STUDENTS DIFFICULTIES IN READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 1 BAITUSSALAM ACEH BESAR

THESIS

Submitted in Partial Fulfilment of The Requirement for the Degree of
"Sarjana Pendidikan" (S1)

By

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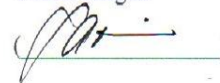**BANDA ACEH**
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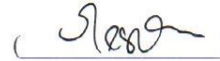Fakults Keguruan Dan Ilmu Pendidikan
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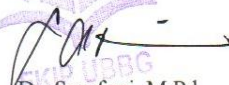
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LEMBAR PERSETUJUAN

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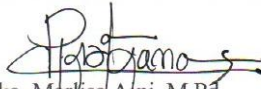
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PENGESAHAN KELULUSAN

Students difficulties in reading comprehension of descriptive text at the first grade of SMA N 1 Baitussalam Aceh Besar telah di pertahankan dalam ujian skripsi oleh Musfiana, 1811060042, program studi Pendidikan Bahasa Inggris, Universitas Bina Bangsa Getsempena, pada 27 Februari 2023

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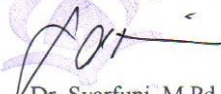NIDN. 0128068203

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Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya tulis orang lain, baik Sebagian maupun seleuruhnya. Pendapat atau temuan yang terdapat dalam skripsi ini dikutip ata dirujuk berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari prodi atau dekan fakultas Universitas Bina Bangsa Getsempena.

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Alhamdulillahirabbil'alamin, all praises to Allah SWT, the single power, the lord of the universe, master of the day judgment. God all mighty, for all blessings and mercies, so the researcher was able to finish the thesis entitled "Students Difficulties in Reading Comprehension of Descriptive Text at the First Grade of SMAN 1 Baitussalam Aceh Besar" Academic Year 2023/2024. Peace be upon to prophet Muhammad SAW, the great leader and good inspiration of world revolution which has brought us from the darkness to the lightness by Islam religion.

This thesis has been prepared to fulfilment one of requirements for obtaining a bachelor of education degree in the Department of English education study program at Bina Bangsa Getsempena University.

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The author realizer all the limitations and shortcomings of the contents and writing of the thesis. Therefore, constructive criticism and suggestions from all parties are still welcome. Hopefully the results of this research can provide benefits and contributions to the development of English lessons in the future. Perfection only belongs to Allah SWT. Critics, May Allah SWT blesses us.

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ABSTRACT

Selfia Maulidar. 2023. **Students Difficulties in Reading Comprehension of Descriptive Text at The First Grade of SMAN 1 Baitussalam Aceh Besar.** A Thesis, English Education Program, Faculty of Teacher Training and Education, Bina Bangsa Getsempena University. Advisor I. Dr. Syarfuni, M.Pd, Advisor II. Regina Rahmi, M.Pd.

The purpose of this research is to identify the students' difficulties factor and types of difficulties faced by students in reading comprehension of descriptive text at SMA Negeri 1 Baitussalam Aceh Besar in the academic year 2023/2024. This research was qualitative research. The research subject is class X MIA 1 academic year 2023/2024. Data collection techniques were interview and questionnaire. There are two English teachers interviewed by the researcher to obtain the data of students' difficulties factors in reading comprehension of descriptive text. In addition, there are 10 statements of questionnaire which aimed to identify the types of students' difficulties in reading comprehension of descriptive text. The result showed that there are some factors of students' difficulties in reading comprehension of descriptive text. They are: language, topic and genre, negative expectation, vocabulary, and reading strategies. Moreover, types of difficulties faced by the students in reading comprehension of descriptive text are understanding longer text (89.99%), finding specific information (69.99%), determining main idea (93.33), understanding reference word (93.33%), and making inference (80%).

Keywords: Student Difficulties, Reading Comprehension, Descriptive Text

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CHAPTER I
INTRODUCTION

In this chapter, the researcher explains some point that related to the theoretical of the study. Those points are background of the study, research problem of the study, research objective of the study, significance of the study, and definition of the study.

1.1 Background of the Study

Reading is one of the four language skills that have to be mastered by the students in the learning process. Fiprinita (2013:1) said that reading is very important and is one of the four language skills that should be mastered by students of all levels. It is well known that reading is one of the most important skills for students in the learning process. According to Das (2019:8), reading is not simply a matter of identifying words; it also involves comprehension, that is, understanding the words in context. It means that understanding the text is most important to comprehending the text. It is not only to understand but also to comprehend and identify words in context and students' problems in the world. Reading still plays a great role, and it is essential as a tool to convey meaning and information through the text.

The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is an important skill and an achievement indicator in reading that should be achieved by the students. If the students find difficulties comprehending the text, it will affect their study. According to Westwood (2011:33), the difficulties for most

poor readers are compounded by the fact that they do not possess, and are not aware of, effective strategies to help them extract meaning. They do not have any mental plan of action to help them find the main points, important details, key concepts, or form conclusions. They just tackle the print head-on. They do not think deeply about what they are reading and do not interact cognitively with the information. This makes any progression above the literal level of understanding difficult to achieve.

Reading is an active process, it involves interpreting passages, not just receiving a message that students cannot understand, but also acquiring information to complete the lesson and the task in the learning process. It is because when the students have good competence in reading English, it will help them obtain and enrich their knowledge. Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties comprehending English and reading text. Many students have difficulty reading. They usually have difficulties understanding the text, and the students cannot comprehend well. Reading without comprehending meaning is an empty act. The meaning of the text depends on how the brain processes the information in the text, and it is supported by his existing knowledge.

SMA Negeri 1 Baitussalam is one of the senior schools in Aceh. This school teaches English lessons to the students, especially reading. This school uses the 2013 Curriculum (K13). Based on the curriculum, the first-grade students of SMA Negeri 1 Baitussalam learn three kinds of genres that include recount text

and descriptive text. One of them is descriptive text. It is supported for students to master reading because reading is an activity to get information about everything in the material during the learning process.

Based on preliminary research at the SMA Negeri 1 Baitussalam, the researcher got the students were too lazy to read the longer text; the students do not understand what the text is about or the information in the text, lack of mastery of English vocabulary which is certainly important for students' reading comprehension. And also, when the researcher interviewed the teacher and got a recapitulation of the score that has been documented, some of the students had low scores ranging from 30 to 70. Based on the KKM from the school, it is 65 for the first-year students of SMA Negeri 1 Baitussalam. The problem above must be solved in order to decrease the students' difficulties in reading descriptive text. Those are the problems that are faced by the students in the learning process.

In addition, the researcher also found some problems faced by the first-grade students at SMA Negeri 1 Baitussalam in understanding English and reading text, especially descriptive text. They are some of the students are not able to identify the main idea of the descriptive text, some of the students are not able to identify specific information in the descriptive text, some of the students are not able to identify inferences from the descriptive text, some of the students are not able to identify references in the descriptive text, and some of the students are not able to identify the meaning of vocabulary in the descriptive text.

Due to the situation above, the researcher is interested in analysing the students' difficulties in reading comprehension and finding out what factors and

types of difficulties the students faced in reading comprehension. Therefore, the researcher intended to do research under the title *"Students' Difficulties in Reading Comprehension of Descriptive Text at The First-Grade of SMA Negeri 1 Baitussalam Aceh Besar."*

1.2 Research Problem

The research problem of this research is what are the factors of difficulties faced by students at SMA Negeri 1 Baitussalam in reading comprehension of descriptive text?

1.3 Research Objective

The research objectives is to find out the factors of difficulties faced by students at SMA Negeri 1 Baitussalam in reading comprehension of descriptive text.

1.4 Significance of the Study

There are two benefits of this research, namely theoretical and practical benefits. The expected results of this both theoretically and practically are:

1. Theoretical Significance

A. Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.

B. Giving the description of the factors and types of causing the students difficulties in comprehending English reading text especially descriptive text at the first grade of SMA Negeri 1 Baitussalam, Aceh Besar.

2. **Practical Significance**

   A. For the researcher

   The result of this research can be used as one of the ways to develop the researcher knowledge and experience.

   B. For the school

   The academic reader will get information and knowledge about English language especially about factors and types that can cause the difficulties in reading comprehension of descriptive text.

   C. For the teacher

   This research result can be use as references and information for the teacher about the factors can cause students' difficulties and help them to find the strategies for lessen their difficulties in reading comprehension English class, so that the teacher can create relax atmosphere to their students to be confidence in reading comprehension, especially reading comprehension of descriptive text.

