

**AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN
DESCRIPTIVE TEXT AT SMP MA'ARIF 03 LABUHAN
MARINGGAI IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

Submitted as a Partial Fullment of Requirements for

A Thesis

By

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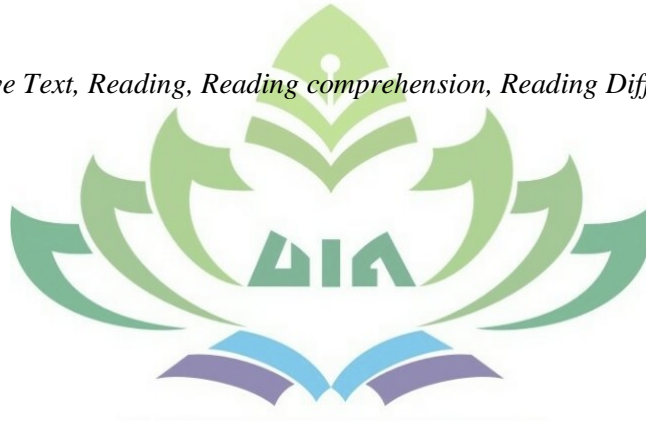
ABSTRACT

The objective of this research is to analysis of students reading comprehension in descriptive text at the eight grade of SMP Ma'arif 03 Labuhan Maringgai, To know about the students' reading comprehension and find out the difficulties comprehension faced in descriptive text.

This research used descriptive qualitative. then used test and interview as instruments to obtain data. after getting the data, the researcher analyzed the data by using data reduction, data presentation, and conclusion drawing.

The result of the test the researcher found the average score of students in main idea is 21,66 that means low, detail is 64,44 that means good and vocabulary in context is 26,058 that means low. The results of interviews with students there were many students do not like English reading, students' have difficulty concentrating while studying and reading, students have difficulty comprehension reading in long sentences, students lack vocabulary skills. Based on analyzed data there were the students got problem to look for the main idea, grammatical features, and vocabulary. They were 9 students' got low and 5 students got very low score in main idea, 13 students got low in grammatical features, 4 students got low and 4 students got very low score in vocabulary, many students can comprehending about detail, 2 students' got wonderful score, 7 students got good score and 6 students got appropriate.

Keywords : *Descriptive Text, Reading, Reading comprehension, Reading Difficulties.*



FREE PLAGIARISM LETTER

I hereby declared that this thesis entitled “An Analysis of Students’ Reading Comprehension in Descriptive Text at Junior Highschool Ma’arif 03 Labuhan Maringgai in The Academic Year of 2022/2023” is entirely my own work and based on research. Researcher also declare that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles, and other types of documents related to this Research, which are properly recognized in footnotes and bibliographies.

Bandar Lampung, 03 May 2023

Declared by,



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ADMISSION LETTER

A Thesis entitled, **“AN ANALYSIS OF STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT AT EIGHT GRADE OF SMP MA’ARIF 03 LABUHAN MARRINGGAI IN THE ACADEMIC YEAR OF 2022/2023”**, Written By : **Reza Nurhaliza**, NPM: **1911040458**, Study Program: **English Education**, has been successfully defended at the Thesis Defense of the Faculty of **Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung**. The thesis defense was held on **Friday, June 16th, 2023**.

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(.....)
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MOTTO

إِنَّ يَأْمُرُ لِلْعَدْلِ وَالْإِحْسَانِ وَإِيتَائِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ ۗ
يَعِظُكُمْ تَذَكَّرُونَ لَعَلَّكُمْ ﴿٩٠﴾

“Indeed, Allah commands (you) to act justly and do good, to give to relatives, and Allah forbids from heinous deeds, evil and enmity. He teaches you so that you can take lessons.”¹
(QS. An Nahl : 90)



¹CV Penerbit Diponegoro , *Al – Aliyy, Al-Qur'an dan Terjemah*, An-Nahl: 90, p. 221

DEDICATION

From the deep of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everytime and everywhere.
2. My beloved parents, Mr. Sarufudin and Mrs. Siti Mariyam who always love me and keep on praying for my life and succes.
3. My little sister, Intan Nuraini who always love me and keep on praying for my life and succes.
4. Thanks for all the best to me and give me motivation to study hard until now. I love them so much.
5. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University of Lampung, who made me grow up and have contributed much for my self development.



CURRICULUM VITAE

The researcher's name is Reza Nurhaliza. Her nickname is Riza. She was born in Labuhan Maringgai, Lampung Timur, November 25th, 2001. She is the first daughter of Mr. Sarifudin and Mrs. Siti Mariyam, and her younger sister name is Intan Nuraini. She began her study at MI Darul Ulum Labuhan Maringgai graduated in 2012/2013. Then, she continued her study at SMP Integral Minhajuth Thullab Way Jepara, graduated in 2015/2016. Have graduated from junior high school, she studied at SMK Islam Nurul Iman Muara Gading Mas, Lampung Timur majoring in RPL (Software Engeneering) and graduated in 2018/2019.

