hartono there are fourteen types of genre text, those are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident

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<sup>16</sup> Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2003) p. 3-4

<sup>17</sup> Mark Anderson and Kathy Anderson. *Text Types in English*, (Australia: Macmillan, 1997), p. 3

5. Spoof is a kind of genre used to retell an event with a humorous twist.
6. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
7. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
8. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
9. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
10. Discussion is a kind of genre used to present (at least) two points of view about an issue.
11. Description is a kind of genre used to describe a particular person, place or thing.
12. Review is a kind of genre used to critique an art work or event for a public audience.
13. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
14. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.<sup>18</sup>

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<sup>18</sup> Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 6

## E. Concept of Narrative Text

In Junior high school, narrative text is one of the text should be learnt by the students. In narrative text students are expected to understand about the context and to find the moral value of the story. There are many types of narrative. They can be imaginary, factual, or a combination of both. They may include fairy Stories, horror Stories, fable, legend, folktale, short story etc.

Anderson said, narrative is a text that text tells a story and in doing to entertains audience.<sup>19</sup> Similarly, Meyers argues that narrative is telling a story and to be interesting, for readers to respond to some event in your life as if it were their own.<sup>20</sup>

In addition, Pardiyono defines, narrative is a text to tell activity in the past which increase problematic experience and solutions to amuse and give a moral value for the reader.<sup>21</sup>

Based on theories above, narrative text is text that tells a story which raises the problematic experience in the past and resolution which consist of some characters, plot, setting and action in order to amuse the reader

Referring to generic structure, Anderson states the steps for constructing a narrative text as follows :<sup>22</sup>

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<sup>19</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*.(South Yarra:Macmillan,2003), p.3

<sup>20</sup> Alan Alan Meyers, *Gateways to Academic Writing*, ( New York: Pearson Education,Inc ,2005), p.52

<sup>21</sup> Drs. Pardiyono,*Pasti Bisa! Teaching Genre – Based Writing*, ( Yogyakarta : Penerbit Andi, 2007),p.94

<sup>22</sup> Anderson. *Loc.cit*

### 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 characters of the story react and what the characters do something to the conflict or crises happen.

### 4. Resolution

The characters of the story solve the conflict or crises in the complication.

### 5. Moral value

The message will be learning from the story.

Example of narrative text :

#### The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for sometime, she came to a spring (Orientation ). To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water (Complication).

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up

onto it. Soon, the leaf drifted to dry ground (Resolution), and the ant jumped out. She was safe at last.

Just at that time, a hunter nearby was about to throw his net over the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety (Resolution).

Moral value : If you do good, good will come to you. One good turn deserves another.

*(Source : Practice Your English Competence book)*

According to Anderson , the purpose of narrative is to present a view of the world that entertains or informs the reader or listener.<sup>23</sup> Similarly, the basic purpose of narrative is to entertain, to amuse and to hold readers' interest. Therefore, narrative is a kind of text which amuse the reader and make the reader enjoy and interest with the story.

The language features of narrative text:

- a. Using nouns and pronouns to identify people, animal or things involved.  
For example: king, princess, he, she, etc.
- b. Specific participant is a special object characteristics. For example:  
Cinderella, Aladdin, etc.
- c. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

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<sup>23</sup> Mark Anderson, *Text Types in English 2.* (South Yarra : Macmillum, 2003), p.6



- d. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc
- f. Using action verb in past form. For example: lived, drank, etc.
- g. Using saying verbs which sign to pronounce something. For example: said, told, promised, etc.

## **F. Concept of Moral value**

### **1. Concept of moral**

According to Sternberg, morality refers to concern with what is good or right in people's relationships each other. A key to understanding morality is to be specific about definition of good (or bad) and right (or wrong).<sup>24</sup> Moral issues concern both behavior and character, they arise when life presents people with such questions as "what should I do (or not do)?", "how should I act?", "what kind of person that should I be?" moral issues are inescapable and they come in all shapes and size.<sup>25</sup>

While, Hurlock states that moral comes from the Latin word *mores*, it means habit and tradition. <sup>26</sup> Meanwhile, moral is related to behavior that humans own. Behavior means behavior in conformity with the moral code of the social group.

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<sup>24</sup> Robert J. Sternberg, *Encyclopedia of Human Intelligence*. (New York : Macmillan Publishing Company, 1994), p. 938

<sup>25</sup> Emmett Barcalow, *Moral Philosophy Theory and Issues*. (California : Wadsworth, Inc, 1994), p. 3

<sup>26</sup> Elizabeth B. Hurlock, *Moral Development*. (Mc Graw : Hill Book Company, 1978) p.89

It is controlled by moral concept that the rules of behavior to which the members of a culture have become accustomed and which determine the expected behavior patterns of all group members.

According to Hornby “Moral as principles of right and wrong”.<sup>27</sup> In society, if we want to solve a problem, we have to conclude something based on moral reasoning. Almost everyone knows something about moral reasoning, whenever we argue about how we should act or when ever we give reason to justify or critics our behavior.

While moral value taught the audience action taken the moral is never taught in schools or courses anywhere. Moral is formed from the environment in where he lives where the environment is good the child will grow up with good morals

In addition according to Runes moral is sometimes used as equivalent to “ethics”. More frequently it is used to designate the codes, conduct, and custom of individuals, or of groups, as when one speaks of the morals, of a person or of a people.<sup>28</sup>

Angeles defined moral into<sup>29</sup> :

1. Having to do with human activities that are looked upon as good or bad, right and wrong, correct and incorrect

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<sup>27</sup> Hornby,A.S, *Oxford Advance Learner''s Dictionary of Current English*, (Oxford: University Press. 1989) p.548

<sup>28</sup> D.D Runes, *Dictionary of phylosophy* .(Totowa,NJ : littelfield, Adams & Co, 1977), p. 202

<sup>29</sup> P.A Angeles, *Dictionary of Philosophy* ,( New York : Harper Row,1981), p. 179

2. Confirming to the accepted rules of what is considered right (virtuous, just, proper conduct).
3. Having a capacity to be directed by (influenced by) an awareness of right and wrong, and the capacity to direct (influence) others according to rules of conduct judged right or wrong.
4. Pertaining to the manner in which one behaves in relationship with others.

Based on the explanation above, it can be conclude that the moral is the human attempt to define what is right and wrong about our actions and thoughts, and what is good and bad about our being who we are.