   D. For the students

   The result of this research can motivate the students to used strategy for lessen their difficult in their reading comprehension especially reading comprehension of descriptive text.

1.5 Definition Key of Term

1.5.1 Students' Difficulty

The difficulty is the state or quality of being hard to do or understand (Hornby, 2001), and the problem is the mistakes that are made by the students in

the teaching and learning process. It occurred because the students were confused or did not know or understand the material that the teacher had explained. The difficulty is that the students struggle to comprehend English reading text in the reading test.

1.5.2 Reading Comprehension

According to Oberholzer (2005), reading difficulty is a problem related to reading and can affect its necessity in the classroom. The researcher uses reading difficulty, which means the difficulties and problems in comprehension of English text in reading test passages that students face.

1.5.3 Descriptive Text

According to Anderson (2013:26), descriptive text is a text that describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

CHAPTER II
LITERATURE REVIEW

This chapter discusses about reading comprehension and some possible difficulties in reading comprehension.

2.1 Difficulties in Reading Comprehension

2.1.1 Students Difficulties

According to Hornby (2001), difficulty is the state or quality of being difficult to do or comprehend. The difficulty comes from the mistakes that students make during the teaching and learning process. It occurs because the students are apprehensive or unsure of the material the teacher has discussed. In this instance, difficulty refers to the students' difficulty reading English texts. During reading, the reader typically discovers the following internal factors that influence students' reading comprehension: difficulties in comprehension of lengthy texts and sentences, difficulties brought on by a lack of prior knowledge, difficulties employing reading strategies, and difficulties concentrating (Fajar: 2009).

1. Difficulty in Understanding Long Sentences

A common problem, the majority of students struggle to comprehend a lengthy sentence with intricate structure. It is supported by a 1999 report by Barfield that found that 20% of academic texts and 12% of graded stories had long sentences that were hard to understand. Therefore, the result of this issue is that students who struggle to comprehend lengthy sentences fail to comprehend the text's central idea.

2. Difficulty in Using Reading Strategies

Students who lack reading strategies frequently struggle to comprehend the text. Students who aren't used to reading strategies like skimming and scanning will be depressed and frustrated because they won't have the tools they need to do well on the reading comprehension test. Students' lack of use of student strategies is one of their characteristics. First, the students read the text word for word, using too much visual information, which slows down their reading speed and makes it harder for them to understand what they are reading. Second, the student paid a lot of attention to the little things, which made them frequently forget the main idea of the text. Thirdly, they simply overestimated the significance of the expense's form. In addition, students who lack effective reading strategies may struggle with the reading comprehension test, as cited by Fajar (2009).

3. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will cause the students to fail to comprehend the text. It can be worse when the students take reading tests. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

2.1.2 Reading comprehension

Reading is very important for our life, because by reading we can enlarge and improve our knowledge. By reading we can get new information, so we get broader knowledge. The purpose of reading is to broaden our horizons about what we do know yet, besides that we can also gain an understanding of web have read. By reading god's commands and prohibitions can be knows. So human are not just created in the word, but they are also n ruled and forbidden. Nunan defines the reading comprehension is the process to get, to understand, and to cats the content of the reading. Its mean that reading comprehension is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text.

The reading comprehension is the process of making meaning from text. So, from the statement reading comprehension is to get the meaning of a word or sentence. Students as readers can decode word and phrase and bring meaning to foreign vocabularies encountered. The reading comprehension is the ability to draw meaning from the printed page and interpret this information appropriately. It means that wen a reader interacts with printed pages, their prior knowledge combines with the visual or information result in his comprehending the message.

Based on the definition above, the researcher concludes that reading comprehension is the ability to understand the meaning of the text of the process to get, to understand, to catch the content and to draw meaning from the printed page and interpret the information appropriately from the text. In conclusion, difficulties in reading comprehension is a certain situation or condition where the students cannot understand the meaning of the text, so the students do not get detailed information from the text.

2.2 Reading Comprehension Strategies

In further developing understanding abilities, the understudies need to work on perusing a great deal, and utilizer specific methodologies. The understudy capacity to appreciate the text relies upon their capacity to utilizer methodology to comprehend what essayist say. It implies that methodology assists the understudies with fathoming the text they read. Those are skimming, scanning, extensive reading and intensive reading.

2.2.1 Skimming

Skimming is a valuable expertise to applied in read. Grellet (1999) expressed that skimming implies look quickly over a text general idea. It implies skimming is utilized to assemble understudy certainty and an agreement that it is feasible to acquire importance without perusing each word in a text. Skimming helps the peruses to get primary thought of the text prior to perusing it cautiously. Understudies can do skimming in more than one way, for example, perusing the title or the other heading and check out the image, perusing the first and the last section of the txt (Islam and Steenburgh, 2009).

2.2.2 Scanning

Scanning implies looking quickly through a text to look for particular snippet of data. Scanning is the capacity to peruse a text rapidly to observe explicit data that is required like a date, a figure, or a name and disregard over all in significant data. For instance, a understudy examine the rundown of name in a phone index to observe a telephone number. Scanning assists the read carefully with finding data rapidly without perusing the entirety text.

2.2.3 Extensive Reading

Extensive reading is readers generally face a more drawn outs text. In perusing, the readers need an all out comprehension of composing. As per Bown (2001), broad perusing is completed to accomplish an overall comprehension of a text. Long furthermore. Extensive reading as happening when the understudies peruse a lot of exorbitant interest material, concentrating of importance, perusing for significance and skirts obscure the words. In the way, the points of broad perusing are to construct the readers' certainty and satisfaction.

2.2.4 Intensive reading

Intensive reading is reading for detail. It typically has a more limited text. A reader normally needs to get some particular data. As indicated by Macleod (2001), serious perusing activities might incorporate taking a gander at primary thoughts versus subtleties, comprehension of what the text infers, making deductions, taking a gender at the request for data and what it means for the message, recognizing words that associate one thought to another and recognizing words that show change from one segment to another.

2.3 Type of Difficulties in Reading Comprehension

The are four aspect of reading comprehension that students should understand well based theory, such as determining main idea, understanding vocabulary, making inference and detail information. Which the students often have difficulty understanding these aspects.

2.3.1 Determining Main Idea

The meaning of the main idea is that a statement that tells the author's point about the topic in the text. A according to Logan (2002) said, that finding main idea in the text is a key to understand a paragraph or short selection. Usually the main idea is located in the first sentence but it can be in the middle or in the last sentence. Therefore, it makes the students difficult to find main idea. It's the cause the students may get confused to see what the main idea of a passage is and where the main idea is located.

2.3.2 Locating References

References is the antecedent of pronouns, antecedents are words or phrases that are referred to by Sharpe (2005) pronouns. In identifying references, students are expected to be able to understand what pronouns are used in the sentence which will be used as pronouns used to indicate people, places of fan situations.

2.3.3 Understanding Vocabulary

The students are expected to understand every word in the text. When reading the students develop their knowledge in reading a text such as by looking for the meaning of new word in the dictionary and guessing the meaning of the context. Students make general prediction about it meaning, by making

predictions from the context, it well help the students understand the meaning of a passage endlessly looking for each new word in the dictionary. In fact, understanding vocabulary becomes one of the obstacles for readers in understanding the material.

2.3.4 Making Inference

Making inference means that the students are expected to be able to understand the next to find conclusions from the statements in the text. The students need to practice combining instructions from the text with their background knowledge to make conclusion from the text. This, mean that the instruction in the text will help the students to build assumptions and draw conclusions from the text being read. So the students are able to answer questions in the text. But in its application, the students have difficulty finding conclusion in the text.

2.3.5 Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check student ability to understand material that is directly stated in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note underline the key word in the question and the scan the passage for that word synonym.

According to Oakhill (2015), a common problem that students lack is the skill to understand or make conclusion from the text. These difficulties include: finding the main idea of the text, making inference from the text, and inferring the

meaning of particular words from the text. The difficulties understanding text can be derived from not knowing meaning of word or concepts, not capturing factual information, not inferring about content, and cannot forming relationship among content presented in the text. Therefore, the students have difficulty understanding and deducing the meaning of word the text.

2.4 Process of Difficulties in Reading Comprehension

The process here means that, how difficulties in understanding reading for students occur. The process of understanding involves how the authors message can be conveyed to students. If the students have difficulty learning to decode and recognize the word, the students will have the difficulty with reading comprehensions. The process of reading is the interaction between a reader and the text.

