

STUDENTS' DIFFICULTIES IN COMPREHENDING DESCRIPTIVE
TEXTS: A CASE STUDY AT THE ELEVENTH GRADE STUDENTS OF
SMAN 7 MATARAM IN ACADEMIC YEAR 2017/2018



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ABSTRACT

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This study is aimed at describing the difficulties and the causes faced by the eleventh grade students in SMAN 7 Mataram. This study used quantitative and qualitative research methods. The population of this study involves two classes, with a total number of respondents of 52 students. To collect the data, this study used a test, questionnaire and interview. Based on the data, all students did not reach the passing standard of 75. Where the results obtained from the tests given there were 31% of students included in the poor category and the remaining 69% of students included in the very poor category. Most of the respondents get difficulty in descriptive text about animals and descriptive text about thing. Students are weak in reading because it is influenced by lack of vocabulary. This is due to the lack of enthusiasm of students in learning because the learning method used is less varied. In addition, students' worksheets that used are less attractive and hard to understand for the students.

Key words: *descriptive text, reading, reading comprehension, reading difficulties, students' difficulties,.*

ABSTRAK

PERMASALAHAN SISWA DALAM PEMAHAMAN TEKS DESKRIPTIF: STUDI KASUS PADA SISWA KELAS SEBELAS SMAN 7 MATARAM TAHUN AJARAN 2017/2018

I Gede Agus Suatmajaya Widya Adnyana

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Penelitian ini bertujuan untuk mendeskripsikan kesulitan dan penyebab yang dihadapi oleh siswa kelas XI di SMAN 7 Mataram. Penelitian ini menggunakan metode penelitian kuantitatif dan kualitatif. Populasi penelitian ini melibatkan dua kelas, dengan jumlah total responden dari 52 siswa. Untuk mengumpulkan data, penelitian ini menggunakan tes, kuesioner dan wawancara. Berdasarkan data yang diperoleh, semua siswa tidak mencapai standar kelulusan 75. Dimana hasil yang diperoleh dari tes yang diberikan ada 31% siswa termasuk dalam kategori kurang dan sisanya 69% siswa termasuk dalam kategori sangat kurang. Sebagian besar responden mengalami kesulitan dalam teks deskriptif tentang hewan dan teks deskriptif tentang benda. Siswa lemah dalam membaca karena dipengaruhi oleh kurangnya kosakata. Hal ini disebabkan oleh kurangnya antusiasme siswa dalam belajar karena metode pembelajaran yang digunakan kurang bervariasi. Selain itu, lembar kerja siswa yang digunakan kurang menarik dan sulit dipahami bagi siswa.

Kata Kunci: *kesulitan membaca, kesulitan siswa membaca, pemahaman membaca, teks deskriptif.*

INTRODUCTION

In today's global era, many external aspects come in and indirectly affect a country's development. Besides technology, language is a considerable aspect in influencing the development of a country. The ability to use a good language has an important role to communicate and also to connect to the whole society in this global era. Nowadays, English is one of the most recognized languages of the world and it is used in almost all the countries in the world, in order to facilitate communication between countries that have different cultures and backgrounds. Thus, it can be said that English is a tool that can help to establish communication at this time. This is why English is considered a foreign language that should be taught formally.

In learning the English language, there are four aspects of skill that must be mastered, such as listening, speaking, reading and writing. Therefore, in order to improve the language skill in schools, especially English as a second language, most of the schools in Indonesia have taught English as their main course. Currently, in addition, to teach speaking, listening and writing, teachers are more emphasized to teach reading to their students. The figure out is when students read something, indirectly they have enriched their vocabulary and also understanding the meaning of each sentence that they read. Therefore, it makes the learning process to learn English become easier. According to Sofsian (2006) children who often read a book, they commonly have good IQ. It will make them become more creative and gain wide knowledge.

In the 2013 curriculum, the English materials for senior high school are designed in several kinds of text such as interpersonal text, transactional text, short functional text, and long functional text. Based on this research, according to English teaching syllabus for eleventh-grade in senior high school, the kinds of text that mostly taught for the eleventh-grade students is long functional text which consists of descriptive text and narrative text.