## 2. Concept of Value

The term “values” may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, that thing are useful as individuals happen to value them.<sup>30</sup>

In addition, Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good value have good connotation.<sup>31</sup> Value are guidance to act or behave which coming from ourselves, principles about to live a life and to make a decisio.<sup>32</sup>

While, Edward says value means the worth of the thing. Value in the singular is sometimes used as an abstract noun. In a narrower sense to cover that to which

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<sup>30</sup> Jacques, Benninga s, *Moral, Character, And Civic Education In The Elementary School*, (New York: Teachers College Press, 1991), p. 131

<sup>31</sup> Bertens. *Etika*. (Jakarta: Gramedia Pustaka Utama, 2000), p. 139

<sup>32</sup> Tony Buzan, *Sepuluh Cara Orang yang Cerdas Secara Spiritual*, ( Jakarta : PT Gramedia Pustaka Utama, 2003), p. 28

such terms as “good” or “worthwhile” are properly applied and in the wider sense to cover, in addition all kinds of rightness, obligation, virtue, beauty, truth, and holiness.<sup>33</sup>

According to Frankel a value is an idea, a concept about what someone thinks is important in life.<sup>34</sup> When a person values something, he or she seems it worth work, worth having, worth doing or anything to be obtained.

Based on the theory we conclude that value is important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable behavior and attitude and serve as broad guidelines in all situations.

### 3. Concept of Moral Value

Moral value is value that must be separated with other values. Every value will get quality if it has relation with other values. Bertens says, every values will get quality if it has relation with other values, Moral values are characterized: <sup>35</sup>

#### a. Responsibility

Moral values related to the human who is responsible. A moral value only is realized in actions that are fully the responsibility of the person concerned. Humans themselves become a source of moral value.

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<sup>33</sup> Paul Edwards, *The Encyclopedia of Philosophy* (vol. 7). (New York and London: Collier Macmillan Publisher.1967),

<sup>34</sup> R.J. Frankel, *How to Teach About Values: An Analytics Approach*, (New Jersey: practice-Hall, inc, 1977), p.6

<sup>35</sup> Op.Cit. 142-147

b. Conscience

Value always contains some sort of invitation or appeal. Moral value is that only raising the value of the voice of conscience that accused persons when underestimate or against moral values and praised us when realizing moral values.

c. Obligation

Moral values that is required for granted unconditionally. These values apply to humans as humans. Expected and even demanded that everyone uphold moral value and practice. Moral obligation does not come from the outside or institutions but is rooted in people's own humanity.

d. Religion

Religion also gives many contribution in moral values development. Someone who has religion, they should control their act and attitude because in the Holy Qur'an, there are prohibition, commands, and punishment. Many people appeals to God's Law the ultimate test of right and wrong. It can be understood that religion is a foundation of moral values.

e. Formality

Moral value is not stand-alone without other value. Moral values did not separate with other values. Moral values are nothing without other values. It is form of formality.

Moral is a practical lesson that a story, an event, or an experience teaches. According to Ormrod, morality is the common standard of a person has about the

behavior that is regarded as right or wrong act.<sup>36</sup> To put it more simply, moral can be defined as the level of behavior that somebody consider acceptable in behaving at particular situation.

Therefore, Hurlock Elizabeth say moral is controlled by the moral concepts, the rules of moral to which the members of culture have become accustomed to and which determine the expected behavior pattern of all group members. Every society has values to arrange their life that contains some principles, ideals and standards.<sup>37</sup>

In addition, There are kinds of moral values. It includes the universal concepts such as bravery, humbleness, honesty, justice, steadfastness, respectability, responsibility, sympathy, cooperativeness, thankfulness, trustworthiness, sincerity, and others.<sup>38</sup>

Based on the explanation above, it can be concluded that moral value is a piece of information about what is right behavior, what is wrong behavior, and what is important in life that is sent by the author to the readers through the text he wrote, through the topic and theme declared.

### **G. Concept of Difficulty**

The difficulty is the basic from error. It occurs because the students are confused or do not know or understand about the material which the teacher is

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<sup>36</sup> Jeanne Ellis, Ormrod, , *Psikologi Pendidikan*, (Jakarta: Erlangga, 2008).

<sup>37</sup> Elizabeth B. Hurlock, *Child Development Six Edition*, Mc Graw Hill Book Company, p.386

<sup>38</sup> Hornby, A S, *Oxford Advanced Learner's Dictionary of Current English.*( New York: Oxford University Press, 2010)

explained. The result, they produce error later. On the seminar words, it is the main factor which makes the students producing the error.

the source of errors or difficulty can be divided in two kinds:<sup>39</sup>

#### 1. Interlingual Difficulty

This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly from the knowledge of differences between first language and second language.

#### 2. Intralingual Difficulty

This type of difficulty is these which reflect the grammar characteristic of rules of learning.

Based on explanation above, it can be concluded that difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. Difficult is the basic from of error and mistakes which are made by the students in teaching and learning process. The mistake can be known from two factors that caused it, they are interlingual and intralingual.

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<sup>39</sup> Wahab, W.2012. *A Descriptive Study Of Students' Difficultieis In Using Word Order Of Adjective*. Skripsi. Universitas Negeri Gorontalo (UNG). Gorontalo

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used descriptive qualitative research. Qualitative research is a research that produces descriptive data in the form of written words from the research subject and its behavior that can be observed.<sup>1</sup>

According to Cresswell, Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem.<sup>2</sup>

The qualitative research gives more information in various ways the research subjects. Moreover, through the qualitative research, the writer has an occasion to know what are the personal or technical problems in these topics of research indeed. Selinger says qualitative is concerned with providing description of the phenomenon that occurs naturally, without the intervention of an experiment or an artificially contrived.<sup>3</sup>

By this qualitative research, the writer focuses on conduct to describe of student's difficulties in finding the moral value in reading comprehension in

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006) p.219

<sup>2</sup> J.W Cresswell, *Research Design Qualitative and Quantitative Approaches*, (USA: SAGE Publications, Inc : 1994 ) p. 24

<sup>3</sup> Selinger, Herbert W and Elana Shomany, *Second Language Research Methods*, (London: Oxford University Press, 1989) p.116



narrative text. By this way, this research hopes that can find the student's difficulties in finding the moral value in reading comprehension of narrative text clearly.

## **B. Research Subject**

### 1. Population

Frankell describes population as the large group to which one hopes to apply the result. Population is defined as all members of any well defined class of people, event and object. Based on the statement the researcher concludes that population is a number people that have characteristic and become subject of the research. The population of this research is the eight grade students of MTs N 1 Bandar Lampung in the academic year 2016 / 2017. It consists of 145 students and divided into four classes of the eight grade students of MTs N1 Bandar Lampung in the academic year 2016 / 2017.