During the process, the reader experiences numerous mental events as they read. Readers are deciphering the printed text, deciding what is means, how parts relate to one another or to things they already know, anticipating what will come next, and anticipating the purpose for which they should read it. When a reader reads, many different things happen, as explained: for the same reader reading the same text at a different time or for a different purpose, the process appears to be dynamic, variable, and distinct. Understanding the process of reading nature is crucial. However, this is extremely challenging due to the fact that the reading process is typically private, silent, and internal.

The reading process is a psycholinguistic process in which readers do not use all the information on the page, therefore, in order for them to comprehend the

text, they do not need to know every word. Research on second language acquisition has shown that readers can comprehend a text that is beyond their syntactic ability, despite the fact that long sentences with embedded clauses will be more difficult to read. They can still comprehend a passage despite difficulties with grammar and other sources like vocabulary or context clues.

The researcher concludes that difficulties in comprehending reading text are language knowledge, learners background knowledge, motivation, the lack of reading strategies, and reading process. The language skill are that readers cannot comprehend a sentence without understanding the words meaning. And that a passage with a lot of unfamiliar words makes it hard to understand. The student prior knowledge of the world, including cultural knowledge, is referred to as background knowledge. In addition, reading texts is caused by an unfamiliar cultural context and differences between content knowledge of culture and vocabulary knowledge.

That readers motivations can have an impact on how they read. If readers have no interest in the subject matter they are reading about. They could not read. Reading strategies show how readers perceiver or comprehend a task, how they process what they read, and what they do when they have trouble understanding what they are reading. Readers do not utilizer all of the information on the page during the reading process, which is a psycholinguistic process: therefore, in order for them to comprehend the text, they do not need to know every word. The meaning of a passage can still be deduced from other sources, such as vocabulary or context clues, and readers can disregard grammar issues.

2.5 Reading Comprehension at Senior High School

Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. Despite the fact that teaching the reading process is continuously taught within three years at senior high school, this does not imply that the outcome of teaching English in the school was satisfactory. Reading provides students with a number of benefits, including the ability to locate necessary information and the enjoyment of their learning process. It is a vast field in which students can learn about a variety of topics, including health, politics, culture, education, and social issue. Reading can provide all of that information.

In today's senior high schools, teaching reading aims to improve students reading comprehension skills. Students are expected to understand social function, next structure, and expository texts in oral and written form, according to the basic competence 2013 of 17th grade senior high school. However, in actuality, the students' reading comprehension abilities are lower and they do not meet the curriculum's expectations. Additionally, teacher must first identify the challenges students face the reading process and the factors that contribute to this difficulty before they can help students overcome their reading difficulties.

2.6 Factor of Students' Difficulties in Reading Comprehension of Descriptive Text

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text. It means that reading comprehension is the ability to read text, process and understand its meaning. An

individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences. (Grabe & Stoller, 2013) Reading comprehension also can improve vocabulary and writing skill. There are five aspects of reading comprehension which the students should understand in comprehending a text well, such as understanding longer text, determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information (Nuttal, 2021).

These aspects are regarded as difficulties that the students encounter in comprehending the text. In reading, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition and so forth. Descriptive text is one of genre of text should be taught to students of Junior High School especially in eighth graders. Comprehension is an active process and the reader must interact and be engage with the text for it work. Obviously, comprehension is the main goal of reading. According to Cain, quoted by (Wood & Connelly, 2019) say that, reading comprehension is a dynamic and interactive process.

To comprehend the text, the reader needs to identify each word and retrieve its meaning. To make meaningful sentences combining information with syntactic knowledge and integrating the meaning of each sentence to form a state representation of the descriptive text. Comprehension occurs in real-time, and the meaning given to the word or sentence is influenced by the representation of the text that has been shaped so far based on meaning (Wood & Connelly, 2009). According to (Helmina, 2017) when they use a reading strategy, they will be able

to cracks the problems in vocabulary with the specific strategy and it helps their reading comprehension problems. It means that they are event lack of vocabulary and do not have any strategy to solve their reading comprehension problem on the text.

However, reading comprehension is critically dependent on the reader's fluency in identifying printed words, as reflected in the reader's accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression (Richardson, 2010). Fluent reading depends heavily on a great deal of practice in reading, spelling and writing. It also depends on reading and reading material at an appropriate level of difficulty (William,2019).

According to Cain in (Zagoto, 2020), reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. It means that reading comprehension is the ability to read text, process, and comprehend its meaning. An individual ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences. It means that reading comprehension is the ability to read text, process, and understand its meaning. An individual ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences (Prihatini, 2022).

According to Loli and Dilla (2021) reading comprehension is the act of understanding the text in increasing the students' ability in reading the text. In reading skills, the students learn more types of text such as descriptive text,

recount text, narrative text, report text and procedure text (Lolli and Dilla, 2021). Based on the statement above, reading cannot be separated from comprehension. It is because the main purpose of reading is to achieve comprehension. Reading does not only identify every word but also a process of constructing meaning and combining information with knowledge. The nature and skills affect the individual's ability to comprehend the text, including the ability to make conclusions.

2.7 Related Study

There have been many researchers about difficulties in reading comprehension. The first research is **"Reading Comprehension Difficulties Among EFL learners in Higher Learning Institutions"** written by al-Jarrah & Ismail (2017). This research concludes that the reading comprehension difficulties faced by Arab EFL learners in the selection institutions could affect their English language proficiency and academic performance. To find solutions to these difficulties, there is a need for shared efforts of English language teachers, instruction policy makers, public and private bodies responsible for educational policy learning and implementation, and EFL learners.

Another research is by Putriyanti **"Analysis on The Students Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan (2018)"**, the finding of this research is the seconds grade students of SMAS Islam Nur Ihsan get difficulties on language problem in reading comprehension: they are vocabulary, structure, and spelling. Based on the finding above, it is suggested to language learners to be harder in learning reading comprehension especially on

vocabulary, structure, and spelling. And another research is **"Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau" by Satriani (2019)**, based and result analysing data from the research, the researchers found most of students" difficulties in reading comprehension because they have not motivation in reading habit, they read a little or nothing.

Sasmita (2012) researched to find out **"Students' Problems in Comprehending Reading Texts"**. The finding showed that the students' difficulties in understanding English reading texts were related to knowledge of grammar, knowledge of vocabulary, and interest in reading. In addition, research from Sulih Okta Prihatini (2020) **"An Analysis of Students' Difficulties in Reading Comprehension at SMAN 1 Sukodadi Lamongan"**. This study aims to determine the difficulties of SMA N 1 Sukodadi Students in reading comprehension and to find factors that become students' difficulties. This research is descriptive qualitative research, the subjects of this study were students of class X MIPA 5 SMA N 1 Sukodadi who had difficulty reading comprehension.

Next research from Dasrul Hidayat (2018) at SMA N Darussalam Aceh Besar about **"Students' Difficulties in Reading Comprehension at the First Grade in SMA N Darussalam Aceh Besar"**. This study aims to determine the most difficult aspects and examine the factors faced by students. This study used descriptive Quantitative, the researcher used test and questionnaire to collect the data. The finding of this study showed that determining idea was the most difficult

aspect which students faced in reading comprehension while the factors were because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and text, poor of media learning or support from the family, and lack of knowledge about strategies of reading comprehension. The differences between this study, the researcher using quantitative descriptive for collecting data.

The research from Eka Firmanita (2021). The research is about **"Student's Difficulties in Reading Comprehension at Rumbio Jaya"**. Her study aims at finding tests and why they face these difficulties in some indicators such as identifying specific information, finding generic structure, and finding language features were categorized into difficult. Her thesis was a case study at Eighth Grade students at SMPN 1 Rumbio Jaya. The findings of this research showed some indicators such as identifying specific information, finding generic structure, and finding language features were categorized into difficult. There are some factors that affected it; those are complexity in reading text, anxiety in reading, environmental influences, interest and motivation, and decoding or word recognition speed.

The last previous research was conducted by Siti Aminah (2017) **"An Analysis of Students' Difficulties in Reading Comprehension on Narrative Text at the Second Grade of MA Sholatiyah Kepandean Petir, Serangdistrict"**. The purpose of this study was to examine students' difficulties in reading comprehension and to find out what percentage of the difficulties, especially in the narrative text experienced by second grade students at MA

Shatiyah kepandean lightning. This study used quantitative method and data collection techniques using 25 multiple choice question as an instrument that correlated with the level of reading comprehension and student interviews.

CHAPTER III
RESEARCH METHODOLOGY

The chapter discusses the methodology and the procedure which conducted in the research. It was important for the study since it elaborates the appropriate streps of how to answer the research question systematically. The discussion covers six sections, there were: the research design, research subject, location of the research, technique of collecting data, technique of analysing data.

