

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1. Data

Data were obtained from the result of students' learning outcomes of ninth grade students of Mts Babul Ulum, Medan. To collect data in this study, researcher used reading essay test and interview. The reading essay test was to get from the students' learning outcome in comprehending and answering narrative text. Interview was used to explore some factors that cause the most dominant students' reading comprehension levels in reading narrative text. To get the result of the research, the researcher made a reading comprehension test about narrative text entitled "Goldilocks and The Three Bears" with using three levels comprehension questions as sub indicators to know three comprehension levels of students. And the comprehension levels of reading test are literal, interpretive, and applied. The data collection in this research was conducted in July to August 2023 to ninth grade students of Mts Babul Ulum Medan with the total of 26 students involved.

4.1.1 Reading Essay Test

This reading essay test was to get from the result of students' learning outcome in reading and answering narrative text. Researcher collected data directly by giving reading comprehension test. The type of reading comprehension test used by researcher was essay test. The test consists of 10 questions that were given to students directly and they did it by themselves in the class. And the time to answer the questions was about 60 minutes. The assessment indicators of this test are based on questions in each level (a) question indicator for literal comprehension level such as recognition of topic, main idea, character, setting (b) question

indicator for interpretive comprehension level such as stating reasons and anticipate consequences and (c) question indicator for applied comprehension level questions such as making judgement and making inference. The result of reading essay test about students' learning outcomes in comprehending and answering narrative text as follow:

No	Comprehension Levels	Literal Levels					Interpretive Levels			Applied Levels		Score
	Sub Indicators	Topic	Main Idea	Character	Setting	Main Character	Stating Reasons	Anticipating Consequences	Stating Reasons	Making Judgement	Making Inferences	
	Question Number	1	2	3	4	5	6	7	8	9	10	
1	ADS	×	√	√	√	×	√	×	√	√	√	70
2	AN	√	√	√	×	√	√	×	×	√	×	60
3	AA	√	×	√	√	√	×	√	√	×	√	70
4	DA	√	√	√	√	√	√	×	√	√	×	80
5	HAF	√	√	√	√	√	×	√	√	×	√	80
6	IRZ	√	√	√	×	√	√	√	×	√	√	80
7	K	√	√	√	√	√	×	√	√	×	√	80
8	L.A	√	×	√	√	√	√	×	√	√	×	70
9	MRK	√	√	√	√	√	×	√	×	×	√	70
10	MI	√	√	√	√	√	√	×	√	√	×	80
11	MR	×	√	√	√	√	×	√	√	×	√	70
12	NMZ	√	×	√	√	×	√	√	×	√	√	80
13	NAA	√	√	√	√	√	×	√	√	×	√	80
14	RS	√	√	√	√	√	√	×	√	√	×	80
15	RS	√	√	√	×	√	√	×	×	√	√	70
16	RS	×	√	√	×	√	√	√	×	√	√	70
17	RA	√	√	√	√	√	×	√	√	×	√	80
18	SA	√	√	√	√	√	√	×	√	√	×	80
19	SY	√	√	√	×	√	√	×	√	√	√	80
20	S	√	√	√	√	√	√	√	×	√	×	80
21	SM	√	×	√	√	×	√	√	√	√	√	80
22	SW	√	√	√	√	√	√	×	√	√	×	80
23	WV	√	×	√	√	×	√	×	√	√	√	70
24	W	√	√	×	√	×	√	√	×	√	√	70
25	ZT	√	√	×	√	√	×	√	×	×	√	60
26	ZPP	×	√	×	√	√	√	√	√	×	√	70
		22	21	23	21	21	17	15	17	17	18	

Total of Students with Correct Answer (Percentage)	(84,61 %)	(80,77%)	(88,46%)	(80,77%)	(80,77%)	(65,38%)	(57,69%)	(65,38%)	(65,38%)	(69,23%)	
Total of Students with Incorrect Answer (Percentage)	4 (15,39 %)	5 (19,23%)	3 (11,54%)	5 (19,23%)	5 (19,23%)	9 (34,62%)	11 (42,31%)	9 (34,62%)	9 (34,62%)	8 (30,76%)	
Average (Description)	83,08% (Students' comprehension to literal questions) 16,92% (Students' incomprehension to literal questions)					62,82% (Students' comprehension to Interpretive questions) 37,18% (Students' incomprehension to Interpretive questions)			67,31% (Students' comprehension to Applied questions) 32,69% (Students' incomprehension to Applied questions)		74,6

From the table above, it can be stated that in literal level, where the average score was 83,08%. It means that students' comprehension to literal questions was highest than score of interpretive and applied level. where the average score of students in the interpretive level was 62,82% (students' comprehension to interpretive questions). At the end of the applied level, the where the average score of students in applied level was 67,31% (students' comprehension to applied questions). In other words, it can be stated that the students' comprehension level to literal question was the highest, then followed by the applied comprehension level and the lowest comprehension level was in interpretive level.

