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THE ANALYSIS OF STUDENTS' DIFFICULTIES IN READING DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMP MUHAMMADIYAH PAGARALAM

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ABSTRACT This study aims to analyze the difficulties of students in reading descriptive texts in class VIII SMP Muhammadiyah Pagaralam. This study used a qualitative descriptive method to analyze the data. The population of this study were students of class VIII SMP Muhammadiyah Pagaralam, and the sample was taken by purposive sampling technique. The data of this research is the students' difficulties in reading descriptive text. Data were collected using interviews and questionnaires. To find out the results of the data that has been given to students, the author uses the percentage formula. The results showed that the difficulties in reading descriptive text was low. It can be seen from the data, they still have difficulties in reading descriptive texts. Regarding the results, the writer suggests that students practice their reading skills specifically in descriptive texts. If they practice more, they will have good reading skills. To the English teacher, the writer suggests giving more explanations and exercises for students related to descriptive texts. Then for other researchers, the writer suggests studying students' difficulties in reading descriptive texts.

Keywords: *Reading, analysis; difficulties: descriptive qualitative*

i. INTRODUCTION

Comprehending a text may be difficult for some students. They may get bored when reading texts. Sometimes we have difficulties knowing what the author was saying based on the text that has been read. This is due to several problems such as lack of interest in reading, lack of vocabulary, and heard comprehend of the text. According to Grabe & Stoller (2011) reading difficulties arise as a result of the inefficient operation of lower-level and higher-level

comprehension processes. This makes students have difficulties in reading. This also makes them feel uninterested in the learning activity.

In addition a research by Oberholzer (2005) showed that reading difficulties can have an increasingly negative effect on students' schoolwork and higher education as reading requirements become larger and wider. Difficulties in understanding reading texts must be known and resolved by students and teachers because understanding reading texts is an important skill and indicator in reading that must be achieved by students. If students have difficulties in understanding the text, it will affect their learning result. Supriono et al (1991) make it clear that the condition where the students in reading descriptive text well arise from internal factor health. The internal factors are psychological aspect is influenced by students intelligences its vocabulary, pronunciation and acquiring, talent, interest, motivation and mental. Regarding the difficulties in reading the text, students have difficulties in reading the text so that they do not understand the reading text.

Based on the interview with some English teachers is class VIII SMP Muhammadiyah Pagaram, there are several problems faced by students in reading text difficulties. This problem is caused by several factors. First, students are not fluent in reading because they do not read well and make them not interested in reading. Second, limited vocabulary, students have difficulties comprehending what they are reading. Third, lack of vocabulary, it makes them have difficulties in finding the meaning of the words and the sentences. They also faced difficulties to understanding the content of the texts.

The problem of this study was formulated as "What are the student difficulties in reading descriptive text at the eighth graders of SMP Muhammadiyah Pagaram". The objectives of this study was to find out the students' difficulties in reading descriptive text at the eighth graders of SMP Muhammadiyah Pagaram. The writer would limit and focus the research problem of students' difficulties in reading descriptive texts at the eighth graders of SMP Muhammadiyah Pagaram

II. METHOD OF THE RESEARCH

The research is a qualitative descriptive that employs a descriptive method. The data is collected and analyzed based on their context setting. Qualitative has a purpose to understand something that is common from the social reality of perspective participant. That is supported by (Frankel & Wallen, 2012) that the study investigates the quality of relationship, activities, situation, or material is frequently refer to as qualitative research. This research also focused on descriptive qualitative method. Descriptive method has not purpose to test and certain hypothesis

but describe some variable and condition naturally (Arikunto, 1998, p. 234). Thus, descriptive qualitative method in this research has purpose to describe about students' problem difficulties in reading descriptive text.

Population is a set of all element subject in the research. If someone want to examine all the element that exist in the area of research, the research is the study population Arikunto (2010, p. 173) the writer takes the eighth of SMP Muhammadiyah Pagaram as the pupulation of this research, which consist of 378 students coming from eleven classes the eighth grade of SMP Muhammadiyah Pagaram as swowing in the following table :

Table 1. The population of research

NO	Class	Male	Famale	Total
1.	VIII.1	22	13	35
2.	VIII.2	21	14	35
3.	VIII.3	22	13	35
4.	VIII.4	16	19	35
5.	VIII.5	16	19	35
6.	VIII.6	22	13	35
7.	VIII.7	17	18	35
8.	VIII.8	21	13	34
9.	VIII.9	23	12	35
10.	VIII.10	20	15	35
11.	VIII.11	21	14	35
Total Population			378	

Source: (SMP MuhammadiyahPagaram)

The sample of study would used purposive sampling, According to Fraenkel and Wallen (2009, p. 99). "Purposive sampling is a researchers do not simply study whoever is available but rather use their judgment to selected a sample that they believe".Based on prior information,

would provide the data they need, out of eighth class of SMP Muhammadiyah Pagaram. There is VIII.6 consist of 35 students, because there are 35 students in this class of which in class VIII.1 22 male students and 13 female students.