3.1 Research Design

In this study, the researchers used descriptive qualitative research. Qualitative analysis uses words arranged in an expanded text. In other words, qualitative research is a collection, analysis and interpretation of narrative and visual data understanding for gain insight into a particular phenomenon of interest. The aims of qualitative research are broad in scope and are centralized around promoting an in-depth and holistic approach complex understanding of certain phenomena, such as the environment, process, or even belief.

Therefore, in this research descriptive is a researchers conducted with the aim of describing systematic study of facts characteristics of students with difficulty in understanding reading English at SMA Negeri 1 Baitussalam, Aceh Besar. Researcher used a descriptive design in this study, namely focuses on certain phenomena in the school environment about student difficulty in understanding English reading texts.

3.2 Research Subject

The source of the data is the important thing in this research and it is included:

3.2.1 Population

Population is all of the research is the X grade students at SMA Negeri 1 Baitussalam, Aceh Besar in academic year 2023/2024 because based on the preliminary research there is a tendency that they have difficulties in comprehension of the reading text especially descriptive text. The finding of this study showed that determining idea was the most difficult aspect which students faced in reading comprehension while the factors were because of poor vocabulary, poor mastery of grammar, difficult to understand long sentence and text.

3.2.2 Sample

The class X of SMA Negeri 1 Baitussalam Aceh Besar consists of four classes, and the researchers chose one class, namely class X MIA 1. There are 30 students in the classroom, with the detail of 14 male students and 16 female students. The research was chosen this class because this class in English subject has studied about descriptive text.

3.3 Location of the Research

3.3.1 Place of the Research

The research was carried out at SMA Negeri 1 Baitussalam Aceh Besar, Kabupaten Aceh Besar, which is located in the JL, Banda Aceh-Medan KM.22,5,

Lambaroangan, Klieng Cot Aron, Kec, Baitussalam, Kabupaten Aceh Besar. Aceh 23373.

3.3.2 Time of the research

The research is conducted at X grade students of SMA Negeri 1 Baitussalam, Aceh Besar. In the academic year of 2023/2024.

3.4 Research Instrument

In this research, the researcher collected data by interview and questionnaire as the instruments to collect the data.

3.4.1 Interview

According to Ary (2010), interview guideline is one of the most deployed and basic ways to get the qualitative data and it is used to collect the data from the individuals' contention, feeling and their beliefs about a certain issue by their own words. Sukardi (2013) defines an interview as a communication process that involves interaction between a researcher and a responder in order to gather information.

The process of conducting an interview was to ask questions and get answer in-person, verbally, and to gather information that would be valuable for the research. The researcher conducted a throughs interview to elicit the most detailed information possible regarding the student difficulties understanding texts they are reading. The researcher utilised a cell phone to record the data in this stage.

3.4.2 Questionnaire

The written questionnaire is a typically more efficient and practical and allows for the use of a large sample. It is widely employed in education research. Further advantages of the technique are that standard instructions are given to all subject and the personal appearance mood or conduct of the investigator will ace color the results (Ary, 2012:173). There are two kinds of questionnaire; structured questionnaire and unstructured questionnaire. A structured questionnaire contains the question and the alternative answers. Meanwhile unstructured questionnaire does not include suggested answers (Ary, 2012:175).

In this research, the researcher will use structured questionnaire. In the structured questionnaire, the researcher felt easier to analyze the result of questionnaire. There are 10 questionnaire address to the students using Likert Scale; always, agree, often, sometimes, seldom, and never.

3.5 Data Collection

In collecting data, the researcher follows some procedures:

1. The researcher asked for legal permission of SMA Negeri 1 Baitussalam principal and educational stakeholder in Aceh Besar

2. The researcher came to the class and share the questionnaire to the students. Then the students answered the questionnaire.

3. Then, the researcher interviewed two English teachers who teach reading comprehension of descriptive text. This interview gave some information for the researcher about the students' difficulties in reading comprehension of descriptive text. In carrying out the interview process,

the researcher used an interview guide (list of questions) and set the situation by putting a tape recorder between interviewer and interview to record any information.

3.6 Technique of Analysis Data

3.6.1 Data Reduction

It is a method involved with talking, centralized around disentanglements, abstracting and change of hard information is composed notes that are found in the field. Decreasing the information is type investigation that made hone, classify, direct, killed the information and put together the information to get the end and confirmation. It implies the scientist picked the significant information that had been gathered. Then, at the point, scientist arranges the information connected with the hardships looked by understudies and factors causing the understudies challenges in appreciation English perusing text at the X grade of SMA Negeri 1 Baitussalam, Aceh Besar in academic year 2023/2024. The information gets from interview and questionnaire. In this, the specialist made an abstracting the information.

3.6.2 Data Display

Data display means the process to simply the data from of sentence, narrative, or table, data display refers to show data that have been reduced in the form of patterns. It benefits to help researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. In qualitative research, the most frequent form of display data is descriptive text, but the researcher also displays some of data in table. It means that the data is

drawn and explained in the form of words, sentences, paragraphs, and table. The researcher displays the data and the describe it. After describing the data, the researcher makes analysis about the data. The researcher categories the student comprehension of reading text with getting the appropriate percentage from the student com prehension of the reading text.

3.6.3 Drawing Conclusion

Conclusion and verification is the final analytical activity for the qualitative research. It is only part of activity in thought configuration: those conclusions are varied, as long the research take place (Indah, 2017). In this step, the researcher taken a conclusion and verification from the result of observation and interview data. The purpose of this section is to find out what are student difficulties in reading comprehension.

In analyzing the questionnaire, the researcher will use the formula as follow:

P = F/N x 100%

Where:

P = the percentage of the students

F = the number of frequencies of the respondents' classification

N = the number of respondents

(Sugiyono, 2009)

3.7 Triangulation

The researcher will use triangulation in order to ensure the validity of the data in this research. Triangulation is a research technique that involves the use of multiple methods or sources of data to increase the validity and reliability of findings. When triangulated, data from different resources can be combined and analyzed to produce a more accurate and understanding of the phenomenon being studied. Triangulation can be used in both quantitative and qualitative research and can be implemented at any stage of the research process.

3.7.1 Types of Triangulations

There are many types of triangulations in research. They are as follows:

a. Data Triangulation

Data triangulation is the use of multiple sources of data to examine a research question or phenomenon. This can include using a variety of data collection methods, such as surveys, interviews, observations, and document analysis to gain a more comprehensive understanding of the phenomenon. By using multiple sources of data, researches can validate their findings and reduce the use of bias that may occur when using a single method.

b. Methodological Triangulation

Methodological triangulation involves using multiple research methods to investigate research question or phenomenon. This can include both quantitative and qualitative methos, or different types of qualitative methods, such as focus group or interviews. By using multiple methods, researchers can strengthen their findings, as well as gain a more comprehensive understanding of the

phenomenon.

    c. Theoretical Triangulation

Theoretical triangulation involves using multiple theoretical frameworks or perspectives to analyze research finding. This can include applying different theoretical models or approaches to the same data to gain a deeper understanding of the phenomenon. The use of multiple theories can also help to validate findings and identify inconsistencies.

    d. Investigator Triangulation

Investigator triangulation involves using multiple researchers to examine a research question or phenomenon. This can include researchers with different backgrounds, expertise, and perspectives, to reduce the risk of bias and increase the validity of findings. It can also help to validate the findings by having multiple researchers analyze and interpret the data.

    e. Time Triangulation

Time triangulation involves studying the same phenomenon or research question at different time points. This can include longitudinal studies that track changes over time, or retrospective studies that examine the same phenomenon at different points in the past. Time triangulation can help to identify changes or patterns in the phenomenon, as well as validate findings over time.

In this research, the researcher will use the data triangulation. Data triangulation is the use of multiple sources of data to examine a research question or phenomenon. This can include using a variety of data collection methods, such as surveys, interviews, observations, and document analysis to gain a more

comprehensive understanding of the phenomenon. By using multiple sources of data, researches can validate their findings and reduce the use of bias that may occur when using a single method. The data collection methods of this research are interview and questionnaire. Therefore, the researcher will use data triangulation to increase the validity and reliability of findings.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the research finding and the discussion of research based on the data gathered during investigation. It was done by the researcher to find out the student difficulties in reading comprehension English texts.