Based on my observation, most of the eleventh-grade students in SMAN 7 Mataram still have difficulties understanding reading especially in reading descriptive text than narrative text. During the process of teaching practice in this high school, some of the eleventh-grade students dominantly get grades below the average during the examination test of the topic of the descriptive text. Many of them are still difficult to determine the main idea and also make the conclusions of the descriptive text that given to the students. According to Imran (2012) in his thesis entitled "Analysis of Students Difficulties on Reading Descriptive Text: A Case Study at The Second Year Students of SMPN 2 Lingsar in Academic Year 2012/2013", in SMP 2 Lingsar, there are some students who are still having difficulty in understanding reading especially reading descriptive text. In his thesis, he only focuses to find out the external factor that causes the difficulties of students in understanding reading especially reading descriptive text. He also focused on to find out what are the difficulties in reading comprehension that students get such as getting the main idea, making referents and making a conclusion from the reading text that already given to the students.

He mentions that the reason that makes the students faced difficulties in reading is the material that provided is not clear and appropriate, the teacher does not use appropriate learning methods and also lack of motivation.

Therefore, from the explanation above, the researcher inspired to conduct a research to identify the difficulties of student's reading comprehension, any aspects which the internal and external factors that caused problem in reading descriptive in SMAN 7 Mataram.

Besides analyzing the external factors such as environment, teaching method and also the material that used in the school, the researcher also focus on analyzing the internal ability of the students in reading which affect the reading comprehension especially in read and answer an English reading the descriptive question.

RESEARCH QUESTION

The research attempts to raise three questions to be answered through this study, they are:

1. How is the ability of the eleventh-grade students of SMAN 7 Mataram in academic year 2017/2018 in reading descriptive texts?
2. What kinds of the difficulties that are faced by the eleventh-grade students of SMAN 7 Mataram in academic year 2017/2018 in understanding the descriptive text?
3. What are the causes of difficulty that faced by the eleventh-grade students of SMAN 7 Mataram in academic year 2017/2018 in reading comprehension of descriptive text?

THE PURPOSE OF THE STUDY

The study is aimed to:

1. To determine the level of the eleventh-grade students of SMAN 7 Mataram in academic year 2017/2018 in reading descriptive texts.
2. To identify the difficulties that are faced by the eleventh-grade students of SMAN 7 Mataram in academic year 2017/2018 in understanding the descriptive text.
3. To reveal the causes of difficulties that faced by the eleventh-grade students of SMAN 7 Mataram in academic year 2017/2018 in reading comprehension of descriptive text.

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

Comprehension is a process to obtain information by using previous knowledge. Therefore, reading comprehension is an active process to get information from a reading by understanding the elements in it. Reading without comprehending meaning is an empty act. Because to get the information, human need to understand it deeply and then process it into the human brain.

Therefore, in order to get better comprehension in a reading of the text, the reader should have some background of knowledge. In order to comprehend the word text, the reader should have to understand what the word means and understand the

idea of the text. If the reader in this case students do not do these things then they will only scratch the surface of the text and quickly forget it.

B. Factor Affecting Reading Comprehension

Besides having knowledge of language and mastery of reading technique, there are several factors which affecting reader in order to comprehend reading descriptive. (Taylor, 1995):

1. Learner Motivation

The more motivated a reader, the more encouraged he is and also will focus on reading. Motivation in readers' environment is needed to build the spirit in order to increase the desire to read of a reader. Therefore, the reader will be enthusiastic in training the ability to read.

2. Learner Aid

Aid refers to media learning. Media that commonly used are visual media, audio or audio-visual media. In reading, readers need media to more easily understand a reading, in this case, the reader can use magazines, textbooks, tabloids etc.

3. Learning Environment

The more supportive the environment around the reader, the faster he can develop his reading capability.

C. Kind of Difficulties in Reading

In understanding a reading, usually, the reader will face some difficulties that can hinder the process of understanding in a reading. According to Taylor (1995), there are 85% of children are diagnosed who have difficulties in reading and related language skills.

Although the problem may occur in any area according to point of view some experts, comprehension is the most problem which is faced by the reader. these are types of reading difficulties that commonly faced by the students in their learning.

1. Decoding Difficulties

Decoding is the process by which word is broken into individual phoneme and recognized based on those phonemes. someone who has difficulty in decoding is not able to comprehend the meaning when doing a reading.

2. Comprehension Difficulties

Comprehension relies on mastery of decoding. Someone who struggles to decode finds it difficult to understand and remember what has been read.