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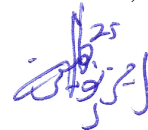
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First of all, thanks to Allah SWT the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “**An Analysis Students’ Reading Comprhension in Descriptive Text at SMP Ma’arif 03 Labuhan Maringgai In The Academic Year Of 2022/2023**”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aid, support and many valuable things from various sides.

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- Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 03 May 2023
Researcher,



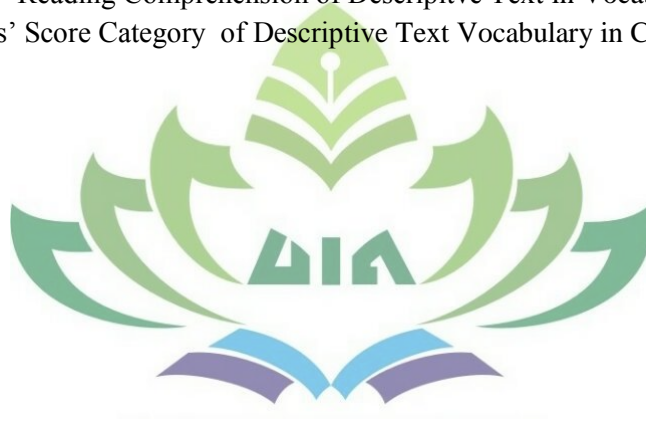
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CHAPTER I INTRODUCTION

A. Title Affirmation

As the first to comprehend title of research, and to avoid misunderstanding. The researcher felt the need to describe words is title of research. As for the title of this research that meant is An Analysis of Students' Reading Comprehension in Descriptive Text at The Eight Grade of SMP Ma'arif 03 in The Academic Year of 2022/2023.

1. Reading

Harmer stated that Reading is useful for language acquisition: the more students read, the better the students get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing.¹ Reading is a process to understand a written text which means extracting the required information from it as effeciently as possible. Based on Kustaryo definition reading is the instantenious recognition of various written symbols with existing knowledge and comprehension of the information and ideas communicated.² In summarizing the description above, it could be stated that Reading is the first skill from one of the four language skills taught in English language learning process besides speaking, listening and writing, with reading the reader can get more information and ideas communicated.

2. Reading Comprehension

Reading comprehension is the understanding the result of text written.³ Noted by Woolley, reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences.⁴ However, in this research reading comprehension is referring to a product as a result of reading activity which is a meaning of the text. Reading comprehension is the process of concurrently extracting and building that means through interaction and involvement with written language.⁵ In summarizing on those explanation, reading comprehension is the skill which has to be mastered, because by reading comprehension skill the student can easy to understand what the writer informas to reader.

3. Descriptive Text

Descriptive text is used to explain what something is like, to give its dimensions, its layout, its characteristic features, its uses, and so on.⁶ Kane also stated that the purpose of descriptive text is to describe and reveal a particular person, place, ore thing in detail or specific to make the

¹ Tira Nur Fitria “Students’ Error Analysis In Writing English Composition Of My Self Description”.
Sekolah Tinggi Ilmu Ekonomi- AAS Surakarta

² Kustaryo, Sukiyah. 1988. *Reading Technique for college students*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.

³ Richards, J. C., & Schmidt, R. 2010. “*Longman Dictionary of Language Teaching and Applied Linguistics*”. Great Britain: Pearson Education Limited.

⁴ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

⁵ Snow, C. 2002. *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.

⁶ Jackson, H., & Stockwell, P. 2011. “*An Introduction to the Nature and Functions of Language Second Edition. London*”: Continuum International Publishing Group.

readers are able to visualize the description.⁷ Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In summarizing on those explanation, the researcher knew descriptive text is to describe and reveal a particular person, place, or thing.

B. Background of The Problem

Globalization has made English the world's most widely spoken language for trade, education, business and tourism. It means English is much used by people of different mother tongues and countries of origin as language as contact in immediate interactions.⁸ In Indonesia, English has become a compulsory subject taught at elementary school to university level. It's has been explicitly stating in several official documents released by the government especially those related to education. This language can become a tool to achieve the goal economy, the relationship among countries, social-cultural process, education career development for people.

Reading is one of the four language skills taught in English language learning process besides speaking, listening and writing. As noted by Grabe and Stoller, reading can be taught as a way to draw information from text and to form an interpretation of that information.⁹ It means reading is also a gateway for students to get information and knowledge in educational process. Reading comprehension is the ability to understand the idea and information in the reading text. Besides, reading is important for the students in order to find out the available information in a passage. The ability to read will stay with them longer than the other skills and it is the skill that will be most convenient starting from junior high school. Noted by Woolley, reading comprehension is the process of making meaning from text.¹⁰ Based on the explanation above, reading comprehension is important in language because the student can get information, ideas and knowledge. It can explain that reading is the combination of word recognition, intellect and emotional interrelated with prior knowledge to understand the text school up to university.