**Table 2**  
Number of the Students of MTs N 1 Bandar Lampung in the academic year  
2016/2017

No	class	clarification		Total
		Male	Female	
1	VIII A	8	29	37
2	VIII B	15	21	36
3	VIII C	15	21	36
4	VIII D	16	20	36
TOTAL				145

*(Source :Document of preliminary Research)*

## 2. Sample and Sampling Technique

According to Arikunto sample is a part of the population that will be investigated.<sup>4</sup> Sampling technique use to collect data for the research purpose. It is a very important thing when a researcher will do a research. In this research, the researcher will use Purposive Sampling Technique. Purposive Sampling Technique is a technique which is done because of some causes, such as the researcher has particular purpose toward the sample and the very limited time and funding. So, the sample of this research chooses by the students who got the score below the criteria of minimum mastery (KBM). There are 65 students who got difficulties in finding the moral value in preliminary research.

**Table 3**  
**Sample of the research**

No	class	clarification		Total
		Male	Female	
1	VIII A	-	11	11
2	VIII B	5	7	12
3	VIII C	4	10	14
4	VIII D	14	16	28
TOTAL				65

*(Source :Document of preliminary Research)*

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<sup>4</sup> Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, p. 16.

### **C. Data Collecting Technique**

Sugiyono states that the data collecting technique is the first main step in a research because the main purpose of a research is to get data. Without knowing the data collecting technique, the writer will not get the data meet the fix standard data.<sup>5</sup> This research used documentation and questionnaire.

#### **1. Documentation of Test**

Documents are other types of data collection tools in qualitative research. Documentations are printed or written records have existed before the start of the study, such as a personal diary, or that were created after the study began such as student essays.<sup>6</sup> Furthermore, in this research, the writer gave the task in preliminary research to the students and documented the result of the task as a document. The task was multiple choices which consist of ten narrative texts and ten questions. Then, students were asked to find the moral value of the narrative text.

Meanwhile, the writer used the students' test result as the document. The writer chooses the eighth grade of the second semester students of MTs N 1 Bandar Lampung 2016/2017 academic year.

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<sup>5</sup> Sugiyono, *Metode Penelitian; Pendekatan Kuantitatif, Kualitatif dan R&D*. Alfabeta, (Bandung, 2009) p.301

<sup>6</sup> Marguerite Lodico, *Methods in Educational Research* (USA: Wiley Imprint, 2010), p.130

## **2. Questionnaire**

Questionnaire is a technique of data collection technique which the writer gives the written question to the respondent for answered. The questionnaire is made for the purpose of understanding the experiences, beliefs, perceptions, and feelings of a given group of people. It consists of items to find out the participants' opinion or view about the difficulties in finding the moral value of the narrative text.

Based on theories above, the writer concluded that questionnaire is data collecting technique that using the set of written question to answer in writing also. The writer gave the questionnaire to the students in order to know a further opinion and the writer found out the students' difficulties in finding moral value in narrative text.

## **D. Research Instrument**

### **1. Documentation of Test**

In this research, the writer used documentation of test as an instrument. The documentation of test has done by documenting the students' score in narrative text. The test was multiple choices which consist of ten narrative texts and ten questions. Then, students were asked to find the moral value of the narrative text. Finally, the students' score will be used as documentation of test. The purpose of documentation of test to know students' ability in finding the moral value in narrative text.

## 2. Questionnaire

The writer distributed questionnaires after conducting the documentation of test. It consists of items to find out the participants' opinion or view about the difficulties in finding the moral value of the narrative text.

**Table 4**  
**Table of specification of questionnaires is as follows**

No	Specification	Item no
1	Exception in the decoding process	1, 8
2	Previous knowledge	2, 3, 5, 6
3	Motivation or perseverance	4, 9
4	High level cognitive skills	7
5	Metacognition	10, 11, 12

## E. Research Procedures

In conducting this research, the writer used the following procedure:

1. First, determining the subject of the research.
2. Second, analyzing the documentation of test.
3. Next, the writer distributing the questions to the students to collect the data about the cause of the difficulties in finding the moral value.
4. And then, identifying and classifying the data.
5. Next, evaluating and analyzing.
6. The last, reporting the research to include in the research result.

## **F. Data Analysis**

The writer investigated an analysis of students' difficulties in finding the moral value of narrative text at the second semester of the eighth grade of MTs N 1 Bandar Lampung in 2016/2017 academic year.

Finally, the writer does the process of the data analysis. The following are the steps that will be done the writer in analyzing the data based on the Milles and Huberman model in Sugiyono.

### **1. Data reduction**

In this process, the writer analyzes all of the data gotten from testing preliminary research, and also result of the questionnaire. In this step, the writer matched and analyze all of the result documentation of test and questionnaire, selecting the important data based on the objective of the research and also arrange the result.

### **2. Data display**

After that step, the writer doing the process of data display. In this step, the writer discussed and interpret the data as clear as possible to come to the conclusion.

### **3. Conclusion**

Finally, the writer concluded the result of the research whether the students have difficulties or not.<sup>7</sup>

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<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R%D*, Alfabeta, (Bandung : 2011) p.246

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Procedures**

The research has done through documentation of test, interview and questionnaire as instrument to know the students' difficulties in finding moral value of narrative text. In this research found out some result of the difficulties faced by the students in finding moral value of narrative text in MTs N 1 Bandar Lampung.

In documentation of test, the writer took a result of documentation of test. Documentation of test took from multiple choice test that consist of ten questions about finding moral value of narrative text, that has given with English teacher in preliminary research.

In the questionnaire, the writer gave 12 questions to the students who got the score below the criteria of minimum mastery (KKM) in preliminary research. The writer gave the questions by criteria of questionnaire to got the factors that causes students difficulties in finding moral value of narrative text.

#### **B. Data Analysis**

In this research, to do data analysis the writer collected the data and analyzed the data. The writer collected the data about an analysis of students' difficulties in

finding moral value of narrative text. The first step that was done by the writer in data analysis was data reduction.

### 1. Data Reduction

In reducing the data, the writer matched and analyzed all of the result of documentation of test and questionnaire. In documentation of test, the writer took the result from documentation of test that has done in preliminary research. Documentation of test consist of ten questions multiple choice about finding moral value of narrative text. It consists of 145 students. (see in appendix 4)

**Table 7**  
**The Students' Documentation of Test Result about Finding Moral Value of Narrative Text at the Eight Grade of MTs n 1 Bandar Lampung**

No	Students's Score	The Number of Students	Percentage
1	100	1	0,6%
2	90	23	16%
3	80	55	38%
4	70	13	9%
5	60	24	17%
6	50	14	10%
7	40	10	7%
8	30	3	2%
9	20	-	-
10	10	1	0,6%
<b>Total</b>		<b>145</b>	<b>100%</b>



In documentation of test, the writer conclude that consist of 165 students in documentation of test result. It was 80 students or 55% that got score above criteria of minimum learning mastery (KBM), while the other 65 students or 45% got the score below KBM. In the statement above, that got the score 100 is 1 student or 0,6%. So, who got the score 90 are 23 students or 16%. The other students got the score 80 are 55 students or 38%. And then, the students got the score 70 are 13 students or 9%. The other students got the score 60 are 24 students or 17%. While the other students got the score 50 are 14 students or 10%. So, the students got the score 40 are 10 students or 7%. Who got the score 30 are 3 students or 2%. And then, there is not students got the the score 20 or 0%. The last, the students got the score 10 is 1 student or 0,6%.

