

CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research questions, research purposes, research significances, scope and limitation, rationale, and previous studies.

A. BACKGROUND

This study investigates the student constraints in comprehending narrative text based on cultural perspectives and how to handle them. Understanding and applying information in written material is referred to as comprehending narrative text (Khoirunnisa, 2019). However, it involved cultural items which be the constraints in comprehending the narrative text. According to Gunning (2002), as cited in Sari (2020), one of the causes is difficulty understanding some culturally loaded words and phrases, even when the students are familiar with every word in the text. Therefore, identifying the student constraints will assist the teacher in providing appropriate exercises or tasks to deal with them.

Providing appropriate activities for students in teaching narrative text comprehension is difficult because the teacher must consider many comprehension requirements to meet student needs. In teaching reading comprehension, the teacher must develop students reading knowledge, previous knowledge, reading skills, previous knowledge, and reading participation to solve student problems in comprehending a text (Ganie, Deliana, & Rangkuti, 2016).

In the context of the present research, based on a limited preliminary observation with a teacher in MAN 1, Karo, Indonesia, it is found that in comprehending narrative text, some students defined words and sentences dysfunctionally and failed to recognize the context of the text. Hence, they

face several constraints in comprehending narrative text to conform to the meaning of the English language in the text..

In the recent five years, two studies have investigated the student problems in comprehending narrative text by the EFL students. First, the study conducted by Ganie et al. (2016) investigated the student problem in comprehending narrative text is from student basic English ability, less attraction on the subject, less motivation, inappropriate method, material and environment. Further, Lestari, Fitriani, & Erdiana (2017) indicated that the students faced several difficulties in comprehending a text, such as a difficulty identifying the main idea, finding detailed information, making inferences, and making references understanding vocabulary in context.

Unlike the two related studies, broader than those studies, this research investigates the constraints in comprehending narrative text based on the cultural perspective study in terms of ideological and poetical elements to meet the ways to deal with them. This research offers a more comprehensive understanding because it provides a more detailed analysis of the systemic functional linguistic approach in every element of cultures. Furthermore, this research is aimed for English school teachers to provide some activities to teach narrative text in line with student needs.

B. RESEARCH QUESTIONS

To identify the student constraints involved in understanding narrative text, the researcher uses the translation of the narrative text as a medium for acknowledging it. Hence, that reason falls into these research questions.

1. What translation shifts between the source text (ST) and the target text (TT) are made by EFL students to illustrate the constraints in comprehending the narrative text?
2. How does the EFL school teacher overcome the constraints?

C. RESEARCH PURPOSES

The research questions represent the purpose of this research in the following points.

1. To identify the shifts between the source text (ST) and the target text (TT) are made by EFL students to illustrate the constraints in understanding the narrative text.
2. To reveal how the EFL school teachers handle the constraints.

D. RESEARCH SIGNIFICANCES

This research has significance in two aspects: theoretical and practical significance. Those are as follows;

1. Theoretical Significances

This study is expected to serve the information of student constraints in understanding the narrative text and inflict the strategies for EFL school teachers to handle the constraints.

2. Practical Significances

a. Students

The results of this study are expected to enrich students' ability to understand cultural units in literary texts.

b. Teachers

This study's results are expected to inflict any strategies for English teachers teaching narrative text.

E. SCOPE AND LIMITATION

The scopes of this research are: one, the 10th grade and the English teacher at MAN Karo Kabanjahe is the study participants and site. This school is one of the Islamic senior high schools in the Kabanjahe district. Two, the data collection is collected in a classroom context. The study's limitation is that the research focuses on students' constraints in comprehending narrative text by Lefevere (1990), Inaba (2009), and Melyana (2019) theories.

F. RATIONALE

Comprehending a text is a process of transferring meaning in the mind. However, it can be reflected in translating to know how someone constraints in comprehending a text. The narrative text is one of the material texts taught to the 10th grade based on the Indonesian 2013 curriculum. The translation is a medium analysis is to put more accurate findings because it has the same concept with comprehension. André Lefevere's theory of "patronage, poetics, and ideology" examines translation by situating the literary system within a broader social and cultural context to analyze the constraints on the translation mechanism and the standards that translators adhere to when describing various translation phenomena (Liu, 2016). Lefevere previously defined ideology as a worldview; he also approves of Fredric Jameson's concept of ideology as the grillwork of form, convention, and belief that controls our behavior (Ren, 2016). Later on, he defined poetical as the components of literature that include literary devices, genres, motifs, prototypical characters and situations, symbols, and a social system. In the future development, Inaba (2009) classified the aspect analysis of ideological and poetical constraints. First, ideological constraints include the analysis of status, convention (Witriani, Sari, & Fudiyartanto, 2017), and tendency. Second, poetical elements require the analysis of image and interpersonal distance.

Comprehending decodes or associates meaning with the symbols that compose the word requires interpretation and thought by interpreting the meaning according to its context by understanding phrases, clauses, and sentences (Hamra & Syatriana, 2015). It also happens to EFL students when comprehending a text such as narrative. To understand the phrases, clauses, and sentences, the students need to interpret the meaning. However, Lefevere (1990), as cited in Inaba (2009) mentioned that when interpreting meaning from another language, it always shapes the specific constraints in the process. Further, he said every text illustrates a specific culture in it. To analyze the constraints when comprehending narrative text, it needs to provide a

framework that fits the cultural theory in the text. To provide that systemic functional linguistics approach can be used to analyze the cultural shifts when comprehending the text with the analysis of mood, transitivity, and theme and rheme.

G. PREVIOUS STUDIES

There have been four studies about student constraints in comprehending narrative text in the last five years. Two studies of Indonesia EFL Senior High School context to investigate student difficulties in comprehending narrative text were conducted by Lestari, Fitriani, & Erdiana (2017) and Hidayati (2018). The studies used quantitative research design; these two studies were applied to the first grade SHS level. Lestari, Fitriani, & Erdiana (2017) found that the Senior High School students faced several difficulties in comprehending a text, such as a difficulty identifying the main idea, finding detailed information, making inferences, making references, and understanding vocabulary in context. The researchers also found that the majority of the first-grade students of SMAN 1 Darussalam, Aceh Besar, found difficulties including answering the main idea, making inferences, and locating reference questions.

Third, the study conducted by Sari (2020) explored the students' perception of reading comprehension problems of the narrative text of 10th-grade students of SMAN 2 Jember. The data was from questionnaire adopted from Xiubo and Zhang theories related to student perception. The problem of students' reading comprehension was motivation, strategies, background knowledge, reading process and language knowledge. The problem of students' reading comprehension was motivation, strategies, background knowledge, reading process and language knowledge. The findings indicated that the teacher's primary focus should be on increasing students' motivation through intensive courses and reading assignments tailored to the students' interests.

Fourth, (Zuhra, 2015) study investigated the reading comprehension questions students face in reading tests and the factors of the difficulties of 10th grade SMAN 2 Lhokseumawe. The researcher found that the students' most difficult type of reading comprehension question was inference questions because of limited vocabulary and sentence structure knowledge.

The previous studies are different from this current study. First, this study applied the cultural perspective theory of Lefevere (1990), Inaba (2009), and Meylana (2019) to analyse the student constraints in comprehending narrative text. Second, it focuses more on linguistic aspects analysis. Third, it explores the learning-teaching process to find ways to teach narrative text in a linguistic aspect.