In Indonesia, reading is one of the skills which are learned by the students. From kinder garden to university, students are taught the way to read and demanded to able in reading. Reading skill is categorized as a language skill that must be mastered by each student because by reading, we will know the information and get the meaning constructed in the text. Reading is also used as a tool for students to increase their knowledge in learning English and improve their language skills. In line with the idea above, Muhammad, Heidari, & Niry (2008) states reading is the skill receiving bigger attention than other skills in EFL, It becomes a need to enhance the ability in English as a foreign language.¹¹ students in Indonesia also has difficulty understanding in reading English texts, because English is not the second language in Indonesia, and there are words that are difficult for students to understand.

The research conducted this research in SMP Ma'arif 03 Labuhan Maringgai which is one of the schools that is still implementing the 2013 curriculum in the 2022/2023 school year. As a formal education institution, this school also provides English language subject to the students, especially reading skill and descriptive text is one of the genre, and it is taught by English teacher of SMP Ma'arif 03 Labuhan Maringgai eight grade. The teacher said that at SMP Ma'arif 03 Labuhan

⁷ Ibid.

⁸ Fithriani, Rahmah, Discrimination Behind Nest and Nnest Dichotomy in ELT Professionalism, (State Islamic University of North Sumatra: Knowledge E, Volume 2018),p.741

⁹ W Grabe. and Stoller F.L. Teaching and Researching Reading, (Harlow: Pearson EducationLtd. 2002, Retrieved August 19th, 2017) p. 16

¹⁰ Gary Woolley, Reading Comprehension: *Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

¹¹ Muhammad, E., Heidari, F., & Niry, N. D.2012. *The relationship between critical thinking ability and reading strategies used by Iran EFL learners*. English Language Teaching, 192.

Maringgai English was an important language besides Indonesian. For students, English sometimes become the most dreadful subject, because the students have different intelligence, so for them to produce different comprehension especially reading comprehension in the text. The students still have difficulties in reading comprehension of descriptive text.

The researcher chose SMP Ma'arif 03 Labuhan Maringgai with one of the considerations that this phenomenon might also occur in students at that school. Therefore, the researcher conducted preliminary research to ensure that this research could be carried out in this school. Preliminary research was conducted by interviewing the eighth grade English teacher about her class, especially when the lesson focused on reading English texts. ideally junior high school students now also have to master English reading skills, this is because more information will be obtained from reading. Every type of information can be found when students read and students can understand what students read. with a good understanding students can understand the instructions written in the text or questions students can work on the questions well. In fact, it is not easy for English teachers in teaching students to achieve their main goal. This can be seen from the students' daily English scores. 15 students of class VIII SMP Ma'arif 03 have low scores in English lessons, both essays and multiples. This is a preliminary study conducted on November 14 2022, based on teacher records, students' daily test scores in English lessons especially in reading were 15 students who did not meet the Minimum Completeness Criteria (KKM), which was 70, See in the Appendix X.

Based on pre-interviews with 15 eighth grade students at SMP Ma'arif 03 Labuhan Maringgai, some students at SMP Ma'arif 03 Labuhan Maringgai still experience difficulties in understanding English texts when students fail to understand the text students read. Therefore the researcher wants to know in depth about the understanding and difficulties of 15 students in understanding English reading, especially descriptive text because descriptive text is one of the genres of class VIII students. at SMP Ma'arif 03 Labuhan Maringgai. Teachers must know and help students who face reading difficulties in understanding English texts clearly. Therefore, the results of this study are expected to help English teachers to find out students' reading skills and students' difficulties in understanding descriptive texts.

The research entitles “An Analysis of Studentds’ Reading Comprehension in Descriptive Text at The Eight Grade Students of SMP Ma’arif 03 Labuhan Maringgai” with the expectation that the result of this research can be used by the teacher in improving learning Process in the English teaching.

C. Focus And Sub Focus

Based on description above, this research focused on discussion in the research is “Students Reading Comprehension in Descriptive Text”. The researcher used Purposive sampling students at eight grader of SMP Ma’arif 03 Labuhan Maringgai. Whose research sub-focus is as follows:

1. Reading Comprehension
2. Difficulties.

D. Formulation of The Problem

1. How is the students’reading comprehension in descriptive text at SMP Ma’arif 03 Labuhan Maringgai ?
2. What are the difficulties of students’ reading comprehension in descriptive text at SMP Ma’arif 03 Labuhan Maringgai ?

E. Purposes of The Research

1. To know about the students’ reading comprehension in descriptive text at SMP Ma'arif 03 Labuhan Maringgai.

2. To know what are the difficulties of students' reading comprehension faced in descriptive text at SMP Ma'arif 03 Labuhan Maringgai.