According to Shehu (2015), she stated that there are four most important causes of difficulties in reading comprehension, those are vocabulary, working memory, the absence of extensive reading, and type of the text

3. Retention Difficulties

Retention requires both decoding and comprehending what is written. This text relies on high-level cognitive skills, including memory and the ability to group and retrieve related ideas. As students' progress through grade levels, they are expected to retain more and more of what they read.

RESEARCH METHOD

Based on the characteristic of this research, the researchers used a case study method for this research as it is the most appropriate method that referring to the purpose of the study. Brotowijojo (1995) stated that the descriptive research method is a series of procedures to overcome a research problem by describing the factual condition of the research as it is.

POPULATION OF THE STUDY

Population refers to the number of individuals which is characteristically equal and treated as the object research (Nazir, 2005). The population taken from this research is the eleventh-grade students at SMAN 7 Mataram in academic year 2017/2018. There are 290 students in this school and divided into 12 classes, 6 eleventh-science classes, and 6 eleventh-social classes.

SAMPLE OF THE STUDY

According to Arikunto (1991), if the subjects are less than a hundred, it is better to take all of them as a sample. However, if the subjects are more than a hundred, it is suggested to take 10% - 15% or 20% - 25% more. So the numbers of the sample taken in this research would be 20%. Based on the population of the study above, the sample of study that used in this research is 18.72% or 54 students consists of two classes.

DATA COLLECTION

Data is needed to provide sources of analysis. In this research, there are two procedures that the researcher use in order to collect the data:

1. Testing

The researcher administered the reading test of descriptive text; the purpose is to identify the students' ability and difficulties in comprehending reading descriptive text.

The first step, the researcher composed a reading test in the form of Multiple Choice Questionnaire (MCQ). Second, the researcher constructed multiple choice test based on the reading material. On this passage, the researcher constructed the line with the standard of requirements of the students' level. This test is designed in the form of multiple-choice items and consists of twenty questions and the score of each question is five. If students answer correctly every question the score was a hundred. This test aimed at discovering students' current object in English proficiency of reading. Finally, the test will construct to analyze the students' difficulties on reading the descriptive text by analyzing each question and to what comprehension difficulties each item of multiple choice test can be categorized based on the theory of comprehension difficulties on chapter II. The certain question implies one or more comprehension difficulties which should be described in order to find out the kinds of difficulties faced by the students in reading comprehension.

2. Questionnaire and Interview

The researcher constructed a questionnaire to reveal their casual English learning process corresponding to mater which might influence their learning

achievement and development. After that, some of the students were asked with few questions objectively in order to identify information about students' background and their study habit on reading learning process. The series of the question also cover problems they usually find in reading practices especially reading descriptive text.

DATA ANALYSIS PROCEDURE

In this research, the researcher used the descriptive method. First of all, the researcher identified and classified the type of difficulty in reading descriptive text.

a. Identification of difficulties

To identify students difficulties researcher has provided several instruments in order to gather the data.

In this case, the researcher gave the tests which were being used to find out the students difficulties in reading descriptive text. The text designed were in multiple-choicetaken from the worksheet book that used in SMAN 7 Mataram and some previous national examination test. In this test, the researcher givesfive texts of descriptive readings with 20 multiple choice questions. There were 4 options are provided in this test such as a, b, c, and d.

b. Classification of difficulties

The classification difficulties in reading comprehensionwere classified into:

1. Decoding Difficulties
2. Comprehension Difficulties
3. Retention Difficulties

(Taylor: 1995)

c. Description of difficulties

After classifying the problems, each problem explained in detail in the next chapter.

d. Explanation of difficulties

Data gathered from test score analyzed through some steps in details. The tests score taken and computed in the simple statistic.

The data that has been collected, analyzed using the formula below in order to get the mean score from the data.

$$Ms = \frac{\sum s}{N}$$

Where: Ms: The mean score, \sum : The sum of, S: The student's scores , N: Number of samples

Percentages of Scale and Qualification to Determine Students Ability:

No.	Range	Category
1	80 – 100	Very Good
2	70-79	Good
3	56-69	Satisfactory
4	46-55	Poor
5	0-45	Very Poor

(Model Penilaian Kelas KTSP tahun 2012)

The score gained from tests was identified to decide whether the students find difficulties in the descriptive text. The third step is to determine the level of difficulties of each question from the test. A good test is a matter of which the level of fitness is in the medium qualification, that is not too easy and not too difficult (Arikunto, 1991). Question difficulty level can be determined by using the formula:

$$P = \frac{B}{JS}$$

Where :P= Question difficulties index, B= The number of students who answered the question correctly, JS=The total number of students.