But, the data in documentation of test had been reduced, based on the data only 65 students. The writer took 65 students who got score below KBM. Because the writer took students that have reduced in the data reduction. Then, here are the explanation of the data have reduced :

**Table 8**  
**The Students' Documentation of Test Result in Data Reduction**

No	Name	Score
1	Amanda Tarisa Salsabila	70
2	Athilaysa Salsabila .W	70
3	Diva Puspita Violita	70
4	Vivi Cahyani Pramesti	70
5	Ade Tiara	70
6	Allysa Naura Hanif	70
7	Anggita Dwi Marshanda	70

8	Isti Azzah Mulyasari Riadi	70
9	Khoirunnisa Khairi	70
10	M. Syifa Satria Asari	70
11	Nur Khoiriza Hidayat	70
12	Rosa Halimah Aprilia	70
13	Suci Dera Jenita	70
14	Avrelia Nuril Khotimah	60
15	Ayu Amalia Lutfiyani	60
16	Defina Diah Maharani	60
17	Rihan Ardelia Calista A.	60
18	Ali Sadikin	60
19	Anissifa Nur Azizah	60
20	Bima Parin Wahyu	60
21	Bobby Damara	60
22	Chintia Komala Dewi	60
23	Gadis Kurnia Komala Sari Abas	60
24	Safira Annisa Azzahra	60
25	Adhistia Rihhadatul Aisy	60
26	Aji Hafidz Talaga	60
27	Alvina Khoirin Nisa	60
28	Dinda Alya Ningrum	60
29	Febri Yanti	60
30	Ahmad Bagas Alkanzu	60
31	Danu F.P. Hazbi	60
32	Carissa Putri .A	60
33	Alif Ananda .P	60
34	Naura Arzeta .A	60
35	Najwa Artha Meivia	60
36	Muhammad Danta Al-Khansa	60
37	Salsa Azzahra	60
38	Alia Putri	50
39	Khoirunnisa Seti'ani	50
40	Regina Maulidiya	50
41	Setya Rahma . P	50
42	Niqen Pratiwi	50
43	Dara Saputri	50
44	Ana Efriani	50

45	Ilham C. F	50
46	Angelica Salsabila	50
47	Nanda F. P	50
48	Angra Yunda .D	50
49	M. Daviska Paksi .A	50
50	Tisyah Apriliana	50
51	Naila Latifah	50
52	Tegar Prakoso	40
53	Rahma Yulia Ningsih	40
54	Leisya Aulya Putri	40
55	Chitra Qhailila	40
56	M. Wendy .P	40
57	Jelena Mahsa Rahma	40
58	M. Maritza .P	40
59	Rini Fathimah	40
60	Raihanna Shafa .M	40
61	Anza Alqowi	40
62	Miesya Afanin	30
63	Ahmad Saddam Khussein	30
64	M. Irfan . F .A	30
65	Zahra Maharani	10

## 2. Data Display

In the data display, conclusion can be displayed the data by discussing and interpreting the data as clear as possible . Then, the writer came with the explanation result of students' questionnaire. In data display, the writer took students that have reduced in data reduction. Here were the students' answers of questionnaire.

### 1. Exception in the decoding process

Exception in the decoding process is one of criteria of questionnaire that consist one questions that described about exception in the decoding process that

contained in questionnaire guidelines. The questions in digging out the problem in exception in the decoding process :

**Table 9**  
**Questionnaire Result**

No	question	answer	total answer	reason of the question
1	apakah anda sudah lancar membaca teks narasi dalam bahasa inggris ?	Yes	43	1. Because they often read the narrative 2. They understand about the text
		No	22	1. Because they don't like to read 2. The text is difficult 3. They don't understand about the text

Based on the first question of questionnaire, the writer concludes that 43 students or 66% students, most of them said they were fluent in reading narrative texts in english because they often read narrative text. Its mean that they often read the narrative text can influence in their fluent in reading comprehension. 22 students or 34% said not fluent read english because the text was difficult to read, so they do not fluent in reading comprehension. Its mean that text of narrative text can influence their fluent in reading comprehension.

No	question	answer	total answer	reason of the question
8	Apakah kamu merasa kesulitan ketika membaca teks narrative ?	Yes	17	1. Because they like to read the narrative text 2. Because they often read the narrative text
		No	48	1. Because the story is very difficult to read 2. Because they not understand about it

Based on the eighth question of questionnaire ,the writer concluded that 48 students or 74% students, most of them said they do not feel difficult to read the narrative text because they often read narrative text. Its mean that it can help them to read narrative text easily. But there are 17 students or 26% students said they felt difficult because they do not like to read narrative text. So, it can influence in their reading comprehension especially to finding moral value in narrative text.

## 2. Previous Knowledge

No	question	answer	total answer	reason of the question
2	Apakah anda sudah banyak menguasai atau menghafal vocabulary?	Yes	52	1. Because they already learn about it 2. Because they more knowledge about vocabulary 3. Because they like to memorize about vocabulary
		No	13	1. Because they difficult to memorize the vocabulary 2. Because they don't understand about the vocabulary

Based on the second question of questionnaire, the writer concluded that 52 students or 80% students, most of them said that they do not master the vocabulary because it is so difficult to them to memorized many vocabulary. Its mean that the students must be learn more about the vocabulary. But there were 13 students or 20% students said it was easy for them because they already learn about it. Its mean that they can read the text better than before learn it.

No	question	answer	total answer	reason of the question
3	Apakah anda tahu apa yang di maksud text narrative? Jelaskan!	Yes	60	1. Because they already learn about it
		No	5	1. Because they don't learn about it

Based on the third question of questionnaire, the writer concluded that 60 students or 92% students most of them said they have known about narrative text because they have learned about narrative text in the past. Its mean that their knowledge of narrative text can help them to find the moral value in narrative text. But there are 5 students or 8% students who do not know about narrative text because they do not learn about it. Its mean that they must know first about narrative text to help them to find the moral value in narrative text.

No	question	answer	total answer	reason of the question
5	Apakah kamu tahu struktur dari text narrative ? Sebutkan	Yes	61	1. Because they already learn about it 2. Because they understand about it
		No	4	1. Because they not yet learn about it 2. Because they don't understand about it

Based on the fifth question of questionnaire, the writer conclude that 61 students or 94% students, most of them said they have known about structure of narrative but the structure of narrative was not important for finding moral value. There are 4 students or 6% students said they do not know about structure of narrative text. Its mean that they must not know about the structure of narrative text to finding moral value.