4.1.2. The Interview

In this case, the researcher conducted interview with a ninth grade English teacher at Mts Babul Ulum Medan to obtain data regarding the teaching process and ability of ninth grade students at MTS Babul Ulum Medan in comprehending narrative text. The researcher also conducted interview with 5 ninth grade students of Mts Babul Ulum, Medan to obtain data regarding students' learning process, their ability to comprehend narrative text and some causes and factors they got difficulties to understand the narrative text. From the results of interview with English teacher and students. Researcher identified and described the perceptions of teacher and students about reading comprehension of narrative text and some factors that cause students faced difficulties to answer the questions of narrative text that

automatically influence the most dominant level of students' reading comprehension at narrative text.

4.1.2.1 English Teacher Interview

In the interview of English teacher, the researcher asked several questions related to the research. At this stage, the researcher asked some questions about the teacher's perception about his teaching process and the factors that cause of the lack of students' comprehension in reading English material, especially in reading narrative text. From all the questions addressed to the teacher, the researcher concluded that according to the teacher's perception, students still did not fully understand the narrative text. In fact, the impact of pandemic that the students learnt online so that they were not interest in learning English and confused in understanding the meaning of words into sentences that it was caused of the lack of vocabulary. Therefore, when studying the English material, there were still many students who did not understand how to understand narrative text. This is the following interview transcript between researcher and English teacher:

Teacher. In interview he said “The ability of ninth grade students at Mts Babul Ulum in understanding narrative text was very low, there were still many students who had difficulty understanding narrative text. The low ability of students was due to two things, the first was because they were victims of Covid 19 (learning online) and the second was the students' lack of interest in learning English and also the lack of vocabulary. While in class, I writing it on

the board and then explaining it. The problem that I always encounter when teaching in the classroom was the lack of student interest in learning English and due to the lack of interest in learning English, most students still find it difficult to understand the lessons I provide. When that happens, I repeat the lesson material with explanations that were easier for students to understand”.

4.1.2.2 Student Interview

In student interview, the researcher interviewed 5 students to get information about their learning process and some factors that they got difficulties when they tried to comprehend narrative text that cause and influence the most dominant level of their reading comprehension. The questions were asked in the form of their feeling when learning English at school, the obstacles they got when reading a narrative text and the way they understood the narrative text. The researcher then concluded from all the students' answers obtained.

From 5 students' answers, there were 3 students who felt happy learning English, 2 other students felt less comfortable learning it, and most of the students still found English difficult to understand and the material about reading and the reasons were almost the same, because they lacked vocabulary and confused in understanding the words and long sentences in a text, they also thought that memorizing vocabulary was very difficult. But, their interest in learning was still despite the difficulties they faced. This is the following interview transcript between researcher and students:

Students 1,3and 4. Had similar answers, they said “ not so difficult, I pay attention and understand what the teacher explain in class. The difficulty I face in class when learning english is just a lack of vocabulary and sometimes I still have difficulty understanding long sentences”.

Students 2 and 5. Had similar answers, They said “Quite difficult, The teacher only explained the material about narrative text on the board without providing appropriate teaching strategies and media to be able to answer questions about narrative text, besides that the teacher also did not involve student participation in learning to understand narrative text. I still have difficulty understanding the storyline of the narrative text given by the teacher and there are some long sentences that I don’t know the meaning The difficulties I face when answering narrative texts were firstly my lack of English vocabulary and secondly the difficulty of understanding the storyline in narrative texts”.