F. Significance of The Research

1. Theoretical Significance
 - a. Giving the description for any further researcher who wants to research the same case, hopefully, this research becomes the source of information and reference.
 - b. Giving the description of the students difficulties in comprehending english reading text at eight grade of Smp Ma'arif 03 Labuhan Maringgai.
2. Practical Significance
 - a. For The Researcher

Gain knowledge and understanding of how students reading comprehension in descriptive and students reading difficulties comprehension in descriptive text at SMP Ma'arif 03 Labuhan Maringgai.
 - b. For The Teacher

This research were be useful for the teachers to diagnose the students difficulties reading comprehension in descriptive text
 - c. For The Students

This research were be applicable for students to help them to be active to do their reading and to motivate them in reading as often as possible.

G. Relevant Research

Based on the theoretical research that have been done, there are five previous research that are relevant to the researcher that was carried out by the researcher as follows:

Fristly, Yomana Chandran, Parilah M. Shah "Identifying Learners' Difficulties in ESL Reading Comprehension", his research focused on learners' difficulties in ESL reading comprehension from one of the secondary schools only via the survey method using a questionnaire the results of this study the researcher saw. Based on the categorical average value obtained, the highest value was 3.7958 which indicates that respondents tend to have difficulty in late for reading. Based on these results, respondents do not know proper reading process to understand the content of the text The next difficulty relates to reading strategies that have an average scor 3.4188. Based on these results, students have proven that they have obstacles in scanning the main idea and understanding the content of the reading understanding based on items 15 - 17 in the questionnaire.¹²

Secondly, Yessy Marzona, Muhammad Ikhsan "An Analysis of Students' Reading Comprehension in Narrative Text At Second Grade at SMAN 1 Talamau". This research was conducted based on the problems found during the teaching and learning process in class IX IPS 1 of SMAN 1 Talamau, specifically about students' understanding of narrative text. The problem found is that students cannot determine the main ideas and topics in narrative text, understand the meaning of words, understand implied information, and understand the general structure and features of language in narrative texts. This research is included in quantitative descriptive research. The population in this study were students of class IX SMAN 1 Talamau, amounting to 159 people, divided into 4 classes. While this sample is class XI of SMAN 8 Padang. The instrument used was an objective test. Data from students' objective tests are analyzed based on indicators and then interpreted and become research findings. Based on the results of the study showed that students of class IX IPS 1 SMAN 1

¹² Chandran, Y., & Shah, P. M. 2019. "Identifying Learners' Difficulties in ESL Reading Comprehension. "(Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia, 10, 3372-3384.). <https://www.scirp.org/journal/ce> DOI: 10.4236/ce.2019.1013259

Talamau: 1. The ability to write students in determining the main ideas and topics in the narrative text showed at the intermediate level of 14 people out of 23 students (60,875%). 2. The ability to understand the meaning of words in the narrative text shows at the intermediate level that is 15 people out of 23 students (65.22%). 3. The ability to understand the information implicit in the narrative text shows that at the intermediate level, there are 14 out of 23 students (60.87%). 4. The ability to understand the general structure and language features of narrative texts shows that at the intermediate level, there are 16 students out of 23 students (69.57). From the results of the above research, it can be concluded that students still experience many difficulties in understanding a text, especially in narrative texts in accordance with applicable rules. Furthermore, based on the results of this study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities.¹³

Thirdly, Sheptya Sri Mardhani, Meiga Ratih Tirtanawati, Puput Suriyah “An Analysis of Student’s Difficulties in Reading Comprehension on Narrative Text at Ninth Grade Students of MTS Muhammadiyah 01 Randublatung”. This article is based on the material that was reading comprehension of narrative texts. The population in this study were ninth grades students of Mts Muhammadiyah 01 Randublatung academic year 2021/2022 with totaling 25 students and English teacher in Mts Muhammadiyah 01 Randublatung. Collecting data using the method of test and interview. Based on the results of tests that have been carried out by students, it shows that as many as 11.08% of students who had difficulty in answering to find the main idea. There are 29.55% of students who have difficulty answering to find certain information (scanning). There are 30.40% of students who have difficulty answering to find conclusions / making inference. There are 11.93% of students who have difficulty answering to find references. And lastly, there are 17.05% of students who have difficulty answering to find an understanding of the meaning of the word. From the results of interview data analysis, the researchers found five factors causing students' difficulties in understanding reading in narrative texts. These factors are: lack of motivation, inadequate instructions given by the teacher, lack of vocabulary, home environment and school environment. So it can be concluded that grade IX students of Mts Muhammadiyah 01 Randublatung have difficulty in understanding narrative text readings.¹⁴