No	question	answer	total answer	reason of the question
6	Apakah kamu tahu yang di maksud nilai moral dalam text narrative ? jelaskan!	Yes	35	1. Because they have learned about it
		No	30	1. Because they don't know about it

Based on the sixth question of questionnaire, the writer concluded that 35 students or 54% students, most of them said they have known about the moral value in narrative text because they have learned about it. Its mean that it can help them to finding the moral value. But there are 30 students or 46% students do not know about moral value so it difficult for them to find moral value in narrative text. Its mean that they must know first about moral value to finding the moral value in narrative text.

### 3. Motivation or Perseverance

No	question	answer	total answer	reason of the question
4	Apakah kamu sering membaca text narrative ?	Yes	49	1. Because they like the narrative text 2. Because the narrative text is interesting
		No	16	1. Because they feel bored 2. Because they don't understand about the story 3. Because they don't like to read narrative text

Based on the fourth question of questionnaire, the writer conclude that 49 students or 75% students, most of them said they do not like read the narrative texts because they feel bored. Its mean that this reason can influence their reading comprehension espeacially to find the moral value in narrative text. But there are 16 students or 25% students said they like to read the narrative text because they think that it interesting for them. So, they can improve their reading comprehension especially to find moral value in narrative text.

No	question	answer	total answer	reason of the question
9	Apakah kamu merasa malas untuk membaca text narrative ?	Yes	38	1. Because the text is not interesting 2. Because they don't like to read the narrative text
		No	27	1. Because the story not interesting 2. Because they don't like reading 3. Because the story is difficult



Based on the ninth question of questionnaire , the writer concludes that 38 students or 58% students, most of them said they lazy to read narrative text because the text is not interesting. Its mean that their knowledge about narrative text is low. So, it can make them difficult to find the moral value in narrative text. But 27 students or 42% students said they do not lazy to read narrative text because they like reading. So, it can help them to find the moral value in narrative text.

#### 4. High Level Cognitive Skills

No	question	answer	total answer	reason of the question
7	Apakah kamu bisa menentukan nilai moral dalam sebuah text narrative ?	Yes	15	1. Because they understand about the text 2. Because they know about the moral value
		No	50	1. Because they not understand about the text 2. Because they don't know about the moral value

Based on the seventh question of questionnaire, the writer concluded that 50 students or 75% students, most of them said they do not know how to find the moral value in narrative text because they do not understand the story, so they felt difficult to determine the moral value. Its mean that their knowledge about moral value is important to find the moral value easily. But there are 15 students or 25% students can determine about moral value because they understand about the story. So, they can find the moral value easily.

## 5. Metacognition

No	question	answer	total answer	reason of the question
10	Apakah anda harus membaca berulang-ulang untuk menentukan nilai moral dari teks tersebut ?	Yes	47	<ol style="list-style-type: none"> <li>1. Because they can't read the text only once</li> <li>2. Because they must understand the story first</li> <li>3. Because the moral value is difficult to find by them.</li> </ol>
		No	18	<ol style="list-style-type: none"> <li>1. Because they already understand about the text</li> <li>2. Because they know about moral value</li> </ol>

Based on the tenth question of questionnaire, the writer concluded that 47 students or 72% students, most of them said they must read the narrative text repeatedly to determine the moral value because if they read only once it is difficult to determine the moral value. Its mean that read the text repeatedly is very important to do by the students so that they can finding the moral value. But there are 18 students or 28% students can read only once to determine the moral value because they have known about the story. Its mean that they can determine the moral value easily.

No	question	answer	total answer	reason of the qu the question
11	Apakah anda harus menerjemahkan seluruh teks tersebut ke dalam bahasa Indonesia untuk menentukan moral value?	Yes	34	<ol style="list-style-type: none"> <li>1. Because they not understand about English</li> <li>2. Because they not master abot vocabulary in English</li> <li>3. Because they feel difficult to find moral vaue if nt translated in Indonesian</li> </ol>
		No	31	<ol style="list-style-type: none"> <li>1. Because they understand about the text</li> <li>2. Because they know about vocabulary in the narrative text</li> </ol>

Based on the eleventh question of questionnaire, the writer concluded that 34 students or 52% students, most of them said they felt difficult to understand the narrative text especially to determine the moral value if the text not translated in indonesian because the students' vocabulary mastery still low. Its mean that the vocabulary mastery is important to find the moral value. But there are 31 students or 31% students can find the moral value without translated the text because they understand about the vocabulary that is used in the story. Its mean that it can help them to find the moral value easily.

No	question	answer	total answer	reason of the qu the question
12	Apakah anda harus menyimpulkan isi teks tersebut untuk menentukan moral value ?	Yes	36	<ol style="list-style-type: none"> <li>1. Because they feel difficult to determine the moral value</li> <li>2. Because they not understand about the moral value if not summarize it</li> </ol>
		No	29	<ol style="list-style-type: none"> <li>1. Because they undersand about the story</li> <li>2. Because they can find the moral value easily</li> </ol>

Based on the last question of questionnaire, the writer concluded that 36 students or 55% students, most of them said must summarize the narrative text to determine the moral value, because they felt difficult to determine the moral value if they not summarize the text. Its mean that can influence their reading comprehension especially in finding moral value in narrative text. But there were 29 students or 45% students, said they can find the moral value if the narrative text can understand easily. Its mean that they must not to summiarize the narrative text to find the moral value.

Finally, after concluding all of result the documentation of test. We can find that many students got difficulties in finding moral value of narrative text. Therefore to know what factors cause students' difficulties in finding moral value of narrative text. The writer made the result of questionnaire.

Based on the result of the questionnaire above, the writer comes to conclude that students had problems and difficulties,they were fluent in reading narrative texts in English because they often read narrative text. So, they can read the text in English easily. The students difficult to memorized many vocabulary. But there are some students can memorize the vocabulary easly, most of students said they have to know what narrative text is. And then, most of students said they do not like read narrative texts because they feel bored. But most of students said they can find the structure of narrative. Furthermore, many students said they have known about the moral value in narrative text. Although there are some students not know about moral value so it difficult for them to find moral value

in narrative text. Moreover, some of the students said they lazy to read narrative text because the text is not interesting. But many students said they do not lazy to read narrative text because they like reading.