4.1 Research Demography

1. The school

This research was conducted at SMA Negeri 1 Baitussalam which is location at the JL, Banda Aceh-Medan KM.22,5, Lambaroangan, Klieng Cot Aron, Kec, Baitussalam, Kabupaten Aceh Besar. Aceh 23373, at this time, the school is led by Khairani, S.Pd.

Table 4.1 The Facilities of the School

No	Facilities	Total
1.	Ruang kelas	15
2.	Ruang dewan guru	1
3.	Ruang kepala sekolah	1
4.	Ruang TU	1
5.	Ruang Koperasi	1
6.	Ruang Serba guna	1
7.	Lap Komputer	1
8.	Lab IPA	1

9.	Lap Fisika	1
10.	Mushalla	1
11.	Lapangan Olahraga	1
12.	Pustaka	1
13.	Toilet	2
14.	Ruang UKS	1
15.	Tempat parker	1
16.	Kantin	1
	Total	**31**

Based on the data provided by the administrative officers, this school has 15 classes: 6 classes for first graders, then 5 classes for second graders, and another 4 classes for third graders, this school too has a science laboratory, physics laboratory and computer laboratory and I basketball and volleyball courts.

2. **The School Staff**

   The number of teachers at SMAN 1 Baitussalam is 47 teachers. There are 3 English teachers in the school. The relationship between SMAN 1 Baitussalam teachers is well established. Teachers in SMAN 1 Baitussalam support each other and are supportive. There is a sense of kinship and harmony in mutual cooperation and cooperation.

3. **The students**

   SMA Negeri 1 Baitussalam has approximately 355 students. They are classified into three classes. Class X total 6 classes. Each class consists of

approximately 30/31 students. Class XI consisted of 28/30 students and class XII consisted of 28/30.

4.2 Research Result

In this section, the researcher presented the students' difficulties in reading comprehension of descriptive text based on interview and questionnaire delivered to study subject. In the following, researchers present the result of the research which are divided into two. They are the factors of students' difficulties in reading comprehension of descriptive text. The description of the research result is as follow:

4.2.1 Factors of Students' Difficulties in Reading Comprehension Descriptive Text

This part presents research findings by interviewing two English teachers. This is related to the factors of students' difficulties in reading comprehension descriptive text at SMA Negeri 1 Baitussalam Aceh Besar. After the researcher investigated the factors of students' difficulties in reading comprehension descriptive text, the researcher finally got some data. The factors of students' difficulties faced by students in reading comprehension of descriptive text were classified into five sub variables; language, topics and genre, negative expectation, vocabulary, and reading strategies. The research findings are presented in the following description.

a. Language

Researcher found that language is one of factors of students' difficulties in reading comprehension of descriptive text. It can be seen from the English teachers' respond while interview process as follow:

Teacher 1:

"Yes, most students find it difficult to read in English especially descriptive text, because they are not used to reading English text. They usually love to read novel or story using Bahasa. Therefore, English text is not familiar with them"

Teacher 2:

"Yes, students have difficulty reading in English especially descriptive text because they are confused and don't know how to read in English."

From the result of interview above, it can be seen that language is one of factors of students' difficulties in reading comprehension of descriptive text. It is because the students are not used to reading English text, they usually love to read novel or story in Bahasa. In addition, English text is not familiar with them, therefore, they feel confused when reading English text because they do not how to read it.

b. Topic and Genre

The English teachers stated that the students also have difficulties in determining the topics and genre of descriptive text. It can be seen from the result of interview below:

Teacher 1:

"Yes, most student find difficulties in determining topic and genre of the text. They often do not know what the text telling about and what genre the writer use of the text."

Teacher 2:

"Yes, student have difficulty in determining the topic and genre of the text. When I ask them about the topic and genre of the text, they usually confused because they do not know the meaning of the text, therefore students have difficulty to determine it."

Based on the result of interview above, it can be seen that determining topic and genre of descriptive text is one of the factors of students' difficulty in reading comprehension especially descriptive text. The students do not know and are usually confused when the teacher ask them to determine the topic and genre or descriptive text because they do not know the meaning of the text, therefore students have difficulty to determine it.

c. Negative Expectation

The researcher found that negative expectation is one of the factors of students' difficulties in reading comprehension of descriptive text. It can be seen from the English teachers' respond as follow:

Teacher 1:

"Yes, they often feel like they will not be able to understand the text because it is too difficult, even they complain can't before read the text."

Teacher 2:

"Yes, they often have negative expectation while learning process Wich makes them frustrated and lose motivation in learning about descriptive text."

From the interview result above, it can be assumed that the students often feel negative expectation when comprehending the descriptive text. The students feel like they will not be able to understand the text because it is too difficult to understand. Moreover, the students often feel frustrated and lose motivation in learning about descriptive text, even they complain can't before read the text. Therefore, negative expectation is one of factors of students' difficulties in comprehending descriptive text.

d. **Vocabulary**

The English teacher stated that vocabulary is also one on factors of students' difficulties in comprehending reading descriptive text. It can be seen from the result of interview below:

Teacher 1:

"Yes, when students learn to comprehend descriptive text, they always experience difficulties, such as their vocabulary knowledge is very limited, which makes them confused when comprehending the reading text"

Teacher 2:

"Yes, while studying students have difficulty understanding the text such as they do not used to reading English text, so the English language text is not familiar for them, in addition, their vocabulary knowledge is very low which makes them confused when reading the text."

Based on the result of interview above, it can be concluded that one of factor that make the students are difficult to comprehend English reading of descriptive text because they do not used to reading English text, so the English language text is not familiar for them, in addition, their vocabulary knowledge is very low which makes them confused when reading the text.

e. **Reading Strategies**

The researcher found that most of the students do not know reading strategies which makes them difficult to comprehend the descriptive text. It can be seen from the result of interview with the English teachers below:

Teacher 1:

"Some of them know the strategies of reading comprehension but most of them not know the reading strategies. and students read word by word

within the text, relying too heavily on their visual information, which hampers their reading comprehension, they even do not know scanning, skimming, and other strategies that makes them easier to comprehend the descriptive text"

Teacher 2:

"Some students can master reading strategies, and there are some students who do not master reading strategies, and students who do not possess effective reading strategies may be difficulty to deal with reading comprehension tests such as descriptive text"

From the result above, it can be assumed that reading strategies is one of factors that make the students are difficult to comprehend the descriptive text. The English teacher stated that there are some of the students who are able to master the reading strategies, however most of them even do not know at all. Students read word within the text, relying too heavily on their visual information, they even do not know reading strategy like scanning, skimming, and the other reading strategies so that it makes them difficult to understand descriptive text.

Furthermore, based on the research findings by giving questionnaire to the students, there are some factors of students' difficulties in reading comprehension descriptive text at SMA Negeri 1 Baitussalam Aceh Besar. After the researcher investigated the factors of students' difficulties in reading comprehension descriptive text, the researcher finally got some data. There are some factors of students' difficulties in reading comprehension of descriptive text at the first grade of SMA Negeri 1 Baitussalam Aceh Besar. They are as follows:

a. Understanding longer text

b. Finding specific information

c. Determining main idea

    d. Understanding reference words

    e. Making inference

The data of research findings are presented in the following description:

Table 4.2 Questionnaire result 1

No.	Statement	Responses	Frequency	Percentage
1.	I found that longer text will be more difficult to understand	Always	10	33.33%
		Often	17	56.66%
		Sometimes	3	10%
		Seldom	0	0%
		Never	0	0%

(Source: Nuttal, 2021)

The first statement of the questionnaire is whether the student found difficulties in understanding longer text of descriptive text or not. Based on the result above, it can be seen that the first statement was responded by 33.33% of the students as always, 56.66% responded as often, 10% responded as sometimes, and none of the students responded as seldom and never. It can be concluded that the students are difficult to comprehend longer text of the descriptive text.

Table 4.3 Questionnaire result 2

No.	Statement	Responses	Frequency	Percentage
2.	I found that longer text impacted on difficulty in absorbing information of the descriptive text.	Always	6	20%
		Often	18	60%
		Sometimes	5	16.66%
		Seldom	1	3.33%
		Never	0	0%

(Source: Nuttal, 2021)

The second statement is whether the longer text impacted on difficulty in absorbing information or not. From the result above, 20% of the students responded as always, 60% responded as often, 16.66% as sometimes, only 3.33% responded as seldom, and none of the students responded as never. Based on the students' respond above, it can be assumed that the longer text impacted on the students' difficulty in absorbing information of the descriptive text.

