A. Introduction

As indicated by Hidayat and Nurinayah (2019), there are four abilities in English to be specific tuning in,composing, talking and reading. In accordance with this, Nurdianti et al (2019) states that reading is a type of correspondence utilizing composed language or images (text). It is a two-ways correspondence between a researcher and a reader. In this way, reading is a type of correspondence utilizing images and the ways of imparting among scholars and readers through getting process. Likewise, Aritonang et al states that reading is vital to get data on the planet. It holds in our day to day existence to look through data or information from course books, article or magazines and numerous others which written in English.

Students will get data from different sources that are vital to increment their insight and get something. In reading cognizance, students ought to know about theme, fundamental thought, and supporting subtleties in reading that can cause students to get the text. Students need to distinguish the theme, primary thought furthermore, supporting subtleties. It can help them effectively to get the data in the text.

According to Yusuf & Enesi, (2011) reading is a vital ability for understudies. Without reading the text, understudies can't get work effectively also, effectively in the world. From reading, the understudies learn anything about what they ought to know. Furthermore (Handayani et al., 2018) reading is a functioning and complex cycle that includes getting composed text, creating also, deciphering importance, and utilizing significance as fitting to the sort of text, reason, and circumstance.

Patel (2008 as refered to in Anjuni and Cahyadi 2019) states that reading has been separated into some parts to be specific a). Reading out loud b). Silent readingt c). Broad and Intensive reading. Further developing the students' reading perception needs the reasonable procedure or strategy to make it more dependable and significant for there are as yet numerous issues in learning English language particularly in reading cognizance expertise. The issues might happen for students the people who are absence of vocabularies, the students who can't fathom the text well and the people who can't comprehend the substance of the text all things considered.

As a result of the students' problem in reading comprehension, the teachers must find or design a reading strategy suitable to that problem. Accordingly, the teachers need the fitting and straightforward technique and materials to help the instructing and learning process to make learning "more straightforward, quicker, more charming, more independent, more

successful, and more adaptable to new circumstances. One of the pleasant materials is story text that is involved by the researchers in their review. By designing or finding a suitable reading strategy, the teachers hope that it can solve the problem. But before that, the teachers must know what is the cause or the students' problem in reading comprehension.

One of the reading text to be comprehended in narrartive text. Narartive text according to Rachmawati (2018) is a piece of text which tells a story and, in doing so, it entertains or informs the readers or listeners. The purpose of narrative text is to amuse the readers with certain or various experience in different ways. It has generic structure which consists of orientation, complication, resolution and re-orientation. In line with this, Hyland (2008 as cited in Sumatra, 2017) states that narrative should includes 1) an orientation (where the setting are introduced and a time set for the event, 2) a complication (where the problem arises), and 3) A resolution (where the problem are resolved). While the language features of narrative text are 1) use of words that link stages in time, 2) use of adjectives and adverbs, 3) use of action verbs, and 4) written in the first or third person. In conclusion, narrative text is a text that tells a story to entertain the readers or listeners. It is usually written in past forms. The examples of narrative text include folktales, fairy tales, myths, fables, legends, fantasies, science fiction, and so on.

In order to support this research, the researcher then takes some previous research. The first is Rizqon et al (2021) who conducted a research entitled he Problems Faced by Senior High School Students in Reading Narrative Text. The research aimed to identify what problems the senior high school students faced in reading English texts and how many percent of them faced reading comprehension problems. The design of the study was a survey. The findings of this research reveal that 52% of the students had problems in vocabulary and 43.2% of the students had problems in background knowledge when reading English texts. Therefore, the students need to exercise more on their vocabulary and background knowledge skills by reading more narrative text.

The second researcher is Sapitri et al (2020). The research entitled An analysis of students' difficulties in comprehending narrative text. The objective of this study was to find out students' difficulties faced by the Eight Grade Students at SMP N3 Tanjung Raja in Comprehending English reading text. The method was used descriptive qualitative research. The participants of this study was all of the eighth grade students of SMP Negeri 3 Tanjung Raja. The technique for collecting the data was multiple choice. Based on the result, it was found that the percentage of difficulty in indicator not clearly stated information was 55.90%,

the percentage of difficulty in indicator reference of the text was 59.54%, the percentage of difficulty in indicator find moral value of the text was 64.23%, the percentage of difficulty in indicator find the deducing meaning was 55.27%, the percentage of difficulty in indicator find the specific information was 56.35%, the percentage of difficulty in indicator find the detailed information was 67.05%, and the percentage of difficulty in indicator find the main idea was 54.81%.

The third researcher is Sari et al (2020). The researcher conducted a research entitled students's perception on reading comprehension problems in narrative text. This survey study aimed to know the students' perception on reading comprehension problems of narrative text. The sample participants were randomly selected from the tenth grade students of SMAN 2 Jember in academic year of 2019/2020. Questionnaire adopted from Xiubo & Zhang (2006) was used to collect the students' perception and it was translated into Indonesian. The result showed that the students still experienced some problems in reading narrative text. Based on the result of the questionnaire, the most problematic aspect that hinder the students' reading comprehension was Motivation (65.6%), followed by Strategies (63.7%), Background Knowledge (63.3%), Reading Process (60%) and Language Knowledge (55.4%). The result implied that the teacher should focus on fostering students' motivation by giving intensive course and reading assignment based on the students' interests. In order to see further into the problem faced by the students, future researcher could use direct assessment by using diagnostic test or other measurement.

From the explanation above, it is clear that the students' comprehension in reading text is very important. Reading skill must be possessed by students in order to get the idea from the text they have read. But in order to have those skills, students find some problems. Based on this reason the researcher then decided to conduct research entitled Students' Problems in Reading Narrative Text.

B. Research Method

This research was conducted by using descriptive research. Descriptive research is designed to obtained information concerning the current status of phenomena. It is directed toward determining the nature of a situation as it exists at the time of study. There is no administration or control of a treatment as it found in experimental research. The aim is to describe what exists with respect to variables or conditions in a situation (Dawson:2002).

There are several types of studies that maybe classified as descriptive research. They are case study, surveys, and developmental studies, follow up studies, documentary analyses, trend analysis, and correlation studies. This study later was conducted by using a case study. Case study is sometimes conducted for the purpose of hypothesis by not by using statistic data (Ary et all:2010)

The research was done in SMK Telkom 2 Medan. The researcher chose this school because there had been never the same research conducted in this school. The subjects of this research were taken from the tenth-grade students of SMK Telkom 2 Medan. The duration of the research was adjusted with the schedule of the teaching learning process in that school. There are some instruments that the researcher used in collecting the data. Test was given to the students in order to know the students' achievement in vocabulary. The researcher took the data from interviewing the students in order to know their problems in vocabulary achievement

The data for this study were collected by the following procedure. First the researcher gave a test to the students then interviewed the students. The last the researcher collected the data and analysed the data. The data are analysed based on the research questions.