Classification of Question Difficulties Index		
No.	Score (p)	Criteria
1	0.00 – 0.30	Difficult
2	0.31 – 0.70	Medium
3	0.71 – 1.00	Easy

(Arikunto, 1991).

The next step is, the data collected through questionnaires is analyzed by using the next formula:

$$P = \frac{F}{N} \times 100$$

Where:P = Percentage, F= The Frequency, N= The number of sample

The score that is gained from the test identified to decide whether the students find the difficulties in descriptive text or not. Interview and questionnaire data are analyzed support the data that gained from a test score.

From these procedures, researcher reveals the detail of students' difficulties in the descriptive text.

RESEARCH FINDING

A. Students' Ability in Reading Comprehension

The first research question is about the ability of the eleventh-grade students in SMAN 7 Mataram in academic year 2017/2018 in reading descriptive text. To answer this research question, the researcher gives the test, it is to find out the difficulties that faced by the students in answering and understanding the question and also the descriptive text itself. The score for each correct answer is five, and the wrong answer is zero.

There are 52 students taken as a respondent in this test. The researcher chooses XI IPA 3 and XI IPA 6 as a sample for this research. In order to make the students work seriously, teachers and researchers said that the results of this test will be added to increase their English score. The time given for this test is 60 minutes.

After giving some questions in the multiple-choice form researcher found that there are still many students who have difficulty in answering these questions.

The mean score that obtained from 52 respondents is 39.22 and it still below the standard of graduation is 75.

Based on the table in appendix 1, it shows that the minimum and maximum score in XI IPA 3 were 20.00 and 55.00. This shows that in class XI IPA 3, the students who get the lowest score only answer 4 questions correctly, and the students who get the highest score only answer 11 questions correctly from 20 questions. In this case, the total score obtained from 28 students of class XI IPA 3 is 1240.00.

By using the mean score formula, it is found that the average value obtained by the class XI IPA 3 is 44.28. This achievement shows that students in class XI IPA 3 still find difficulties in comprehending descriptive text.

Based on the table in appendix 2, it shows that the minimum and maximum score in XI IPA 6 were 5.00 and 55.00. This shows that in class XI IPA 6, the students who get the lowest score only answer 1 questions correctly, and the students who get the highest score only answer 11 questions correctly from 20 questions. In this case, the total score obtained from 28 students of class XI IPA 6 is 820.00

To find the average score obtained in this class, the researcher calculated the data by using the formula in chapter 3. From the calculation, it is found that the average score obtained by class XI IPA 6 is 34.16 This achievement shows that students in class XI IPA 6 still find difficulties in comprehending descriptive text.

Then, after finding the mean score for each class and categorizing it according to table 3.1 in chapter 3. It was found that the results of the mean scores obtained by 52 respondents were still below the passing standard of 75. Then, if categorized using the scale in table 3.1 based on the appendix 3, it was found that from 52 respondents, the categories that obtained are "poor" and "very poor". In this study, there are 31% or 16 respondents with the acquisition score range of 55.00 to 50.00 categorized as "poor", while the rest, which is 69% or 36 respondents included in the category of "very poor" in which the range of scores obtained is from 45.00 to 5.00.

Table The frequency of Students' Ability in Reading Descriptive Test

No	Score Range	Category	Frequency (%)
1	80-100	Very Good	0%
2	70-79	Good	0%
3	56-69	Satisfactory	0%
4	46-55	Poor	31%
5	0-45	Very Poor	69%

B. Difficulties Faced By the Students

To answer the second research question about difficulties that faced by students in understanding the descriptive text, the researcher constructed some test which contains some questions which aim to find out which part that the students feel difficult in order to answer it.

In the questions that is given, researchers focus on analyzing the difficulties in reading comprehension such as problems on understanding and use of vocabulary, working memory of the students, and some basic elements of text descriptive such as understanding in getting the main idea, making conclusion and also get and understand the social function from descriptive text itself. By using the question difficulty index on chapter 3, the researcher can predict what kinds of difficulties that students face by looking at the their incorrect answers.