Table II. The sample of research

No	Class	Sample	Male	Female
1.	VIII.4	35	16	19

Instruments that used in collecting the data of this study are interview and questionnaire. Latief (2015) stated that interview was a data gathering instrument that involves direct verbal interaction between individuals. Interview was the process or the steps to gain the useful 31 information for the research was being performed in the way of question and answer directly face to face, talk directly or orally. Interview performed by the researcher was the deep interview to discover the deepest information concerning of the student's of difficulties in reading descriptive text Riduwan (2009, p. 52) states that the qoustionnaire is a list of question to others willing to respondent accordance with the request user. The type of instrument that would choose was a checklist. Checklist was a list of subjects and aspects to be observed Riduwan, (2009, p. 54-55). Checklist to ensure that the writer recorded each incident is considered to be important no matter how small. Various aspects of behavior that is usually included in the checklist so that the observer can just give a check (✓). The writer wanted to use checklist as the instrument to get the data because the checklist could be spread to many respondent at the sometime. In this study, the writer distributed the checklist to the students' at SMP Muhammadiyah Pagaram. The checklist consists of some 15 questions that have to answer.

III. RESULT AND DISSCUSSION

Based on the data obtained from interviews with English teachers the Eighth (VIII) grade of SMP Muhammadiyah Pagaram, it was found that there were some students who had difficulty in reading the descriptive texts.

Table III

The Interview Result of the Analysis of Students Difficulties in Reading Descriptive text

No	Question	Responds	
		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 difficult for students?	Yes, most students find it difficult to read in English, because they are not used to reading English.	Yes, students have difficulty reading in English because they are confused and don't know how to read in English
3.	Do students often have difficulty comprehending the text?	Yes, students often have difficulties comprehending reading while studying.	yes they often have difficulty while learning to comprehend the text
4.	What kind of difficulties do students experience when they are comprehending the text?	When students learn to comprehend reading text, they always experience difficulties, such as their stiff pronunciation, which makes them less fluent in reading. then, students' vocabulary knowledge is very limited, which makes them confused when comprehending the text reading.	while studying students have difficulty understanding the text such as their pronunciation is still confused, vocabulary knowledge is very low.
5.	Do students know/master the techniques in reading comprehension?	some of them know the techniques of reading comprehending techniques but there are also some who do not know the techniques of reading techniques.	some students can master reading techniques, and there are some students who do not master reading techniques.
6.	Do students often find difficult words?	Yes, students often find difficult words, because they don't know vocabulary, so it	Yes, when studying students often find difficult words that make

		makes them confused when studying.	them confused
7.	Do students have difficulties in retelling the contents of the reading?	Yes, they have difficulties in retelling the contents of the reading, but there are students who have no difficulties in retelling the contents of the reading.	Yes, some students often have difficulty when asked to retell the contents of the reading
8.	What types of texts do students learn in grade eighth?	type of descriptive text, recount text and narrative text	types such as narrative text, descriptive text, recount text
9.	Do students often have difficulties understanding the descriptive text?	Yes, because students have difficulties comprehending descriptive text reading.	Yes, students often have difficulty reading descriptive text
10.	What difficulties do students experience in comprehending the text?	Some of difficulties such as students do not comprehending the meaning of words, students don't know much vocabulary, the language of the text is too high in level and lacks fame in the subject matter.	such as students who do not know the meaning of words, the language is difficult to understand, and the text is too difficult.

Source (Jurnal_Muhammadarifqurniawan)

Table IV

The Interview Result of the Analysis of Students Difficulties in Reading Descriptive text

No	Questions	Responds
1.	Do students like to read English texts?	Students don't like reading in English because they are not interested.
2.	Do students often have difficulty comprehending the text?	They often have difficulty comprehending reading texts while studying.

3.	What kind of difficulties do students experience when they are comprehending the text?	Students often have difficulty reading descriptive texts.
4.	Do students often have difficulties comprehending the descriptive text?	Yes, because students have difficulties comprehending descriptive text reading.
5.	What difficulties do students experience in comprehending the text?	Students always have difficulty comprehending texts such as they do not know the meaning of words because their vocabulary knowledge is very low, and the language is difficult to understand
6.	Is reading English text difficult for students?	Yes, students often have difficulty reading English texts.
7.	Do students know/master the techniques in reading comprehension?	Some students don't know reading techniques but there are also some who know reading techniques.
8.	Do students often find difficult words?	Yes students often find difficult words while studying, and they are confused because they don't have extensive vocabulary knowledge.
9.	Do students have difficulties in retelling the contents of the reading?	When students study, they often have difficulty in retelling the contents of the reading but there are some who don't have difficulty.
10.	What types of texts do students learn in grade eighth?	type of descriptive text, recount text and narrative text and report text.