Fourthly, Shanty Octavia and Jufri. “An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at the English Department of FBS Universitas Negeri Padang”, was conducted by Octavia and Jufri. The research purpose is to analyze the students’ abilities in comprehending texts of seventh semester students. This research was descriptive quantitative research. Cluster random sampling was used to choose research samples. A reading test was used to collect data. According to the findings researcher’s, more students master the inferential level than the critical level.¹⁵

Fifthly, Research by Febrina Fitri and Yenni Rozimela, “An Analysis of Students’ Reading Comprehension of Analytical Exposition in SMA Negeri 2 Batu Sangkar”. This research is aimed to know the students’ ability and their perceptions toward the difficulties in comprehending analytical exposition text in different levels of questions which based on Barret’s taxonomy of reading comprehension. This research was conducted at SMA Negeri 2 Batu Sangkar. The population of this

¹³ Yessy Marzona, Muhammad Ikhsan.2019.” An Analysis of Students’ Reading Comprehension In Narrative Text At Second Grade at SMAN 1 Talamau,” *Vol. 3 No. 1 ISSN : 2579-5449*

¹⁴ Sheptya Sri Mardhani, Meiga Ratih Tirtanawati, Puput Suriyah “An Analysis of Student’s Difficulties in Reading Comprehension on Narrative Text at Ninth Grade Students of MTS Muhammadiyah 01 Randublatung” *JURNAL PENDIDIKAN EDUTAMA, Vol., No.,*

¹⁵ Shanty Octavia and Jufri.2019.”An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang”, *Advances in Social Science, Education and Humanities Research, Vol. 411.*

research are all second year students in academic year 2019/2020 with the total number 244 students. Based on the population, the sample of this research is 37 students selected using simple random sampling. This research is descriptive quantitative research and used test and questionnaire as the instruments. This research found that the students' ability in comprehending different level of questions in analytical exposition text was fair because the average score of students was 51,24. The students have good ability in comprehending analytical exposition questions in form of evaluation level. This research also found that students tend to have difficulties in comprehending analytical exposition text in form of inference level.¹⁶

Several differences between previous research and this research are that the researcher analyzed students' reading comprehension of descriptive texts, this type of research used descriptive qualitative, and the sample of this research used purposive sampling in class VIII students of SMP Ma'arif 03 Labuhan Maringgai.

H. Research Methodology

1. Research Design

A qualitative research design was used in this research because the purpose of this research was to analyze students' reading comprehension skills in descriptive texts. Miles and Huberman use words arranged in expanded text to express themselves qualitatively.¹⁷ This means that qualitative data is a broad and rational source of the big picture, including all explanatory processes that occur in the local framework. Creswell further explained that qualitative research examines and understands individual or group phenomena, events, social interactions, behaviors, attitudes, values, expectations, perceptions, and thoughts.¹⁸ Based on the researcher's knowledge of theory, qualitative research is inherently descriptive data-based and focuses on understanding the research context.

In addition, this research used descriptive methods to illustrate aspects of student comprehension and student difficulty in reading descriptive texts from student tests and interviews. As noted by Sugiyono, descriptive methods are used to explain or analyze research findings, but not to extend them.¹⁹ Descriptive methods are suitable for use in this research because can help in depth describe aspects of students' comprehension and difficulty in comprehending English texts from student tests and student interviews.

2. Articipants and Research Sites

a. Research Place

In this research was choosed a place at SMP Ma'arif 03 Labuhan Maringgai.

b. Research Subject

Purposive sampling students at eight grade.

c. Object of the research

Students reading comprehension in descriptive text at SMP Ma'arif 03 Labuhan Maringgai.

3. Data Collection Techniques

¹⁶Febrina Fitri and Yenni Rozimela.2020."An Analysis Of Students' Reading Comprehension of Analytical Exposition in SMA Negeri 2 Batusangkar." *JELL Vol 9 No. 2*

¹⁷ Matthew B Miles, (Third Edition), A. Michael Huberman, and Johnny Sldana, *Qualitative Data Analysis*, (California: Sage, 2014), p. 1

¹⁸John W. Creswell, (Fourth Edition), *Research Design (Qualitative, Quantitative, and Mixed Methode Approach*, (california: Sage, 2009), p.16.

¹⁹ Sugiyono, *Methode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*,(Bandung: Alfabeta, 2017)p.118

Data collection technique is the collecting and measuring information on target variables. Creswell defines that collecting data is identifying and selecting individuals for a research, getting permission to research them and collecting information by asking people question or observing their action.²⁰ In this research, the Data collection methods was test, and interview. In collecting data, there were several steps that used in this Resaearch as follow:

a. Test

Researchers taken the data by reading test one of the ways to know the most comprehension aspect faced by students in english reading descriptive text. as noted by Sugiyono, a test means technique of collecting data by giving some questions to the respondent.²¹ The reading test are going to used cognitive questions because the researcher expects the respondents to choose one alternative answer for each questions. The reading test was obtained by giving a research test by analyzing participants' answers to find out aspects of student understanding and students' understanding difficulties in reading descriptive texts at Ma'arif 03 Middle School Labuhan Maringgai.

b. Interview

Esterberg's defines an interview as "a meeting of two persons to exchange information and idea throught question and responses, resulting in communication and joint construction of meaning about a particular topic".²² Researcher was collected data by interviewing students. From interviews researchers was got more concrete data.