4.2. Analysis

This section presented the result of students’ reading comprehension levels in answering narrative text by ninth grade students of Mts Babul Ulum Medan:

4.2.1. Analysis of Students’ Reading Comprehension levels in narrative Text

4.2.1.1 Analysis of Students’ Literal Comprehension Level in Narrative Text

This research used five questions as indicator to find students’ literal comprehension level. There were 5 questions related to literal comprehension level in this research, they are (1) recognition for main idea and (2) recognition for information details of the text such as the topic, characters, the location of the

story. The percentage score of literal level in comprehending narrative text that faced by the students can be seen as follow:

Table 4.2. Percentage Scores of Students' Literal Comprehension Level

NO	Students' Literal Comprehension Level					
	Question Indicators	Topic	Main idea	Characters	Setting	Main Character
	Question Number	1	2	3	4	5
	Students Initials					
1	ADS	×	√	√	√	×
2	AN	√	√	√	×	√
3	AA	√	×	√	√	√
4	DA	√	√	√	√	√
5	HAF	√	√	√	√	√
6	IRZ	√	√	√	×	√
7	K	√	√	√	√	√
8	L.A	√	×	√	√	√
9	MRK	√	√	√	√	√
10	MI	√	√	√	√	√
11	MR	×	√	√	√	√
12	NMZ	√	×	√	√	×
13	NAA	√	√	√	√	√
14	RS	√	√	√	√	√
15	RS	√	√	√	×	√
16	RS	×	√	√	×	√
17	RA	√	√	√	√	√
18	SA	√	√	√	√	√
19	SY	√	√	√	×	√

20	S	√	√	√	√	√
21	SM	√	×	√	√	×
22	SW	√	√	√	√	√
23	WV	√	×	√	√	×
24	W	√	√	×	√	×
25	ZT	√	√	×	√	√
26	ZPP	×	√	×	√	√
Total of Students with Correct Answer (Percentage)		22 (84,61%)	21 (80,77%)	23 (88,46%)	21 (80,77%)	21 (80,77%)
Total of Students with Incorrect Answer (Percentage)		4 (15,39%)	5 (19,23%)	3 (11,54%)	5 (19,23%)	5 (19,23%)
Average (Description)		22 Students (83,08%: Students' comprehension to literal questions) 4 Students (16,92%: Students' incomprehension to literal questions)				

Table 4.2 above showed the percentage score of students' literal comprehension level in answering the questions about narrative text. The percentage of each part of literal comprehension level can be described below:

a. Recognition for topic of the text

From the table it can be seen that there are 84,61% students were able to answer the question about the topic correctly and 15,39% students who were not able to answer question about the topic correctly. It can be concluded that students comprehended the question in the form of recognition for the topic in literal question level of Vacca & Mraz (2016).

b. Recognition for main idea

From the table it can be seen that there are 80,77% students who were able to answer the question about the main idea correctly and 19,23 % students were not able to answer question about the main idea correctly. It can be concluded that students comprehend the questions in form of recognition for main idea in literal level of Vacca & Mraz (2016).

c. Recognition for information details: Characters

From the table it can be seen that there are 88,46% students who were able to answer the question about information details of the text: characters correctly and 11,54 % students were not able to answer question about information details: characters idea correctly. It can be concluded that students comprehended the questions in form of recognition for information details: characters in literal level of Vacca & Mraz (2016).

d. Recognition for information details: Setting/Location

From the table it can be seen that there are 80,77% students were able to answer the question about information details: setting/location correctly and 19,23% students who were not able to answer question about information details: setting/location correctly. It can be concluded that students comprehended the question in the form of recognition for information details: setting/location in literal question level of Vacca & Mraz (2016).

e. Recognition for information details: Main Character

From the table it can be seen that there are 80,77% students who were able

to answer the question about information details of the text: main character correctly and 19,23% students were not able to answer question about information details of the text: main character correctly. It can be concluded that students comprehended the questions in form of recognition for information details: main character in literal level of Vacca & Mraz (2016).

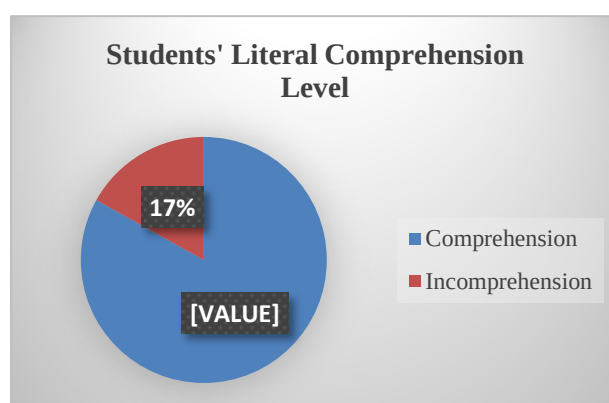


Figure 4.1. The Percentage of Students' Literal Comprehension Level

From the figure, it can be stated that from the average score test and the percentages of the students' comprehension in literal level was 83,08% who had no difficulty to answer the literal questions (Students' comprehension to literal questions) and 16,92% with difficulty to answer the literal questions (Students' comprehension to literal questions). It showed that students had really good comprehension or highly comprehension in narrative text in part of literal level.