And then, most of the students showed they do not know how to find moral value because they do not understand the story. So, they felt difficult to determine the moral value. But some the students said they can find the moral value because they have understand the story. Furthermore, most of students said they must read the narrative text repeatedly to determine the moral value. If they read only once it is difficult to determine the moral value. Most of students felt difficult to understand the narrative text especially to determine the moral value if the text not is translated in indonesian. And then, they must summarize the narrative text to determine the moral value, because they felt difficult to determine the moral value if they do not summarize the text.

### **C. Research Findings**

Having conducted the research, in this research, it had been found some causes of difficulties faced by students in finding moral value of narrative text at the eighth grade in the first semester of MTs N 1 Bandar Lampung.

Based on the data from the documentation of test, there were 65 students got the bad score and then the questionnaires were given to them. According to data from the questionnaire, it could be interpreted that most of the eight grade of MTs N 1 Bandar Lampung still had problems and difficulties with the previous

knowledge and difficulties in reading comprehension especially in finding moral values. It means that they have not mastered how to find moral values in the narrative text yet.

There are some factors in finding moral value of the 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 proses, it can be concluded that students were fluent in reading the narrative texts, 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 that they can read fluently.

Previous knowledge is one of the factor that causes students' difficulties in finding moral value of narrative text. From the data of questionnaire, that showed most of the students finding moral 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.<sup>1</sup> But most of the students showed that they comprehended and gained knowledge about new vocabulary, narrative text, and got new information about finding the moral value in narrative text after they knew their problem in previous knowledge.

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<sup>1</sup> John, C, Bean, *Enganging Ideas*, Jossey Bass, A Willey Imprint, 1996, p.134

Based on the questionnaire of motivation or perseverance, it could be concluded that many students showed they were 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. As mentioned in the Holy Qur'an in surah Al-Baqarah verse 216 as follow :

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ  
 أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

Meaning: “ (Fighting in Allah’s cause) is ordained for you (Muslims) though you dislike it, and it may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you do not know”.<sup>2</sup>

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 moral value in narrative text because they did not understand the text. So, they felt difficult to determine the moral value of the

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<sup>2</sup> Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of The Meaning of The Noble Qur'an in The English Language*, (Riyadh, Saudi Arabiyah: Darussalam, 1996), p. 46

text. So, the students study more about the narrative text, so that they can find moral value of narrative easily.

Metacognition one of the factor that students' difficulties in finding moral value of narrative text. From the data of the questionnaire, it can be concluded most of the students showed that they had to read the narrative text repeatedly to find the moral value of narrative text. If they read only once it is difficult to find the moral 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 moral value of narrative text, because they felt difficult to determine the moral value if they do not summarize the text. So that, the students had the different strategy to get information of the text especially to find moral value.

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 moral value were previous knowledge and metacognition. Although, the other factors were causes students' difficulties in finding moral value . But from the result of questionnaire the writer concluded the factors that most influence students' difficulty in finding moral value are previous knowledge and metacognition.

It was supported by findings of previous research from Sri Hartati, 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.<sup>3</sup> 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.<sup>4</sup> it means that the students should be mastered their previous knowledge about vocabulary.

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<sup>3</sup> Sri Hartati, *A study of the Correlation between Vocabulary Mastery and Reading Comprehension Ability of the Eleventh Grade Students of SMA GIBS Kal-Sel 2013/2014 Academic Year*, 2015, p.47

<sup>4</sup> Ellen, K.Closs, *Teaching Reading Comprehension to Struggling and At-Risk Readers : Strategies to Work*, Illionis State Board of Education:Chicago, 2012, p.4

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The factors that causes students difficulties in finding moral 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 texts in 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 moral 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 moral value in narrative text because they do not understand the story, so they felt difficult to determine the moral value. Furthermore, most of students have problems in their metacognition, because they must read the narrative text repeatedly to determine the moral value. If they read only once it is difficult to determine the moral value. Most of students felt difficult to understand the narrative text especially to determine the moral value if the text is not translated in Indonesian. And then, they must summarize the narrative text to determine the

moral value, because they felt difficult to determine the moral value if they do not summarize the text.

## **B. Suggestion**

Based on the conclusion above, the writer could give some suggestions as follow :

### **1. For the English Teacher**

- a. The teacher had better give more attention and motivation to their students to practice their English and give more exercise in finding moral value.
- b. The teacher should increase the students' knowledge, metacognition, and vocabulary.

### **2. For the students**

- a. The students must be serious in learning process, especially in learning narrative text in finding moral value.
- b. The students have to increase their motivation in studying narrative text especially in finding moral value.
- c. The students should increase their previous knowledge and memorize vocabulary.

### **3. For the School**

- a. The school provide some more English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice their English competency.

#### **4. For the Writer**

To other writer, it can be used to find out the more appropriate technique to reinforce data about the students' difficulties in finding moral value. This script can be as reference in conducting similar study in the next time. Finally, for the writer particularly and readers broadly who are concerned with this paper, it is as one of resource which can enhance their perception and knowledge in finding moral value.

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## Appendix 1

### The Interview of English Teacher of MTs N 1 Bandar Lampung

NO.	QUESTION	Yes	No	Notes
1.	What are the students understand with teachers' explanation about finding the moral value?	.		Many of students still confuse to determine the moral value in narrative text.
2.	What are the students have good background knowledge in reading?			They usually ignored to answer when the teacher asked to them
3.	What are the students curious at teachers' explanation?			most of students silent, only some students who asked to the teacher
4.	What are the students find any difficulties when they read the text ?			the lack of necessary background, and lack of vocabulary that causes difficulties in finding the moral value.
5.	What are the students always come up in question about new vocabularies to the teacher?	.		
6	What are the students usually open their dictionary?			
7	What are the students understand about context of the texts?			they usually open dictionary
8	What are the students confused with the unfamiliar and length of text?			
9	What are the students read the text in detailed ?			only some students read the text in detailed



## Appendix 2

### Document of Test

Choose the correct answer by crossing a, b, c, and d

Name :

Class :

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

1. What do we learn from the text?
  - a. A gift shows kindness.
  - b. Sufferings bring happiness.
  - c. Arguing makes you distressed
  - d. A good deed deserves a reward.

### The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ”. The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that

bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

2. What is the moral lesson from the text?
  - a. Don't look at someone because of his clothes
  - b. It is best to prepare for the days of necessity
  - c. Common people may prove great one
  - d. United we stand, divided we fall

### **The Magic Box**

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

3. What did we learn from the story ?
  - a. Being honest is not always wise
  - b. All that glitters is not good
  - c. It is good to be honest in life
  - d. We must respect our parents

### **The Crow And The Oyster**

One day, a hungry crow saw an oyster on the beach. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster. First, he used his beak,

but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it. Then, another crafty crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest you pick up the oyster in your beak, fly high into the air and then drop the oyster onto the rocks below. The oyster shell will break open and you will be able to have your meal!" The hungry crow thought that this was a very good idea. He picked up the oyster with his beak and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto the rocks far below. The oyster shell broke wide open. However, the crafty crow was waiting behind the rock nearby, and he reached the broken oyster first. He enjoyed a tasty meal while the hungry crow has nothing to eat.

