

ABSTRACT

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This study investigates what story do students comprehend of a text with different narrative discourses and their reasons comprehend of the text the way they do. The findings show that EFL learners comprehend stories based on actors and events without any sequence. In narrative discourse 1, they comprehend "I" as the actor, events (V) are robbed, robbed, stolen, and stealing, and events (N) are robbery and criminal activity. In narrative discourse 2, they comprehend "I" as the actor, events (V) are robbed, robbed, dreaming, and disguised, and events (N) are robbery, criminal activity, dream, and dinner. In narrative discourse 3, they comprehend "He" as the actor, events (V) are robbery, imagination and feeling, and events (N) are robbery, crime, hallucination, and sensation. The reasons EFL learners comprehend the text in the way they do are because students comprehend the story by focusing on keywords in the narrative discourse, students comprehend the story because they have background knowledge or experience in narrative discourse, and students comprehend the story for personal and illogical reasons. This is in line with the theory of Van den Broek et al. (1999) which states that background knowledge influences one's understanding. This study concluded that EFL learners' reading comprehension was strongly influenced by background knowledge and simple strategies such as keyword recognition, in line with the theory that readers' backgrounds play an important role in comprehending texts.

Keywords: EFL learners', comprehend, events, narrative discourses, Background knowledge