Interview is the other research methods that data was collected through interviews with respondents (sometimes called key-informants). Interview in this research was conducted obtain information about students difficulties reading comprehension. The type of interview that was applied in this research was structured interviews, such as interview process was carried out using a written interview guide instrument containing questions that was asked to the informant. In a structured interview the questions, sequences and formulation of the words are fixed, meaning that they have been determined and cannot be changed.²³

4. Instruments

Instrumen research are tools for collecting data, without which data would not be possible. As noted by fraenkel wallen pointed out, tools are various measurement tools that are systematically used to collect data, such as questionnaire tests and interview guides.²⁴ Based on this definition, research tools are measurement tools such as questionnaires, interview guides, and observational guides used by researchers to collect data in a research. However, in this study the researchers used test guidelines and interviews to collect data.

a. First Auxiliary instruments

The first auxiliary instrument in this research is the test. This instrument was used to determine students' understanding and difficulties in reading descriptive text.

1) Purpose of making the instrument

²⁰ John W. Creswell, *Research Design Quantitative, Qualitative, Mixed Methods Approach*, (Second Edition)P.9.

²¹ Suharsimi Arikunto. 2011. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta., p. 174.

²² Sugiono. 2015. *metode penelitian dan pengembangan*. Bandung. Alfabeta. p.231

²³ Imam Gunawan, *Metode Penelitian Kualitatif*, Bumi Aksara, Jakarta, 2013, hlm 162-163

²⁴ Sugiono. 2015. *metode penelitian dan pengembangan*. Bandung. Alfabeta. p.156

This test guideline was made as a reference for researchers in carrying out reading tests on research subjects, namely students, related to reading comprehension and reading difficulties students in the description text.

2) Process of used and implementation

The Second auxiliary instrument was used when giving the test to the subject, namely 15 students eight grade.

3) Data analysis process

The data was obtained from the reading test is then analysis with stages as the Miles and Huberman model, which starts from data reduction, data presentation, and conclusion drawing.

4) Use of data

The data obtained was used to determine the suitability of the data results on test reading comprehension and tests as well as student difficulties reading comprehension.

Table 1.1 The Blue Print of Reading Test

| Aspect | Indicators | Item | Question Number |
|--|---|------|---|
| Reading Comprehension With 4 Aspects of H Douglas Brown Theory | Given a descriptive text entitled “ <i>Kediri ,Losari beach , Paris, Orchard Road, Bale Kembang, Venice</i> ” students’ one able to find: Main Idea | 8 | 1,11 14, 22,25,29,30,35 |
| | Given a descriptive text entitled “ <i>Kediri ,Losari beach , Paris, Orchard Road, Bale Kembang, Venice</i> ” students’ one able to find: Grammar Features | 9 | 5,6,9,13,21,26, 27,34,40 |
| | Given a descriptive text entitled “ <i>Kediri ,Losari beach , Paris, Orchard Road, Bale Kembang, Venice</i> ” students’ one able to find: Detail Stated | 12 | 3,4,8,12,16,17, 23 ,24,32,36,3 8,39 |
| | Given a descriptive text entitled “ <i>Kediri ,Losari beach, Paris, Orchard Road, Bale Kembang, Venice</i> ” students’ one able to find: Vocabulary in Context | 11 | 2,7,10,15,18,1 9,20,28,31,33, 37 |

b. The second additional instrument in this research is an interview.

This instrument was used to find out students' understanding, difficulties and factors of difficulty in reading comprehension of descriptive text.

1) Purpose of making the instrument

This interview guideline was made as a reference for researchers in conducting interviews with research subjects, namely students, related to reading difficulties and factors of difficulty in students' reading comprehension of descriptive text.

2) Process of used and implementation

The third auxiliary instrument was used when giving interviews to subjects, namely 15 Student of eighth grade.

3) Data analysis process

The data was obtained from the interview is then analyzed with stages as the Miles and Huberman model, which starts from data reduction, data presentation, and conclusion drawing.

4) Use of data

The data obtained was used to determine the suitability of the results of the data on the test comprehension as well as students' difficulties and comprehension interviews, difficulties and factors of students' difficulties in understanding what they read.