4. What is the moral value of the story ?
- Do not fly high on the sky
  - It is not easy to fool someone
  - Always trust people who offer help
  - Do not be fooled by people who offer help

#### **The Ant and the Dove**

One hot day, an ant was searching for some water. After walking around for sometime, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up onto it. Soon, the leaf drifted to dry ground, and the ant jumped out. She was safe at last. Just at that time, a hunter nearby was about to throw his net over the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

5. What can we learn from the story ?
- We should help each other.
  - Don't be greedy, or you may lose
  - When there is a will there is a way
  - It is wise to plan ahead for hard time

#### **The Birds and The Hunter**

Once upon a time, there lived a flock of birds in Aceh forests. The leader of the flock was a wise parakeet named King Parakeet.

One day, while the flock was perching on the trees, a hunter came and caught them using a net. The net trapped many birds. The birds were so afraid. They panicked. The king had an idea. He ordered the birds to lay still. The birds did what the king said. When the hunter saw that all the birds lay still, he thought the birds were dead. He was so disappointed. "I cannot sell dead birds," he said. So he lifted the net. Immediately, the birds flew away. The hunter was so surprised.

Then, the hunter saw the King Parakeet. He immediately caught the King Parakeet. He took it home. The hunter put the king parakeet in a cage. The hunter hung the cage in front of his house.

One day, the birds from the jungle approached the cage of the King Parakeet. They worked together to release the King Parakeet. They pecked the latch again and again. Finally, the latch was open and the King Parakeet flew out of the cage.

6. What is the moral value of the story ?
- Do not be careless
  - Be careful in any situation
  - It's good to help each other
  - Being in group is better than being alone

### **The Ant And The Grasshopper**

One summer day, there was a grasshopper who chirped and sang about its heart content. Then, an ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why don't you come and sing with me instead of moiling and toiling away?" The grasshopper said. "I am preparing the foods for the winter. You have to do the same." the ant replied. "Why? I don't have any worries about winter. I have got plenty of foods." said the grasshopper. But the ant left the grasshopper and continued its toil. Then, the winter came, the grasshopper found there was no food left to eat. It was so hungry. The grasshopper remembered when it saw the ants collecting the foods in summer for the stock in winter. Then the grasshopper knew he was so wrong didn't follow the ant in collecting the foods

7. What is the moral value of the story ?
- It is wise to plan ahead for hard time
  - We must be greedy to safe our lives
  - You must sing and dance a lot
  - Eating seeds is very important

### **The wind and the sun**

One day The wind and the Sun were disputing which was the stronger. Suddenly they saw a traveler coming down the road. the Sun : "I see a way to decide our dispute. Whichever of us can cause that traveler to take off his cloak

shall be regarded as the strongest. The wind : Would you mind not talking so loudly? . The sun : Sorry. Okay, you begin. I will retire behind a cloud. The wind : I will blow as hard as I can and I'll be the winner. The sun : Okay. Good luck. The wind : Zzzzzzz I'm so tired. What is happening to me? I shouldn't give up. I have to blow harder.... Zzzzzzzzz. But the harder he blew the more closely did the traveller wrap his cloak round him, till at last the Wind had to give up in despair. Then the Sun came out and shone in all his glory upon the traveller, who soon found it too hot to walk with his cloak on.

8. What we can learn from the story ?
- We may be more successful by being gentle than by using force
  - We must try hard to cheat others when we want to be successful
  - We should be strict to people around us
  - To win a game we should be deceitful

### **The lion and the hare**

Once upon a time, the lion has been hunting for days without catching something to eat. "Looks like I'll be hungry again!" he thought. Then he saw a rabbit fast asleep under a shady tree. He moved silently toward it, thinking, "Finally this is a delicious dish which sits and waits for me!" He's about to catch a rabbit when a young deer from both trot. The lion is thinking, "Now there's a better dinner!". He turned around and chasing deer. Voice wake rabbit and she quickly jumped away. After a long chase, a lion fails to capture the deer. Very tired she went back looking for rabbits, but found that they had fled. "What a stupid I am!" lion was said to be a growling stomach is empty. "That's a good time to serve food that I almost lost mine, just for the change of getting more!"

9. What is the moral value of the story ?
- Don't run away when your friend needs you
  - Don't be greedy, or you may lose
  - Don't speak too much
  - Don't miss a chance

### **The lion and mosquito**

A lion grumbled and growled at a mosquito which kept flying around his head as he tried to take a nap. "Go away before I crush you under my paw," he roared "I'm not afraid of you," teased the mosquito. "You may be called the King of the Beasts, but I am more powerful than you are. I can prove it, too. Let's fight and see who wins." The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed

himself with his sharp nails, drawing blood. “Enough,” he finally cried. “Enough! You win!”

Unharmd, the mosquito buzzed away. He boasted of his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider’s web strung between the trees. As a tiny spider hurried towards him, the mosquito struggles helplessly in the strong threads of the web. “I fought and won against the greatest of beasts,” he thought sadly. “only to be devoured by one less powerful than I am!”

10. What is the moral value of the story ?

- a. Never touch a spider web
- b. Never fight over a small animal
- c. Never judge your enemy’s strength by his size
- d. Never let you enemy knows that you are afraid

**Appendix 3**  
**Answer Key of Documentation of Test**

- 1. D**
- 2. A**
- 3. D**
- 4. D**
- 5. A**
- 6. D**
- 7. A**
- 8. A**
- 9. B**
- 10. C**

## Appendix 4

### The Result of Students' Documentation of Test

#### VIII A

No	Name	Score
1	Adelya Fitri	80
2	Ali Gilang Pratama Hasibuan	80
3	Ana Ananda Rahmah	100
4	Annisa Rahayu	80
5	Arka Bariqh Vandinata	90
6	Avrelia Nuril Khotimah	60
7	Ayu Amalia Lutfiyani	60
8	Dara Saputri	50
9	Defina Diah Maharani	60
10	Angra Yunda .D	50
11	Ilham C. F	50
12	Kholila Fad'lia	80
13	Lathifah Putri Aresti	90
14	Lulu Wahyu Utami	70
15	M. Bagas Prasetya	80
16	Miranti Amalia	80
17	Muhammad Alfhi Cahaya. M	80
18	Muhammad Atha Akbar	80
19	Muhammad Rayhan Rahman	80
20	Muhammad Zaky Perdana	90
21	M. Maritza .P	40
22	M. Wendy .P	40
23	Netarifoe Nuriasih Rahmadanti	80
24	Nisa Jaharah	90
25	Nurafifah Cintha Imaniari	90
26	Nurul Isnani	90
27	Qoidah Noor Khalifah	80
28	Raihan Ardelia Calista. A	60
29	Rangga Aditya Saputra	80
30	Sakila Khairunnisa	70
31	Salsabila Amelia	80
32	Salsabila Azizah	80
33	Tastrid Nur Al-Fath	90
34	Zahra Putri Assyfa	80
35	Zahwa Ainun Khorifah	80
36	Zidna Dia Al- Husna	80