Source (Jurnal_Muhammadarifqurniawan)

Based on the table of interviews with teacher 1 and teacher 2, it is known that students have difficulty in reading English. In the first category, it was seen that students did not like reading English because they were not interested and bored. This made them difficult to read English. The next category numbers 2,3,4,5, was problems it was known that the students had difficulty in understanding the reading of the text because they did not know the meaning of the words, their pronunciation was still very stiff, and they did not had a broad vocabulary, thus made them it is difficult to understand reading texts, beside students are often confused when learning

to understand texts. In Problems 6,7,8,9, it was found that students often found difficult words and they did not know technical techniques in reading comprehension of texts and they often had difficulty retelling the contents of the reading. The last category number 10, regarding the types of texts studied by students are descriptive texts, recount texts and narrative texts and report texts. From the interview results, the most dominant aspects of students who had difficulty in reading are vocabulary, pronunciation, laziness and lack of motivation to learn to read.

The Result of Questionnaire, based on data obtained from a questionnaire given to eighth grade students of SMP Muhammadiyah Pagaram. The results can be seen in the table below:

Table V

The Result of percentage the Analysis of Students Difficulties in Reading Descriptive text with Questionnaire

No	Question	Percentage	
		Yes	No
1.	Learning reading is boring (Belajar membaca adalah membosankan)	100%	0%
2.	Students are lack of English vocabulary (Siswa kurang dalam kosa kata bahasa inggris)	100%	0%
3.	Lack of motivation to learn reading (Kurangnya motivasi untuk belajar membaca)	100 %	0%
4.	No desire to read English text. (Tidak ada keinginan untuk membaca teks bahasa inggris)	100%	0%
5.	Lazy to read English Text (Malas untuk membaca teks bahasa inggris)	100%	0%
6.	Boring activities in learning (Bosan dalam aktifitas pembelajaran)	100%	0%
7.	Afraid to read the English text (Takut untuk membaca teks bahasa inggris)	88,57%	11,42%
8.	Lack of interest in learning reading (Kurangnya minat	88,57%	11,42%

	dalam belajar membaca)		
9.	Lack of English reading materials (Kurangnya bahan bacaan bahasa Inggris)	88,57%	11,42%
10.	No help from parents to learn reading (Tidak ada bantuan dari orang tua untuk belajar membaca)	82,85%	17,14%
11.	Students are lack of background knowledge about descriptive text (Siswa kurang memiliki latar belakang pengetahuan tentang teks descriptive)	71,42%	28,57%
12.	Uninteresting technique of teaching (Teknik dalam mengajar yang kurang menarik)	71,42%	28,57%
13.	Students do not know about generic structure of narrative text (Siswa tidak mengetahui tentang struktur generik teks descriptive)	71,42%	28,57%
14.	No media use in teaching (Tidak menggunakan media dalam pengajaran)	42,85%	57,14%
15.	Lack of facilities of the school (Kurangnya fasilitas di sekolah)	42,85%	57,14%

F= frequency

P= percentage

Source (AYU AZHARI)

Based on the results of interviews with teachers, it was found that there are three dominant reading difficulties: firstly, students had difficulty reading because they did not understand and didn't know the meaning of words because students found foreign words in the texts or sentences they read this was because they did not had knowledge of vocabulary broad word. Secondly, students had difficulty in pronunciation while reading it was because they were not fluent in reading and students often found these difficulties because they didn't read well. Third, students had difficulty reading because they were lazy and lack motivation. This was because the learning process was boring and the enthusiasm of students was very lacking in the learning process. In the other hand, based on the results of the questionnaire given to students, it was found that: first, students had no desire to read English texts, it caused them not to be able to understand the sentences of reading texts. Secondly, students were afraid to read English texts, it causes students to lack confidence and feel anxious. Finally, parents were not helped when learning to read, it was because they rarely do reading activities.

IV CONCLUSION

A. CONCLUSION AND Suggestion

From the results of the analysis, it could be concluded that the eighth grade students of SMP Muhammadiyah Pagaralam had difficulties in reading descriptive text. Based on the results of interview data and questionnaire they had difficulty finding the meaning of words because their vocabulary mastery is less. They always feel confused and bored when reading English texts. Students had difficulty understanding reading texts and are not able to understand techniques in reading comprehension. This makes it difficult for students to get the main idea. Thus, students do not like reading English texts. So from the results of interviews and questionnaires, the problems faced by students in reading descriptive texts are the lack of vocabulary in the process of learning to read, and their pronunciation was very stiff in reading. and lack of help from parents, lack of motivation to learn to read and also an ineffective learning process. This means that it was seen from several aspects of reading ability and students still tend to have difficulty in reading, and to fix problems to achieve better skills

B. Suggestion

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. SMP Muhammadiyah Pagaralam English teachers should try harder and be able to provide more explanations so that their students know and can understand the text well. And also for future researchers, researchers hope that future researchers can apply strategies or methods to overcome students' difficulties in reading.

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