Questions that include in “Difficult” category

Question Number	Question	The topic of the question	Percentage	Question Difficulties Index
10	Which of these statements is contrary to the text?	Animal, Getting Information	96.15%	0.04
7	“The colleges provide their students with <u>lodgings</u> and meals... The underword means.....	Thing, Vocabulary	94.23%	0.06
1	How does the sea-horse swings its fins?	Animal, Getting Information	90.38%	0.10
4	The author purpose of writing the text is?	Thing, Social Function	90.38%	0.10
6	The second paragraph tells the readers about...	Thing, Getting Information	84.62%	0.15
15	Which statements is TRUE according to the text?	Thing, Getting Information	84.62%	0.15
3	We know from the text that?	Animal, Getting Information	82.69%	0.17
14	“Gunung tujuh lake is really beautiful with a <u>spectacular</u> scenery” The underword means.	Thing, Vocabulary	82.69%	0.17

Generally based on the results of the test obtained from the 2 classes, and then the test results are grouped according to the difficulty level category in table 3.2, the researcher found that there are 9 questions which are categorized in hard. The number 10 is the most difficult question. There are 96.15% of students wrongly answered. Followed by question number 7 as much as 94.23%. Number 1

and 4 that is as much as 90.83%. Question number 6 and 15 that is as much as 84.62% and question number 3 and 14 as much as 82.69 %..

C. The Causes of Difficulties by the Students

The last research question is about the causes of difficulty that faced by the students in comprehending the descriptive text. In answer to this research, question researcher uses questionnaires and also interviews in collecting data and information. Below is the result of students' response to the questionnaire.

1. Students' motivation

Students' Questionnaire Response about Students' Motivation

No	Question	Response		
		Yes	No	No Response
1	Do you like English?	79%	15%	6%
2	Do you like reading books in English?	38%	62%	0%
3	In learning English in the classroom, do you prefer "Reading" materials compared to other materials such as Writing, Listening or Speaking?	52%	42%	6%
4	Are you motivated to learn more about English? If yes, what motivates you? (may be checked by more than one)			
	○ Getting high score	90%	6%	4%
	○ Parents/Teacher			
	○ Like English			
	○ Etc. (_____)			

There are 4 questions that refer to the level of students' motivation towards learning English especially reading. Questions 1 and 4 ask about students' motivation in learning English and what factors influence it. Then questions 2 and 4 ask about how the motivation of students in reading, especially reading English text.

The result, in class XI IPA in SMAN 7 Mataram, there are 90% of students who answered they liked the English language and the rest answered did not like it.

Then to know the factors that influence the motivation of students in love of English lessons can be seen in the response of students to question number 4. Which most of the students are motivated to get a high score, but besides, there is some percentage of students who are not so motivated in English.

In the results of the questionnaire, 90% students answered, they have the motivation to learn English, and there are only 6% of students do not have their own motivation to like or deepen the English lesson.

Then to find out whether the students are interested or not in reading, especially reading English reading, can be seen in response questions number

2 and 3. The result for question number 2 which is about the interest of students in reading books in English. 62% of students answered that they do not like to read an English book. There is only 38% of students who answered they like to read an English book.

Based on question number 3, students are asked about the choice of English learning materials in the classroom. In class XI IPA, 52% prefer reading lessons, the remaining 42% of students prefer other materials such as listening, speaking or writing.

From these results can be said the level of motivation of these two classes in English lessons is still lacking. The students are often motivated to deepen English because of the parents' factor and to get high marks. In addition, interest in reading, notably English is also still low. Most students prefer other English learning subjects compared to the learning of reading itself.

2. Teacher, learning process and teaching material.

Students' Questionnaire Response about the teacher, Learning Process, and Teaching Material

No.	T	Question	Response		
			Yes	No	No Response
5 ₁	h	Does your teacher use a technique or an interesting and fun way to teach "reading"?	44%	50%	6%
6	q	Do your LKS or English reading books at school improve your reading?	33%	67%	0%
7 _u	e	Does your teacher give Feedback (explanation) about difficult words in English reading?	96%	4%	0%

tion is made to know what factors that influence the motivation of students to comprehend reading and learning English. So based on the results of responses given in questions 5, 6, and 7, it can be known what are the causes of high and low of the motivation of students on questions 1 through 4 on this questionnaire.

In this question, the researcher focuses more on analyzing the condition of the classroom environment and the learning process of English in the class itself. In number 5 there is a question that asks about the teaching techniques of teachers in the classroom. Whether the teacher is using an interesting technique or not. Then, question number 6 is shown to know LKS (Student Worksheet) or English book used to attract and increase interest to read or not. The last one is question number 7. In this question the student will answer whether when the learning process in the classroom is over, the teacher gives feedback to the student about the summary of the whole material that had been taught on that day, providing an opportunity for students to ask or otherwise, the teacher immediately ended the learning just like that.