Table 4.4 Questionnaire result 3

No.	Statement	Responses	Frequency	Percentage
3.	I found that longer text impacted on difficulty in finding main idea	Always	7	23.33%
		Often	17	56.66%
		Sometimes	6	20%
		Seldom	0	0%
		Never	0	0%

(Source: Nuttal, 2021)

Next, the third statement was whether the longer text impacted on difficulty in finding main idea of the text or not. There are 23.33% responded as always, 56.66% responded as often, 20% responded as sometimes, and none of the students responded seldom and never. Therefore, the researcher concluded that the longer text impacted on difficulty in finding main idea of the descriptive text.

Table 4.5 Questionnaire result 4

No.	Statement	Responses	Frequency	Percentage
4	I found difficulties in understanding specific topic and unfamiliar genre	Always	8	26.66%
		Often	13	43.33%
		Sometimes	4	13.33%
		Seldom	4	13.33%
		Never	1	3.33%

(Source: Nuttal, 2021)

The fourth statement was whether the students find difficulties in understanding the specific topic and unfamiliar genre of the text or not. Based on the result above, it can be seen that there 26.66% of the students responded as always, 43.33% responded as often, 13.33% responded as sometimes, 13.33 % responded as seldom, and only 3.33% of the students responded never. Therefore, it can be assumed that understanding the specific topic and unfamiliar genre of the text is also one of the students' difficulties in reading comprehension of descriptive text.

Table 4.6 Questionnaire result 5

No.	Statement	Responses	Frequency	Percentage
5.	I found difficulties on what the main idea or where the main idea is located	Always	6	20%
		Often	22	73.33%
		Sometimes	2	6.66%
		Seldom	0	0%
		Never	0	0%

Furthermore, the statement of whether the students face difficulties on what main idea or where the main idea is located was responded 20% of the students as always, 73.33% responded as often, only 6.66% responded as sometimes, and none of the students responded as seldom and never. It can be concluded that the students face difficulties in finding what and where the main idea is located.

Table 4.7 Questionnaire result 6

No.	Statement	Responses	Frequency	Percentage
6.	I found difficulties to find out the conclusion of the text because the meaning of the text is not available	Always Often Sometimes Seldom Never	8 4 4 13 1	26.66% 13.33% 13.33% 43.33% 3.33%

Next, the sixth statement is whether the students face difficulties to find out the conclusion of the text because the meaning of the text is not available was responded 26.66% of the students as always, 13.33% responded as often, 13.33% responded as sometimes, 43.33% responded as seldom and 3.33% of the students responded as never. It can be concluded that most of the students do not face difficulties to find out the conclusion of the text because the meaning of the text is not available.

Table 4.8 Questionnaire result 7

No.	Statement	Responses	Frequency	Percentage
7.	I found difficulties to find out word reference of the text	Always	6	20%
		Often	22	73.33%
		Sometimes	2	6.66%
		Seldom	0	0%
		Never	0	0%

(Source: Nuttal, 2021)

Furthermore, the statement of whether the students found difficulties to find out word reference of the text was responded 20% of the students as always, 73.33% responded as often, only 6.66% responded as sometimes, and none of the students responded as seldom and never. It can be concluded that the students face difficulties to find out word reference of the text.

Table 4.9 Questionnaire result 8

No.	Statement	Responses	Frequency	Percentage
8.	I found difficulties in finding inference of the text	Always	6	20%
		Often	18	60%
		Sometimes	6	20%
		Seldom	0	0%
		Never	0	0%

(Source: Nuttal, 2021)

Next, for the statement of whether the students find difficulties in finding inference of the text or not. Based on the result above, it can be seen that there 20% of the students responded as always, 60% responded as often, 20%

responded as sometimes, and none of the students responded seldom and never. Therefore, it can be assumed that finding inference of the text is also one of the students' difficulties in reading comprehension of descriptive text.

Table 4.10 Questionnaire result 9

No.	Statement	Responses	Frequency	Percentage
9.	I found difficulties to find the relationship among the text	Always	0	0%
		Often	6	20%
		Sometimes	3	6.66%
		Seldom	10	33.33%
		Never	11	36.66%

(Source: Nuttal, 2021)

Next, the sixth statement is whether the students face difficulties to find the relationship among the text or not was responded 0% of the students as always, 20% responded as often, 6.66% responded as sometimes, 33.33% responded as seldom and 36.66% of the students responded as never. It can be concluded that most of the students do not face difficulties to find out the relationship among the text.

Table 4.11 Questionnaire result 10

No.	Statement	Responses	Frequency	Percentage
10.	I found difficulties in finding key idea of the text	Always	2	6.66%
		Often	4	13.33%
		Sometimes	4	13.33%
		Seldom	6	20%
		Never	14	46.66%

The last statement is whether the students face difficulties in finding key idea of the text or not was responded 6.66% of the students as always, 13.33% responded as often, 13.33% responded as sometimes, 20% responded as seldom and 46.66% of the students responded as never. Therefore, it can be concluded that most of the students do not face difficulties in finding key idea of the text.

4.2.2 Data Tabulation of Research

The data tabulation of the questionnaire can be seen in the following table:

The Frequency of Statements	Factor of Students' Difficulties in Reading Comprehension of Descriptive Text					Total
	Responses					
	Always	Often	Sometimes	Seldom	Never	
1.	10	17	3	0	0	30
2.	6	18	5	1	0	30
3.	7	17	6	0	0	30
4.	8	13	4	4	1	30
5.	6	22	2	0	0	30
6.	8	4	4	13	1	30
7.	6	22	2	0	0	30
8.	6	18	6	0	0	30
9.	0	6	3	10	11	30
10.	2	4	4	6	14	30

4.3 Discussion

In this research, researcher discussed research finding which included the factors that causes theses students difficulties in understanding reading comprehension of descriptive text.

4.3.1 Factor of Students' Difficulties in Reading Comprehension of Descriptive Text at the First Grade of SMA Negeri 1 Baitussalam Aceh Besar

Based on the result finding, the factor difficulties faced by the students in reading comprehension descriptive text are: in language. It is because the students are not used to reading English text, they usually love to read novel or story in Bahasa. In addition, English text is not familiar with them, therefore, they feel confused when reading English text because they do not how to read it.

Furthermore, in topic and genre, sometimes students difficult in determining specific topic which impact on understanding difficulties, and often students difficult in unfamiliar genre effect on understanding difficulties. The teaching of receptive skills sometimes doesn't go the way we want it to be due to inappropriate topics, or unfamiliar genres that they encounter and are not interested in learning about.

In addition, in comprehension task, sometimes students difficult in finding key idea is challenging and sometimes students difficult in the order of paragraph is not always obvious. However, the students often difficult in finding main idea especially reading text written on their level and often students difficult and confused what the main idea or where the main idea is located.

Moreover, students often find it difficult to find out the conclusion of a text because the meaning of the text is not available. When the teacher gives an assignment and chooses a comprehension task to do, sometimes this type of task is less helpful for students in understanding their skills. It's more likely to be a

testicle. Through testing, there will be no right way to achieve student improvement.

In negative expectation, often students are difficult in before reading text, student know they will not be able to understand the text, sometimes students difficult in students are frustrated and lose motivation. Students Before reading the text, they already had negative expectations. They feel they will not understand because it is too difficult. Students are frustrated and lose motivation. Furthermore, students who lack reading strategies often have difficulty understanding the text. Students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack the tools necessary to succeed in reading comprehension tests.

Furthermore, in vocabulary, sometimes students' difficult inadequate knowledge of the language which is the cause of lack in understanding, sometimes students have difficult in vocabulary are also one of the obstacles for the students to get the meaning of text. And lack of English vocabulary as well as student vocabulary is still low. they do not used to reading English text, so the English language text is not familiar for them, in addition, their vocabulary knowledge is very low which makes them confused when reading the text.

It is known that reading with limited vocabulary is challenging which makes students do not understand completely what text is about (Faudah,2018). Inadequate language knowledge could be the cause of a lack of understanding. This suggests that reading comprehension and vocabulary knowledge have a strong relationship.

Moreover, In reading strategies, sometimes students difficult in lack of reading strategies often feel difficulties in understanding the text, sometimes students difficult in students who are not familiar with reading strategies will feel down and frustrated, sometimes students difficult in the students who read word by word within the text greatly impedes their reading speed and hampers their reading, and often students difficult the students spent a lot attention on detail with the result they often miss the main idea of the text.

There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test.