4.2.1.2. Students' Interpretive Comprehension Level in Narrative Text

This research used three questions as indicator to find students' interpretive comprehension level. There were 3 questions related to interpretive comprehension level in this research, they are (1) state reasons and (2) anticipate consequences. The percentage score of interpretive level in comprehending

narrative text that faced by the students can be seen as follow:

4.3. Percentage Scores of Students' Interpretive Comprehension Level

NO	Students' Interpretive Comprehension Level			
	Question Indicators and Number	State Reasons (6)	Anticipate Consequences (7)	State Reasons (8)
	Students Initials			
1	ADS	√	×	√
2	AN	√	×	×
3	AA	×	√	√
4	DA	√	×	√
5	HAF	×	√	√
6	IRZ	√	√	×
7	K	×	√	√
8	L.A	√	×	√
9	MRK	×	√	×
10	MI	√	×	√
11	MR	×	√	√
12	NMZ	√	√	×
13	NAA	×	√	√
14	RS	√	×	√
15	RS	√	×	×
16	RS	√	√	×
17	RA	×	√	√
18	SA	√	×	√
19	SY	√	×	√
20	S	√	√	×
21	SM	√	√	√
22	SW	√	×	√
23	WV	√	×	√
24	W	√	√	×
25	ZT	×	√	×
26	ZPP	√	√	√
Total of Students with Correct Answer (Percentage)		17 (65,38%)	15 (57,69%)	17 (65,38%)
Total of Students with Incorrect Answer (Percentage)		9 (34,62%)	11 (42,31%)	9 (34,62%)
Average (Description)		16 Students (62,82%: Students' comprehension to Interpretive questions) 10 Students (37,18%: Students' incomprehension to		

	Interpretive questions)
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Table 4.3 above showed the percentage score of students' interpretive comprehension level in answering the questions about narrative text. The percentage of each part of interpretive comprehension level can be described below:

a. Stating Reasons

From the table it can be seen that there are 65,38% students were able to answer the question about stating reasons of the text correctly and 34,62% students who were not able to answer question about stating reasons of the text correctly. It can be concluded that students comprehended the question in the form of stating reasons of the text in interpretive question level.

b. Anticipating Consequence

From the table it can be seen that there are 57,69% students who were able to answer the question about anticipating consequences of the text correctly and 42,31 % students were not able to answer question about anticipating consequences of the text correctly. It can be concluded that students comprehend the questions in form of anticipating consequences of the text in interpretive level.

c. Stating Reasons

From the table it can be seen that there are 65,38% students were able to answer the question about stating reasons of the text correctly and 34,62% students

who were not able to answer question about stating reasons of the text correctly. It can be concluded that students comprehended the question in the form of stating reasons of the text in interpretive question level.

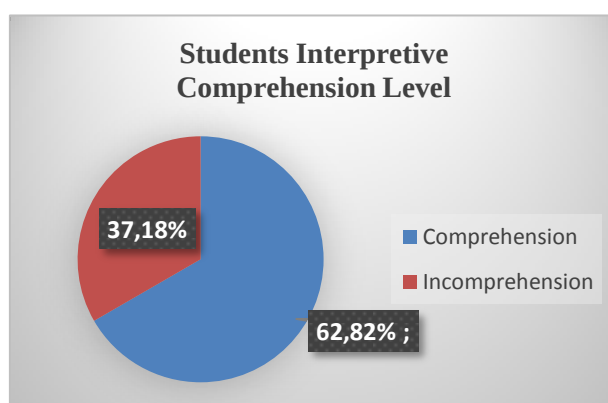


Figure 4.2. The Percentage of Students' Interpretive Comprehension Level

From the figure, it can be stated that from the average score test and the percentages of the students' comprehension in interpretive level was 62,82% who had no difficulty to answer the interpretive questions (Students' comprehension to Interpretive questions) and 37,18% with difficulty to answer the interpretive questions (Students' incomprehension to Interpretive questions). It showed that students had the lowest comprehension in narrative text in part of interpretive level.