Tabel 1.2 Students Interview Instrument

| Indicators | Question | Question Item |
|--|--|---------------|
| Difficulty in Reading Comprehension used Westwood and Rahim Theory | • Boleh perkenalkan diri dulu | 1 |
| | • Menurut kamu pelajaran bahasa Inggris di kelas menyenangkan tidak, apakah kamu suka dengan pelajaran bahasa Inggris khususnya pada reading? Dan alasannya? | 2 |
| | • Apakah kamu sudah mempelajari tentang teks deskriptif? | 3 |
| | • Biasanya ketika pelajaran membaca, kegiatan apa yang diberikan oleh guru? | 4 |
| | • Apakah kamu suka membaca teks bahasa Inggris? Jika suka biasanya teks apa yang dibaca dan jika tidak jelaskan alasannya | 5 |
| | • Apakah kamu pernah mengalami kesulitan dalam memahami teks yang sedang kamu baca? | 6 |
| | • Mengapa kamu memilih jawaban ini pada soal main idea? alasannya | 7 |
| | • Adakah kesulitan saat menentukan gagasan utama pada soal nomor 1, 11, 14, 22, 25, 29, 30 dan 35, jika ada apa alasannya? | 8 |
| | • Berapa lama kamu dapat menentukan gagasan utama pada soal nomor 14 dan 31? alasannya | 9 |
| | • Bagaimana cara kamu dapat memahami teks deskriptif yang anda baca | 10 |
| | • Mengapa kamu memilih jawaban ini pada soal grammatical feature? alasannya | 11 |
| | • Adakah kesulitan yang kamu alami saat menjawab soal nomor 5, 6, 9, 13, 21, 26, 27, 34 dan 40, jika ada apa | 12 |

| | | |
|--|---|----|
| | alasannya? | |
| | • Berapa lama kamu dapat menjawab pertanyaan nomer 21,26,27,34 dan 40 | 13 |
| | • Mengapa kamu memilih jawaban ini pada soal detail informasi yang terkandung dalam teks descriptive? alasannya | 14 |
| | • Adakah kesulitan yang kamu alami saat menjawab soal nomor 3,4,8,12,16,17 ,24,32,36,38 dan 39, jika ada apa alasannya? | 15 |
| | • Berapa lama kamu dapat menjawab pertanyaan nomer 34 dan 40 | 16 |
| | • Mengapa kamu memilih jawaban ini pada soal sinonim yang terkandung dalam teks descriptive? alasannya | 17 |
| | • Berapa lama kamu dapat menjawab pertanyaan nomer 2,5,7,10,15,18,19,20,28,31,33 dan 37 | 18 |
| | • Adakah kesulitan yang kamu alami saat menjawab pertanyaan nomor 2,5,7,10,15,18,19,20,28,31,33 dan 37? Alasannya | 19 |
| | • Dari aspek pemahaman dalam membaca yang sudah kamu pelajari di kelas yaitu, gagasan utama/main idea, detail informasi yang terdapat dalam teks/detail state, vocabulary in context, dan terakhir grammar feature, Kesulitan mana yang sering kamu temui saat diminta untuk mengerjakan soal membaca dalam descriptive text?alasannya? | 20 |

5. Data Analysis Techniques

Data analysis is an necessary tread in any research. As Rodio pointed out, in all qualitative research, data analysis and interpretation continue throughout the research, with insights gleaned from initial data analysis guiding ultimate data collection. As claimed by Miles and Huberman, qualitative analysis uses words placed in text. Organize the data, view the data, and proceed to conclusions.²⁵

a. Data Reducing

It were the process of selecting hard data, focusing on simplification, abstracting it, and transforming it into notes that can be seen in action. Data reduction is a type of analysis that refines, classifies, directs, excludes, and organizes data in order to obtain conclusions and validation. This means that researchers choose the important data that is collected.

b. Data Display

The data is displayed after it has been filtered to the most important ones. Data is displayed in a descriptive style. Data descriptions provide meaningful conclusions for research. When presenting the data, the researcher distinguish the data in the form of a description. Researchers classify students' reading comprehension into descriptive texts and obtain corresponding percentages from students' reading comprehension in descriptive texts.

Researchers determined the number of correct and incorrect questions students had in completing the questions, then analyzed the students' results using the following formula by Wayan & Sumartana

$$M = \frac{x}{N} \times 100$$

²⁵ Ibid.369

M = Individual Score
 X = Number of Collect Answer
 N = Number of All Items

The researcher then analyzes the student's scores to determine the student's average score and category scores. The researcher then presents the frequency of results obtained by the student using the formula provided by Sudijono Notes:

$$p = \frac{f}{n} \times 100 \%$$

P = Percentage
 f = Frequency
 n = Number of cases (total frequent)²⁶

c. Conclusion

After data reduction and data display were completed, the final step in analyzing the data in this research is the conclusion. Proportional to miles, depending on the size or corpus of field notes, definitive conclusions may not be drawn until data collection was completed. Encoding and retrieval methods used by funding bodies, but often planned by stars, even when researchers claim to have walked inductive.²⁷ This means that researchers was looked for conclusions as answers to their research questions. Review the data and draw conclusions in the Analysis of Students' Reading Comprehension on the questions and student answers given to students

6. Trustworthiness of The Research

Reliability is part of believing in the validity of data. Research refers to the degree of truthfulness of the data, interpretations, and methods used to ensure the value of research. It means that the security of research data must be reliable.²⁸ Reliability is part of believing in the validity of your data. Research refers to the degree of truthfulness of the data, interpretations, and methods used to ensure the value of research. It means that the security of research data must be reliable.