**VIII B**

No	Name	Score
1	Ahmad Sani Al Fargany	70
2	Akbar Zam Zami	90
3	Ali Sadikin	60
4	Anissifa Nur Azizah	60
5	Angelica Salsabila	50
6	Bellia Nilam Cahya	60
7	Bima Parin Wahyu	60
8	Bobby Damara	60
9	Chintia Komala Dewi	60
10	Dede Sudrajat	80
11	Desinta Sari	80
12	Desta Salsabila	80
13	Fadlilatun Nisbah Luthfiah	90
14	Fahri Ramadhan	90
15	Leisya Aulya Putri	40
16	M. Daviska Paksi .A	50
17	Gadis Kurnia Komala Sari Abas	60
18	Gilang Ramadhan	80
19	Kharisma Putri	80
20	M. Nouval Mugis	80
21	Mahatma Citra Fatimah	90
22	Meisi Ermadani	90
23	Meysa Hanny Muflihun	80
24	Muhammad Faris Fatahillah	80
25	Muhammad Fauzi	80
26	Najwa Salsabila	80
27	Najwa Vida Zavira	80
28	Nisrina Dian Trisya	70
29	Nur Amelia Fitri	90
30	Nurul Hanifah	90
31	Pinka Mustika Saeli	90
32	Priya Anjelita Wanti	80
33	Rega Mu'arif Fanny	80
34	Rizky Dwi Cahyo	80
35	Rohim Kurniawan	80
36	Safira Annisa Azzahra	60

## VIII C

No	Name	Score
1	Adhastia Rihhadatul Aisy	60
2	Adila A'anas	80
3	Adinda Nurhaliza	70
4	Afny Oktavia	70
5	Ahmad Zaki Rahmani	90
6	Aji Hafidz Talaga	60
7	Alvina Khoirin Nisa	60
8	Amanda Tarisa Salsabila	70
9	Anandhita Nailah Putri Adiman	80
10	Athillaisya Salsabila Amalia. W	70
11	Aulya Mutiara Nurussabila	80
12	Budi Sudewo	90
13	Ana Efriani	50
14	Dinda Alya Ningrum	60
15	Diva Puspita Violita	70
16	Fakhri Muhammad Davil Oswan	80
17	Febri Yanti	60
18	Fifi Cahyani Pramesti	70
19	Khoirunnisa Seti'ani	50
20	M. Azhari Asad	80
21	Marisa Utami Amini	90
22	Muhammad Bagas Assidqi	80
23	Muhammad Hegel Muttohary	80
24	Muhammad Naufal Al- Faruq	90
25	Muhammad Yusuf	80
26	Niqen Pratiwi	50
27	Rangga Mukti	90
28	Riska Isnaini	80
29	Rofiq Adrian	90
30	Rini Fathimah	40
31	Syifa Karlin	80
32	Vera Ainun Asri	80
33	Wulan Julia Nugroho	90
34	Yudo Fitranto	80
35	Yunda Selvia Natasya	80
36	Zahiyah Tika Syawalia	90

**VIII D**

No	Name	Score
1	Alia Putri	50
2	Ade Tiara	70
3	Anza Alqowi	40
4	Adelia Shafitri	70
5	Ahmad Bagus Alkanzu	60
6	Allysa Naura Hanif	60
7	Anggita Dwi Marshanda	80
8	Carissa Putri .A	40
9	Chitra Qhailila	60
10	Danu F.P. Hazbi	60
11	Nanda F. P	50
12	Dhafin Aldi Falah	80
13	Fahira Aulia Ananda	80
14	Isti Azah Mulyasari Riyadi	70
15	Alif Ananda	60
16	Khairunnisa Khairi	70
17	M. Akbar Al Furqoni	50
18	M. Aqiel Tsauban El Jauhari	80
19	M. Syifa Satria Asari	70
20	Miesya Afanin	30
21	Muhammad Irfan . F .A	30
22	Muhammad Fadli Alalhuda M	50
23	Naila Latifah	50
24	Jelena Mahsa Rahma	40
25	Naura Arzeta .A	60
26	Najwa Artha Meivia	60
27	Nur Khoiriza Hidayat	80
28	Salsa Azzahra	60
29	Refina Amalia Taufiq	80
30	Rosa Halimah Aprilia	70
31	Tisyah Apriliana	50
32	Suci Dera Jenita	70
33	Tegar Riadi Akbar	90
34	Wulan Dwi Cahyani	80
35	Zahra Maharani	10
36	Zahara Zulviana	80

**Appendix 5****Questionnaires**

Name :

Class

1. Apakah anda sudah lancar membaca teks narasi dalam *bahasa inggris*?
  - a. Ya
  - b. Tidak

Alasan :

2. Apakah anda sudah banyak menguasai atau menghafal vocabulary?
  - a. Ya
  - b. Tidak

Alasan :

3. Apakah anda tahu apa yang di maksud text narrative? Jelaskan !

Jawab :

4. Apakah kamu sering membaca text narrative ?
  - a. Ya
  - b. Tidak

Alasan :

5. Apakah kamu tahu struktur dari text narrative ? Sebutkan !

Jawab :

6. Apakah kamu tahu yang di maksud nilai moral dalam text narrative ? jelaskan!

Jawab :

7. Apakah kamu bisa menentukan nilai moral dalam sebuah text narrative ?
  - a. Ya
  - b. Tidak

Alasan :

8. Apakah kamu merasa kesulitan ketika membaca teks narrative ?
  - a. Ya
  - b. Tidak

Alasan :

9. Apakah kamu merasa malas untuk membaca text narrative ?
  - a. Ya
  - b. Tidak

Alasan :

10. Apakah anda harus membaca berulang-ulang untuk menentukan nilai moral dalam sebuah teks narasi ?
  - a. Ya
  - b. Tidak

Alasan :

11. Apakah anda harus menerjemahkan seluruh teks ke dalam bahasa Indonesia untuk menentukan nilai moral dari teks tersebut ?
  - a. Ya
  - b. Tidak

Alasan :

12. Apakah anda harus menyimpulkan isi teks tersebut untuk menentukan moral value ?
  - a. Ya
  - b. Tidak

Alasan :