4.2.1.3. Students' Applied Comprehension Level in Narrative Text

This research used two questions as indicator to find students' applied comprehension level. There were 2 questions related to applied comprehension level in this research, they were (1) making judgment and (2) making inference. The percentage score of applied level in comprehending narrative text that faced

by the students can be shown as follow:

4.4. Percentage Scores of Students' Applied Comprehension Level

NO	Students' Applied Comprehension Level		
	Question Indicators and Number	Making Judgement (9)	Making Inferences (10)
	Students Initials		
1	ADS	√	√
2	AN	√	×
3	AA	×	√
4	DA	√	×
5	HAF	×	√
6	IRZ	√	√
7	K	×	√
8	L.A	√	×
9	MRK	×	√
10	MI	√	×
11	MR	×	√
12	NMZ	√	√
13	NAA	×	√
14	RS	√	×
15	RS	√	√
16	RS	√	√
17	RA	×	√
18	SA	√	×
19	SY	√	√
20	S	√	×
21	SM	√	√
22	SW	√	×
23	WV	√	√
24	W	√	√
25	ZT	×	√
26	ZPP	×	√
Total of Students with Correct Answer (Percentage)		17 (65,38%)	18 (69,23%)
Total of Students with Incorrect Answer (Percentage)		9 (34,62%)	8 (30,76%)
Average (Description)		18 Students (67,31%: Students' comprehension to Applied questions)	

	8 Students (32,69%: Students' incomprehension to Applied questions)
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Table 4.4 above showed the percentage score of students' applied comprehension level in answering the questions about narrative text. The percentage of each part of applied comprehension level can be described below:

a. Making Judgment

From the table it can be seen that there are 65,38% students were able to answer the question about making judgment of the text correctly and 34,62% students who were not able to answer question about making judgment of the text correctly. It can be concluded that students comprehended the question in the form of making judgment of the text in applied question level.

b. Making Inferences

From the table it can be seen that there are 69,23% students were able to answer the question about making inferences of the text correctly and 30,76% students who were not able to answer question about making inferences of the text correctly. It can be concluded that students comprehended the question in the form of making inferences of the text in applied question level.

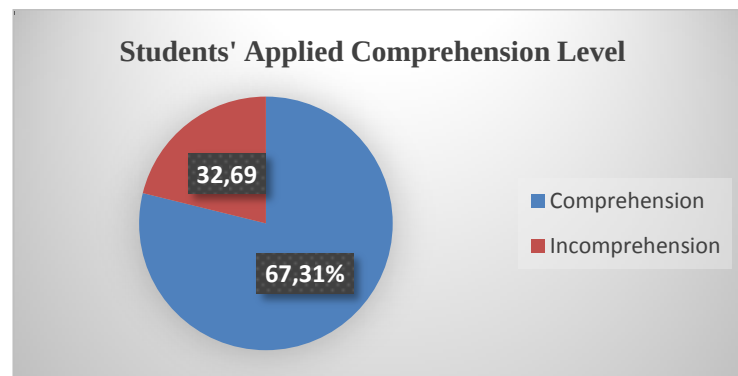


Figure 4.3. The Percentage of Students' Applied Comprehension Level

From the figure, it can be stated that from the average score test and the percentages of the students' comprehension in applied level was 67,31% who had no difficulty to answer the applied questions (Students' comprehension to applied questions) and 32,69% with difficulty to answer the applied questions (Students' incomprehension to applied questions). It showed that students had moderate comprehension in narrative text in part of applied level.

4.2.1.4. Factors that Cause Most Dominant Students' Reading Comprehension Levels in Narrative Text

Researcher found several difficulties faced by the students in comprehending narrative text that cause the most dominant students' reading comprehension levels in the narrative text. The result was about some factors that Cause most dominant students' reading comprehension levels in narrative text was got from the interview on 11 August 2023 with ninth grade students of Mts Babul Ulum Medan. The researcher found several difficulties faced by the students in comprehending narrative text that cause the most dominant students' reading

comprehension levels in the narrative text. There were some factors and difficulties that faced by the students such as:

a. Students' difficulty in understanding the meaning of long sentence in the text. The first problem was understanding the meaning of long sentence in the text based on the interview with the ninth-grade students, her name is ADS.

"I still have difficulty understanding the storyline of the narrative text given by the teacher and there are some long sentences that I don't know the meaning."