The result for question number 5 on the questionnaire is, there are 50% of respondents who answered the teacher in the class did not use techniques or interesting way when teaching English. The rest, only 44% who answered the teacher using interesting teaching techniques.

For question number 6 that is about student worksheet or book used in class. The results obtained mention that in both classes it is stated that the book or worksheet of students used is not interesting. There are, 67% answered no and 33% answered "yes". It can be said that in general, books or worksheets of students who used in both classes is not very interesting to increase students reading interest.

In question number 7 on whether the teacher gave feedback or not, most of the respondents which are 96% answered that their teacher gave the feedback before ending the class, and the remaining 4% of respondents answered the teacher did not give the feedback. So from the above results can be seen that the factors that affect the high and low motivation of students in English learning, especially on reading is a method used by teachers not interesting enough to increase enthusiasm and interest of students in study and also the book used less so interesting. So students are less enthusiastic and motivated to learn more about English lessons. However, in addition to these shortcomings, teachers still provide opportunities for students to ask questions and give feedback before the learning activities ended. This helps students in understanding the material they have taught.

3. Learning Environment

Students' Questionnaire Response about Learning Environment

No.	Question	Response		
		Yes	No	No Response
8	Does your school library provide many English reading books?	58%	38%	4%
9	Does your parent support and motivate you in reading English reading?	81%	17%	2%
10	Do your atmosphere and environmental conditions increase your reading interest?	54%	44%	2%

The learning environment is the most important thing to note in order to improve the reading spirit of students. Learning environment which is good, calm and comfortable can maximize the focus and concentration of students when reading. In this case, to know the comfort level of the students' learning environment. The researchers have prepared 3 questions on the questionnaire to get the answer.

In this questionnaire, questions 8, 9, and 10 are key to answering the students' environmental conditions, whether or not learning is supported. In question number 8 is shown to find out whether the library facilitates and provides books that can develop students' enthusiasm for reading or not. In question number 9, it is shown to know whether parents support and facilitate students to be more enthusiastic about learning English or not. And the last is question number 10. In this question is shown to know the environmental conditions around students whether to increase interest in reading them or not.

In this case, 58% of respondents stated that the school library provides and facilitates students, in this case, the books with English. However, the remaining 38% of students answered "no".

Then, to find out whether parents support and facilitate their children in learning English, it can be seen in the results of questionnaire number 9. Both classes are the object of this study are equally answered with a positive that is 81% From the results obtained showed that their parents support and facilitate their children in learning English. But there is a small percentage in each class which is 17% respondent who responds negatively

In question 10, which is about students' environmental condition, the results found in class XI IPA 3 are 54% of respondents answered "yes" which means that most of them stated that their surroundings can increase their reading enthusiasm. But there are still 44 % of students who say that their environment is less support to increase their reading interest.

So from the results obtained, we can know that the learning environment is not the main factor that causes the weak ability of students, in this case, reading the descriptive text. Because most respondents answer positively if their environment supports to increase their reading interest.

4. Vocabulary

Students' Questionnaire Response about Vocabulary

No.	Question	Response		
		Yes	No	No Response
11	Is in " Vocabulary Understanding " (understand and understand every word in English reading) is the hardest part of reading English reading?	67%	33%	0%
12	Is " Looking for a Basic Idea " the hardest part of reading English reading?	48%	52%	0%
13	Do you know the meaning of ¹ Refers to , ² Main Idea , ³ According to . ?	58%	42%	0%
14	Do you have difficulty in composing words (Grammar) in English?	79%	21%	0%

In this part, the questions that given in the questionnaire are devoted to knowing the ability and level of understanding of the student's vocabulary. So, through the results of the questionnaire that obtained, it can be seen whether the ability of understanding and use of their vocabulary affect the performance in reading or not.

Therefore, the researchers prepared 4 questions in this questionnaire. Which is where question number 11 is about students' sophistication in understanding English vocabulary. Then at number 12 is intended to find out whether respondents have difficulty in finding the main idea, especially descriptive text or not. To know the level of understanding of the vocabulary of respondents, especially in understanding the given problem. Researchers prepare the question number 13 which inquires students' understanding of the 3 main keywords that often come out in questions such as "refers to", "main ideas", and "according to". And the last question given is number 14. Where in this question is intended to know the ability of students to the vocabulary is to a sentence with attention to grammar.