Data collation approach in qualitative research used triangulation techniques or a combination of different data collection technic. As noted by Susan Stainback the purpose of triangulation is not to discover the truth about phenomena, but to help researchers better understand what has been discovered.²⁹ Triangulation is performed to obtain accurate results in data analysis by using different techniques to obtain data from the same source.

In this research, the researcher used two different techniques, tests and interviews. but with the same goal, namely: 1). To examine students' reading comprehension in understanding the text of Ma'arif 03 Labuhan Maringgai, 2). To investigate the difficulties faced by students in class VIII of SMP Ma'arif 03 Labuhan Maringgai in understanding the explanatory text of SMP Ma'arif 03 Labuhan Maringgai.

²⁶ Pipit Rahayu 2011. " Analisis Kemampuan Mahasiswa Semester Tiga Prodi Pendidikan Bahasa Inggris Universitas Pasir Pengaraian Dalam Mengidentifikasi Pesan Moral Di Cerita Naratif". *Jurnal Ilmiah Edu Research Vol.3 No.2*, p.65

²⁷ Sugiono.2015.metode penelitian dan pengembangan.Bandung.Alfabeta. p.370

²⁸ Colnelly, Lynne M. 2016. Trustworthiness in Qualitative Research, (Medsurd Nursing), P. 435

²⁹ Sugiono.2015.metode penelitian dan pengembangan.Bandung.Alfabeta. p.243

I. Systematic Discussion

Results discussion of research was systematized into several chapter that were interrelated each other. Before entering into first chapter, that would be preceded by: the cover page, title and approval page, endorsement page, statement of authenticity page, abstract page, motto page, resume page, presentation page, introduction page, table of contents page, table list page, page list and attachments.

The first or introductory chapter contains confirmation of the title, background, focus and sub- focus, problem formulation, research objectives, research benefits, relevant previous research studies, research methods and systematic discussion.

The second chapter or theoretical foundation contains the theoretical foundations related to the thesis theme.

In the third chapter or description of the object of research contains an overview of the object of research and the presentation of facts and research data.

The fourth chapter or research analysis contains the analysis of research data that will be adapted to information of problems.

In the fifth or closing chapter contains conclusions that briefly present all research that has to do with the research problem, conclusions are obtained.

From the research results of analysis and interpretation of data described in the earlier chapters. Recommendations was formulated based on the research results, containing a description of what steps need to take by the parties related to the results of the research concern.



CHAPTER V CONCLUSSION AND SUGGESTION

After analyzing the result of the students reading comprehension in descriptive text and students difficulties English Reading in descriptive Text at the Eight grade students of SMP Ma'arif 03 Labuhan Maringgai in Academic year 2022/2023, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

A. Conclusion

Based on analyzed data from the Test result main idea, they were 9 students' got poor and 5 students got very low score, Grammatical features there were 13 students' got poor and there were 2 students' got fair, and in vocabulary in context, there were 4 students got poor score, 4 student get very low score it means difficult for students. In detail there were 2 students' got excellent score in descriptive text, 7 students got good score and 6 student got fair, That means students can comprehending about detailed information .

From the result of data analysis of interview, the researcher found five causing the students difficulties in comprehending English reading descriptive text. There are: Many students' do not like English lessons and do not interest English reading text. Students find it difficult to concentrate while reading. The students have difficulty in reading comprehension in long sentence, Students' lack vocabulary skills.

B. Suggestion

1. To the Teacher

These suggestions are very useful for the English teachers, especially for the English teacher at the Eight grade students in SMP Ma'arif 03 Labuhan Maringgai

- a. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students difficulties in comprehending the reading descriptive text.
- b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It made the students easy to understand the text.

2. To School

- a. The school should provide library the collection of English book.
- b. The school should facilitate the teaching learning process.

3. To Students'

- a. The students' have to increase their vocabulary, by reading English textbook, find the meaning and memorize a lot of vocabulary.
- b. The students must be able to understand the reading of the descriptive text in their English practice.

4. To Researcher

Researchers consider that this research paper is still not perfect. There were still many weaknesses related to theory or methods or maybe ideas due to the limited ability of researchers. It was also suggested to future researchers who want to analyze students' reading

comprehension in descriptive texts, it would be better to analyze with different aspects of this research. This research can provide new inspiration for future researchers. Furthermore, the researcher hopes that the next researcher will apply strategies or methods to overcome students' difficulties in reading comprehension, such as applying scanning or skimming and skimming. the next researcher can also analyze the level of students' comprehension in reading.



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