Based on the interview transcript above, understanding long sentence in reading narrative text, the student' comprehension was less and made students not understand the meaning of material. The student was not able to comprehend all of the content of the reading material or long sentence make the student need more time to find the meaning of the word and the correct answer. They used dictionaries to search for the meaning.

b. Inadequate media by Teacher. The second problem was lacking inadequate media used by teacher based on the interview with the student her name is ADS.

"Quite difficult. The teacher only explained the material about narrative text on the board without providing appropriate teaching strategies and media to be able to answer questions about narrative text, besides that the teacher also did not involve student participation in learning to understand narrative text."

From the interview above, the teacher is an important aspect in teaching. Students will not learn or gather knowledge if the teacher is not present. The teacher is the most affected by this problem. If the teacher is resourceful, this difficulty will be resolved. It is critical that a teacher makes an alternative solution or methods that suitable for students' need in the classroom. The teaching-learning process will become more effective and conducive in this manner. The researcher discovered that 10 ninth grade students at Mts Babul Ulum Medan were bored during the teaching learning process.

c. Students' Difficulty in comprehending Vocabulary. The third problem was student difficulty in understanding vocabulary, based on the interview with the ninth-grade student, her name is ADS.

"The difficulties I face when answering narrative texts were firstly my lack of English vocabulary and secondly the difficulty of understanding the storyline in narrative texts"

From the interview above, reading comprehension involves understanding the vocabulary, seeing relationship between words and sentences organizing ideas, recognizing the authors purpose, evaluating the context and making judgments. Learning to read written texts is not the same as learning to understand written texts. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found the vocabulary knowledge of ninth grade students in MTS Babul Ulum Medan was still very low.

4.3. Research findings

In the research findings, the researcher presented data on students' scores in answering the reading comprehension test on narrative text by ninth grade students at Mts Babul Ulum, Medan. In this research, the researcher presented the results of students' scores along with the classification of their comprehension level according to sub indicator to answer questions in each level. The following table showed the score of the most dominant comprehension level of ninth grade students of Mts Babul Ulum, Medan:

Table 4.5 The Most Dominant Level of Students' Comprehension

Comprehension Levels	Scores	Dominant	Students with Correct Answer	Students with Incorrect Answer
Literal level	83,08	Very good	22 Students	4 Students
Interpretive level	62,82	Good	16 Students	10 Students
Applied level	67,31	Moderate	18 Students	8 Students
Dominant level			Literal Comprehension level	

Factors that caused students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text		(a) Students' difficulty in understanding the meaning of long sentence in the text (b) Inadequate media by Teacher to teach English and (c). Students' difficulty in comprehending the meaning of Vocabulary.
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From the table above, it can be stated that in literal level, where the average score was 83,08%. It means that students' comprehension to literal questions was highest than score of interpretive and applied level. where the average score of students in the interpretive level was 62,82% (students' comprehension to interpretive questions). At the end of the applied level, the where the average score of students in applied level was 67,31% (students' comprehension to applied questions). In other words, it can be stated that the students' comprehension level to literal question was the highest, then followed by the applied comprehension level and the lowest comprehension level was in interpretive level. Some factors that cause students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text were (a) Students' difficulty in understanding the meaning of long sentence in the text (b) Inadequate media by

Teacher to teach English and (c). Students' difficulty in comprehending the meaning of Vocabulary.

Table 4.6 Students' Literal Comprehension Level

Narrative Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
Literal Level	Recognition for topic	1	22	= (84,61%)	4	(15,39%)
	Recognition for main idea	2	21	(80,77%)	5	(19,23%)
	Recognition for information details: Characters	3	23	(88,46%)	3	(11,54%)
	Recognition for information details: Setting/Location	4	21	(80,77%)	5	(19,23%)
	Recognition for information details: Main Character	5	21	(80,77%)	5	(19,23%)
	Total (Average Score)	Students' comprehension to literal questions		22 Students (83,08%)	Students' incomprehension to literal questions	4 Students (16,92%)