The results that obtained from the research that has been done is as much as 67% of students answered yes on question number 11. This means that most students have difficulty in understanding the vocabulary that used in reading books. The remaining 33% had no difficulty in understanding the vocabulary in the textbook that they read.

Almost all of the respondents answered if find out the main idea in English reading book is not a difficult part. There are only 48% who answered looking for the main idea is the hardest part.

For question number 13 on the questionnaire, it is about the students' ability to interpret 3 main keywords that often come out in questions such as "refers to", "main ideas", and "according to" instead of being the main problem faced by students. This is evidenced based on the results obtained in both classes. There are 58% respondents who answered yes. However, there are some respondents who answered if they are less understanding of the intent of the 3 words. There are 42% of respondents who answered "no".

For the last question, which is about the student's ability to feed the vocabulary to a sentence with attention to grammar. The result is, most of the students which are 79% of respondents stated that they have difficulty in composing the sentence by paying attention to grammar. The rest is as many as 21% of respondents who answered "no".

Based on the results of all the answers given by the respondents to the 4 questions above, it can be known what problems faced by students related to the ability of their vocabulary comprehension. Most of the students in class XI IPA 3 and XI IPA 6 experience difficulties in understanding English-vocabulary and most have problems in vocabulary lectures to become a sentence with attention to true grammar.

5. Problems with descriptive text.

In the essay question given, there are questions to ask and know the kind of descriptive text which is the most difficult type to understand by the students. Based on research conducted in class XI IPA 3 and XI IPA 6, almost all respondents mentioned that descriptive text about the thing is the most difficult.

Based on the results of essay answers on questionnaires and interviews conducted, the reason is on the descriptive text about the thing using vocabulary that is not common and rarely used. That's what makes it difficult for students to understand and understand the type of text.

Besides, finding the words equation and also interpreting the word is a difficult part. Based on the results of written tests and information given to the students' questionnaire, showed that the vocabulary is part of the main problems in students in understanding text descriptive.

6. Allocated reading time

In the second essay question given, there is a matter of knowing how often students in class XI IPA 3 and XI IPA 6 in reading books in general and books using English. Based on research conducted in both classes, either using questionnaires or interviews, almost all respondents mentioned that they very rarely read books. Plus, they never try to read English books. Students will only read English books if told by their teacher or while doing the task.

From this research, we can know that the students' interest in reading especially in SMAN 7 Mataram is still very inadequate.

CONCLUSION

In this study found that the students' ability in understanding reading, especially reading the descriptive text at SMAN 7 Mataram is still categorized as a poor and very poor qualification. All of the respondents cannot reach the school passing standard of 75 and the average of the score that obtained was 39.22. the second one is, there are several types of reading comprehension sub-skill that indicates as the problem in descriptive text reading and most of the students experience descriptive text reading difficulties about a thing and animal. The standard types of reading comprehension sub-skills that become students' difficulties include: Getting Information, Scanning for Details, and understanding vocabulary. Based on the results of the questionnaire obtained, it shows some of the main problems faced by students. The problems mentioned below as follows:

- a. Students still have difficulties in analyzing the text content.
- b. Students do not use part of their time to read and learn English outside school.
- c. Students still face difficulties in understanding and looking for the meaning of some vocabularies in the given text. So this resulted in a lack of understanding of students in obtaining information in the given reading.
- d. Students still have difficulty understanding the grammar structure used in the text.

- e. The students have limited knowledge about tense, and also knowledge about genres of the text, generic structure and social function of the text.

Based on the results of the questionnaire and interview obtained, there are several causes both internal and external that affect the ability of students so that they do not understand English. These causes include: Lack of enthusiasm of students, Less attractive Students Work Book, The learning method used by the teacher is very monotonous, and the learning environment is sufficient to support the learning and learning process of the students. So that it can maximize the results that obtained.

SUGGESTION

Based on the result of the study, the researcher recommends/suggests the following:

1. Teachers must focus more on teaching reading comprehension, especially descriptive text. There are several aspects of reading that teachers need to pay attention to when taught in class, which is: reading for the main idea, scanning for detail and identifying text
2. Teachers must improve the methods and strategies that they used, in order to be more effective to achieve the purpose of the study.
3. The teacher must continue to motivate students to learn English and continue to explore the students' curiosity.
4. Students must read and look for vocabulary more often, then find for the meaning in the dictionary.

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