In addition, there are several factors of students' difficulties in reading comprehension of descriptive text based on the data of questionnaire. Firstly, the researcher found that there are (89%) the students who are difficulties in understand longer texts. students often faced the difficulties that longer text will be more difficult to understand than shorter text. In addition, the students often find difficulties in longer text impacted on difficulty in absorbing information and longer text impact on difficulties in finding main idea.

The students also often find difficulties in capturing the factual information effect on understanding difficulties. However, the students seldom find difficulties in unable to conclude the text effect on understanding difficulties, and sometimes students difficult in finding the relationship among the text impact on understanding difficulties.

A common problem, the majority of students struggle to comprehend a lengthy sentence with intricate structure. It is supported by a (1999) report by Barfield that found that 20% of academic texts and 12% of graded stories had long sentences that were hard to understand. Therefore, the result of this issue is that students who struggle to comprehend lengthy sentences fail to comprehend the text's central idea.

Secondly, there are (79.99%) the students who are difficulties in determining main idea has crucial role in reading, the more students know it, the easier it is to read a text. (Faudah, 2018) Finding the key idea can be challenging at times, as the main idea is frequently confused with the topic or with specific aspects that may be highlighted in the reading passage. Furthermore, some texts are poorly written, while others are too difficult. According to (V. J. Caiozzo, 2019), students should be aware that the order of a paragraph is not always obvious.

Moreover, students are difficult to determine the main idea. This is particularly true when the material they are reading is written on their instructional grade level. This is because the main idea is a complex task requiring the ability to make multiple classifications and higher-level inferences. The

students may get confused to see what the main idea of a passage is, and where the main idea is located (Ekorini, 2020).

The third, there are (80%) the students who are difficulties in finding specific information. This question was designed to assess a student's ability to comprehend material that was mentioned explicitly in the text. The following are some examples of detail questions.: "According to the text, who was ….?", "All of the following are the true except.", "A person, date, or place is," As result, students should be exposed to more portions of the paragraph so that they can cease distinguishing which ones are important points and which are detailed details (Ad et al., 2014).

The fourth, there are (93.33%) the students who are difficulties in understanding reference words. If students intend to comprehend reading materials successfully, it is crucial to identify the cohesive relationship between sentences like the recognition of words and phrases that refer to the same idea. Understanding reference words is one of the most important reading skills required by college or university students in order for them to fully comprehend academic reading texts. Without this skill, it will be difficult for students to gain knowledge through reading at the university.

The last, there are (80%) the students who are difficulties in making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. In order to make conclusions, students must practice combining cues from the text with their prior knowledge. It means that the text's clues will assist pupils in making assumptions and drawing conclusions. In order

for them to be able to respond to the questions. These inquiries are frequently phrased in one of the following ways: "Based on the text, we can conclude that.", "It can be inferred from the passage…", "what the meaning of the statement above?". Due to the meaning of the statement is not mentioned on the text, it can be difficult for pupils to determine the text's conclusion.

Therefore, students must have a sufficient vocabulary to comprehend material. EFL students who developed a habit of dislike for the foreign language tend to have many difficulties in understanding reading materials related to the language (Hamzah, 2018). In other side, the problem might come up from the grammatical side of a word which is related to vocabulary. The different grammatical form of a word known as inflections was one of causes of students' difficulties in learning vocabulary. have difficulties in pronouncing the words, how to write and spell, how to use in grammatical pattern correctly.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

After analysing the result of the students' difficulties in reading comprehension of descriptive text and the factors of causing the students difficulties in comprehending English reading text at the students X MIA 1 of SMA N 1 Baitussalam, the researcher draws the conclusion based on the result analysing the data, the researcher also proposed some suggestion.

5.1 Conclusions

In the previous chapter the researcher stated that the purpose of this study was to find out the difficulties faced by students of class X MIA 1 in reading comprehension. Based on the research finding, it can be concluded that there are some factors of students' difficulties in reading comprehension of descriptive text based on the research finding of questionnaire, they are as follow: understanding longer text at (89.99%), determining main idea at (93.33%), finding specific information at (69.99%), understanding reference words at (93.33%), and the last making inference at (80%).

Moreover, there are some factors of students' difficulties in reading comprehension of descriptive text based on the research finding of interview. They are as follow:

  a. Language

In language, it is because the students are not used to reading English text, they usually love to read novel or story in Bahasa. In addition, English text is not familiar with them, therefore, they feel confused when reading English text

because they do not how to read it. the students also often find difficulties in capturing the factual information effect on understanding difficulties.

b. Topic and Genre

Sometimes students difficult in determining specific topic which impact on understanding difficulties, and often students difficult in unfamiliar genre effect on understanding difficulties. The teaching of receptive skills sometimes doesn't go the way we want it to be due to inappropriate topics, or unfamiliar genres that they encounter and are not interested in learning about.

c. Negative expectation

In negative expectation, often students difficult in before reading text, student know they will not be able to understand the text, sometimes students difficult in students are frustrated and lose motivation. Students before reading the text, they already have negative expectations. They feel they will not understand because it is too difficult. Students are frustrated and lose motivation.

d. Vocabulary

In vocabulary, sometimes students difficult in adequate language knowledge is the cause of lack in understanding, sometimes students difficult in vocabulary are also one of the obstacles for the students to get the meaning of text. And lack of English vocabulary as well as student vocabulary is still low.

e. Reading strategies

In reading strategies, sometimes students difficult in lack of reading strategies often feel difficulties in understanding the text, sometimes students difficult in students who are not familiar with reading strategies will feel down

and frustrated, sometimes students difficult in the students who read word by word within the text greatly impedes their reading speed and hampers their reading, and often students difficult the students spent a lot attention on detail with the result they often miss the main idea of the text.

5.2 Suggestion

From the result of research, there are some suggestions that will be useful for the future as bellows:

a. To the students

The students are expected to learn more and should be able to understand reading descriptive texts in the practice of learning English. Students also need to improve their reading component and vocabulary knowledge.

b. To the Teacher

It is suggested that the English teachers should use some different media to attract the students' attention in learning English especially in teaching reading descriptive text in order to stimulate the students to be active in the classroom while the teaching and learning process.

c. To other researchers

This research is a result of analysis about the students' difficulties in reading comprehension of descriptive text, therefore this research hoped to give a contribution especially for future researchers who will be English teachers in the future that have obligation to create the best media, method, and strategy for the students. Therefore, the researcher hope that this research can be a reference to

create and apply the best media, strategies or methods to overcome students'
difficulties in reading especially descriptive text.

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APPENDIX 1
INTERVIEWRESULT

No.	Questions	Respond	Respond
		Teacher 1	**Teacher 2**
1.	Do students like to read English texts?	No, most students don't like reading in English, but it can be counted there are also some who like to read.	No, because students are not happy to read in English
2.	Is reading English text especially descriptive text difficult for students?	Yes, most students find it difficult to read in English especially descriptive text, because they are not used to reading English.	Yes, students have difficulty reading in English especially descriptive text because they are confused and don't know how to read in English.
3.	Do students find difficulties in determining topic and genre of the descriptive text?	Yes, most student find difficulties in determining topic and genre of the text. They often do not know what the text telling about and what genre the writer use of the text.	Yes, student have difficulty in determining the topic and genre of the text. When I ask them about the topic and genre of the text, they usually confused because they do not know the meaning of the text, therefore students have difficulty to determine it.

4.	What factors of students' difficulties in reading comprehension of descriptive text?	When students learn to comprehend descriptive text, they always experience difficulties, such as their vocabulary knowledge is very limited, which makes them confused when comprehending the reading text, most of them do not know reading strategies, they also do not used to reading English text, therefore, they are difficult to comprehend the descriptive text.	While studying students have difficulty understanding the text such as they do not used to reading English text, so the English language text is not familiar for them, in addition, their vocabulary knowledge is very low which makes them confused when reading the text. Furthermore, they also do not know how to identify topic and genre of the text.
5.	Do students know/master the strategies in reading comprehension?	Some of them know the strategies of reading comprehension but most of them not know the reading strategies, relying too heavily on their visual information, which hampers their reading comprehension. They even do not know scanning, skimming, and other strategies that makes them easier to comprehend the descriptive text.	Some students can master reading strategies, and there are some students who do not master reading strategies, and students who do not possess effective reading strategies may be difficulty to deal with reading comprehension tests such as descriptive text.