Based on the research findings, it can be stated that students' literal comprehension level in narrative text was in highly comprehension. It can be seen from the result of students' reading comprehension test in narrative text. (a) In

answering literal questions: recognition for the topic, there are 84,61% students were able to answer the question about the topic correctly and 15,39% students who were incorrect in answering the literal question: recognition for the topic. (b) In answering literal questions: recognition for the main idea, there are 80,77% students who were able to answer the question about the main idea correctly and 19,23% students who were incorrect in answering question about the main idea. (c) In answering literal questions: information details of the text: characters, there are 88,46% students who were able to answer the question about information details of the text: characters correctly and 11,54 % students were incorrect to answer question about information details: characters. (d) In answering literal questions: information details: setting/location, there were 80,77% students were able to answer the question about information details: setting/location correctly and 19,23% students who were incorrect to answer question about information details: setting/location. (e) In answering literal questions: information details: main character, there were 80,77% students who were able to answer the question about information details of the text: main character correctly and 19,23% students were incorrect to answer question about information details of the text: main character. The average score of students able to answer and comprehended the literal questions was 83,08% and the average score of students unable to answer and in comprehended the literal questions was 16,92%. It can be concluded that students had highly comprehension level to the questions in form of literal level with percentage 83,08%.

Table 4.7 Students' Interpretive Comprehension Level

Narrative Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
Interpretive Level	Stating Reasons	6	17	(65,38%)	9	(34,62%)
	Anticipate Consequences	7	15	(57,69%)	11	(42,31%)
	Stating Reasons	8	17	(65,38%)	9	(34,62%)
	Total (Average Score)	Students' comprehension to Interpretive questions		16 Students (62,82%)	Students' incompre hension to Interpreti ve questions	10 Students (37,18%:

Based on the research findings, it can be stated that students' interpretive comprehension level in narrative text was in the lowest comprehension level. It can be seen from the result of students' reading comprehension test in narrative text. (a) In answering interpretive questions: stating the reasons of the text, there are 65,38% students were able to answer the question about stating reasons of the text correctly, and 34,62% students who were incorrect to answer question about stating reasons of the text. (b) In answering interpretive questions: anticipate consequences, there are 57,69% students who were able to answer the question about anticipating consequences of the text correctly and 42,31 % students were incorrect to answer question about anticipating consequences of the text. (c) (a) In answering interpretive questions: stating the reasons of the text, there are 65,38%

students were able to answer the question about stating reasons of the text correctly and 34,62% students who were incorrect to answer question about stating reasons of the text. The average score of students able to answer and comprehend the interpretive questions was 62,82% and the average score of students unable to answer and in comprehended the literal questions was 37,18%. It can be concluded that students had the lowest comprehension level to the questions in the form of interpretive level with percentage 62,82%.

Table 4.8 Students' Applied Comprehension Level

Narrative Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Incorrect Answer	Percentage (%)
Applied Level	Making Judgment	9	17	(65,38%)	9	(34,62%)
	Making Inferences	10	18	(69,23%)	8	(30,76%)
	Total (Average Score)	Students' comprehension to Applied questions		18 Students (67,31%)	Students' incomprehension to Applied questions	8 Students (32,69%)

Based on the research findings, it can be stated that students' applied comprehension level in narrative text were in moderate comprehension level. It

can be seen from the result of students' reading comprehension test in narrative text. (a) In answering applied questions: making judgement, there are 65,38% students were able to answer the question about making judgment of the text correctly and 34,62% students who were incorrect to answer question about making judgment of the text. a) In answering applied questions: making inferences, there are 69,23% students were able to answer the question about making inferences of the text correctly and 30,76% students who were incorrect to answer question about making inferences of the text. The average score of students able to answer and comprehend the applied questions was 67,31% and the average score of students unable to answer and in comprehended the applied questions was 32,69%. It can be concluded that students had moderate comprehension level to the question in the form of applied level with percentage 67,31%. In other words, it can be stated that the students' comprehension level to literal question was the highest, then followed by the applied comprehension level and the lowest comprehension level was in interpretive level.

4.4 Discussion

In this study, it was found that the level of students' comprehension of ninth grade students at Mts Babul Ulum in learning narrative texts was related at three levels, namely: (1) literal level, with a total of 22 students who got a score of 83,08 in the very good category. (2) interpretive level with a total of 16 students with a score of 62,82 in the "good" category. (3) applied level with a total of 18 students with a score of 67,31 in the "moderate" category. From this result it can be concluded that for the most dominant comprehension level was literal level.

Based on data obtained from interviews, researchers found that some factors that cause students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text were (a) Students' difficulty in understanding the meaning of long sentence in the text (b) Inadequate media by Teacher to teach English and (c). Students' difficulty in comprehending the meaning of Vocabulary.