6.	Do students often find difficult words?	Yes, students often find difficult words, because they don't know vocabulary, so it makes them confused when studying.	Yes, when studying students often find difficult words that make them confused.
7.	Do students have negative expectation while learning process of descriptive text?	Yes, they often feel like they will not be able to understand the text because it is too difficult, even they complain can't before read the text.	Yes, they often have negative expectation while learning process which makes them frustrated and lose motivation in learning about descriptive text.
8.	What kind of difficulties component of students in reading comprehension of descriptive text?	There are some difficulties components of students in reading comprehension of descriptive text such as students do not know the topic of the text, hard to find main idea of the passage, and hard to find word reference of the passage.	Students do not know topic of the text, hard to find the main idea, do not know the location information of the text, and hard to find inference of the passage.

1.	Apakah siswa suka membaca teks Bahasa Inggris?	**Guru 1:**	**Guru 2:**
		Emmmm kebanyakan siswa tidak suka membaca teks Bahasa Inggris, ada juga beberapa siswa yang suka membaca.	Emmmm tidak, karena siswa ini saya perhatikan tidak senang membaca teks berbahasa Inggris.
2.	Apakah membaca teks Bahasa Inggris terutama teks descriptive terasa sulit bagi siswa?	Iya benar. Kebanyakan siswa merasa kesulitan untuk membaca teks Bahasa Inggris terutama teks descriptive, karena mereka tidak terbiasa untuk membaca teks berbahasa Inggris	Betul, Kebanyakan siswa merasa kesulitan untuk membaca teks Bahasa Inggris terutama teks descriptive karena mereka bingung dan tidak tahu bagaimana cara membaca teks berbahasa Inggris tersebut.
3.	Apakah siswa merasa kesulitan dalam menentukan topik dan genre dari teks deskriptif?	Iya, benar sekali. Jadi siswa yang saya ajari itu sulit menentukan topik dan genre dari teks. Mereka sering sekali tidak tahu dan bingung terkait apa yang disampaikan oleh penulis dalam teks tersebut dan genre apa yang digunakan oleh penulis dalam teks tersebut.	Iya, betul. Jadi siswa yang saya ajari itu sulit menentukan topik dan genre dari teks. Ketika saya tanya kepada mereka terkait topik dan genre dari teks tersebut, mereka biasanya bingung karena mereka tidak tahu arti dari teks tersebut sehingga siswa kesulitan dalam menentukannya

| 4. | Apakah factor-faktor yang yang membuat siswa merasa kesulitan untuk memahami teks deskriptif? | Emmmm, jadi ketika siswa yang saya ajari itu saya perintahkan untuk memahami isi teks deskriptif, mereka selalu merasa kesulitan, seperti kosa kata mereka yang masih sangat terbatas, yang membuat mereka bingung bagaimana cara memahami teksnya, kemudian kebanyakan dari mereka belum tau bagaimana strategi membaca, dan mereka juga tidak terbiasa membaca teks bahasa Inggris. Sehingga sulit sekali bagi mereka untuk memahami teks berbahasa Inggris terutama teks deskriptif. | Iya, jadi ada beberapa factor yang menyebabkan siswa mengalami kesulitan dalam memahami teks bahasa Inggris terutama deskriptif teks. Pertama, mereka tidak terbiasa membca teks berbahasa Inggris, mereka tidak familiar dengan teks berbahsa Inggris. Kemudian, kosa kata yang mereka tahu itu masih sangat sedikit, sehingga sulit bagi mereka untuk memahami teks bahasa Inggris terutama teks deskriptif. |
| 5. | Apakah siswa tahu bagaimana strategi dalam memahami teks bahasa Inggris? | Beberapa diantara mereka ada yang tahu strategi dalam membaca, tapi kebanyakan dari mereka belum tahu strateginya. terlalu mengandalkan informasi visual mereka, yang menghambat pemahaman bacaan mereka. Bahkan mereka tidak tau apa itu | Beberapa siswa dapat menguasai strategi membaca, dan ada beberapa siswa yang tidak menguasai strategi membaca, dan siswa yang tidak memiliki strategi membaca yang efektif mungkin akan kesulitan menghadapi |

		skaning, skiming, dan strategi-strategi lainnya yang membuat mereka bisa memahami teks dengan lebih mudah.	tes pemahaman bacaan seperti teks deskriptif.
6.	Apakah siswa sering menemukan kata-kata yang susah dimengerti dalam teks?	Iya, mereka sering sekali menemukan kata-kata yang susah dipahami, karena mereka tidak tahu kosa katanya, maka hal tersebut membuat mereka bingung pada saat proses pembelajaran.	Iya, ketika proses pembelajaran siswa sering menemukan kata-kata yang sulit dipahami yang membuat mereka merasa bingung dalam proses pembelajaran.
7.	Apakah peserta didik memiliki ekspektasi negative dalam proses pembelajaran teks deskriptif?	Iya, benar. Mereka sering sekali merasa bahwa mereka tidak akan mampu mengerti pelajaran tersebut karena terlalu sulit, bahkan mereka mengeluh tidak bisa sebelum membaca teks.	Iya, mereka sering sekali memiliki ekspektasi yang negative pada saat pada saat proses pembelajaran yang akhirnya membuat mereka frustasi dan hilang harapan dalam belajar teks deskriptif.
8.	Kesulitan apa saja yang dihadapi oleh siswa dalam memahami teks deskriptif?	Ada beberapa macam kesulitan yang dihadapi oleh siswa yaitu mereka tidak tahu topik dari teks deskriptif, kemudian sulit bagi mereka untuk menemukan ide pokok dari teks, dan sulit untuk	Ada beberapa kesulitan. Mereka tidak tahu topik dari teks tersebut, kemudian sulit untuk menemukan ide pokok, tidak tau lokasi informasi dari teks, dan sulit bagi mereka untuk

		menemukan referensi kata dari teks tersebut.	menemukan kesimpulan dari teks deskriptif tersebut.

APPENDIX 2
QUESTIONNAIRE

1. I found that longer text will be more difficult to understand
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

2. I found that longer text impacted on difficulty in absorbing information
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

3. I found that longer text impacted on difficulty in finding main idea
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

4. I found difficulties in understanding specific topic and unfamiliar genre
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

5. I found difficulties on what the main idea or where the main idea is located
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

6. I found difficulties to find out the conclusion of the text because the meaning of the text is not available
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

7. I found difficulties to find out word reference of the text
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

8. I found difficulties in finding inference of the text
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

9. I found difficulties to find the relationship among the text
   a. Always
   b. Often
   c. Sometimes
   d. Seldom
   e. Never

10. I found difficulties in finding key idea of the text
    a. Always
    b. Often
    c. Sometimes
    d. Seldom
    e. Never

APPENDIX 3

TEACHER CURRICULUM VITAE

PERSONAL DETAIL

Name	: Muharni, SS
NIP	: 198004242005052002
NUPTK	: 2756758659300132
Certification Status	: Certified with code: 157
Certification Number	: 1011215700643
Place/Date of Birth	: Kutapanjang, 24th April 1980
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Email Address	: muharni29@gmail.com
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Gender	: Female
Marital Status	: Married
Height / Weight	: 172 cm / 75 kg
Health Status	: Healthy
Nationality	: Indonesia

EDUCATIONAL DETAILS

        ELEMENTARY : **MIN Jangka 01**-Bireuen District-Aceh, from1986 to 1991

        JUNIOR HIGH : **MTSN Jangka 01**-Bireuen Distric-Aceht , from 1991 to 1994

        SENIOR HIGH : **MAN Matang GLP Dua**-Bireuen District-Aceh, from 1994 to 1997

        Bachelor Degree (S-1) : **UISU (Universitas Islam Sumatera Utara)** Jln, Sisingamangaraja Medan.

        # Faculty / Program : EDUCATION DEPARTMENT / ENGLISH

        # CONCENTRATION : English Education and Training

        # Language Instruction: English

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- Subdistrict : Baitussalam
- Regency : Aceh Besar
- Province : Aceh
c. Phone : -
d. Email : -

        Thank You,

        Muharni, SS
        NIP. 198004242005052002

APPENDIX 4
DOCUMENTATION

AUTOBIOGRAPHY

Selfia maulidar, was born on July 7th , 2000 in Teumareum, Lamno, Aceh Jaya. Her father, Marzuki Us is a farmer and her mother Roslinawati is a housewife. She is the third of five children. She started her studies at MIN 11 Aceh Jaya in 2006. When she graduated from elementary school in 2012, she continued her study at MTsN Lamno, Aceh Jaya. In 2015 she continued her study at SMA N 1 Jaya, Lamno. Then, in 2018 she continued her first degree (SI) at Universutas Bina Bangsa Getsempena Banda Aceh, particulary at English Education Department and she finished the recruitment for the dergee of sarjana pendidikan (SI) in 2023.