

THE DIFFICULTIES OF READING DESCRIPTIVE TEXT FOR TENTH GRADE STUDENTS IN SMA SANTIVIT SONGKHLA SCHOOL IN 2021/2022 ACADEMIC YEAR

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ABSTRACT

Reading comprehension is a very basic skill that students must master because it is such a bridge that connects the incoming written knowledge or information and mind's capability to master it. However, reading comprehension is considered a major problem of students worldwide especially for EFL learners who study English in another non-native English country. Therefore, it is important to conduct a research entitled "The difficulties of reading descriptive text for tenth grade students in SMA santivit songkhla school in 2021/2022."

The research used a qualitative descriptive. The instruments used in this research were interview and questionnaires to 15 Thai students.

The researcher found that most students had difficulties in defining and differentiating sentences correctly. Findings from document: students get a score with an average score those were of 5 then students have their own learning strategies to get better scores so that there is an increase in reading descriptive text scores. Finding from interview: Q1 -Q2 : Only 2 students answer it is easy and enjoy the activity while 3 students answered it is hard. Q3 : eyes tired, lack of understanding , pattern and rules, less vocabulary and do not know English.Q4: Only 1 student answered easy, the others said lack of vocabulary,too many types of text, do not pay attention and pronunciation.Q5 : 2 students using google and google translate, the other answered that studying with friends, read carefully and having small group for reading class.

The conclusion of this research that firstly, Students find it is difficult to concentrate while reading text, understanding the meaning and underline important words. concentrating and scanning in reading help students comprehend the text quickly. Last but not least, the effective strategy students use is by reading is using internet, by using the internet it helps students to find more information in specific way.

Key Word: Reading comprehension, Reading difficulties, Descriptive text.

INTRODUCTION

Reading is about understanding written text. Reading is also the window of knowledge. By reading, people may get much information by understanding the content of the text and may know everything in the world. According to Vassiliou (2011, p.7), the written word is present everywhere and therefore reading is a fundamental skill which is increasingly needed in almost every sphere of life. A wide range of reading skills including digital reading are essential for an individual's personal and social fulfillment for taking an informed and active part in society and exercising full rights of citizenship.

Reading is not an easy activity for Thailand students, of course because English is not the mother language.

Thailand language and English are difference; they are different in vocabulary, pronunciation, structure, and even in dialect. So, reading is very complex. As stated by Scanlon (2010, p.

9 & 346) reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. Reading is also a complex process and children react to instruction in very different ways. Moreover, Pang (2003, p.21) also argued that teaching reading is difficult work. Teachers must be aware of the progress that students are making and adjust

instruction to the changing abilities of students. According to Ulmer (2000), reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing the meaning. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read. The main purpose of reading is comprehending the text read. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information.

Townend (2003) states that comprehending reading means the student should be fully understand about the text. In reading a text, students meet with many problems obstructing their reading comprehension. For example, the problems related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students'

prior knowledge or knowledge of the world. If a reader lacks prior knowledge in reading a text, he cannot follow and understand it because he does not know what the text is about. A reader uses background knowledge to integrate new information from a text into his prior information. In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and distinguishing between content knowledge of culture and knowledge of vocabulary cause problems in reading, because the reader does not clearly understand the other culture. In addition, an inadequate knowledge of text type is a problem in reading texts. The text type such as newspaper articles, fairy tales, and business letters, if the reader does not know what kind of the text, he cannot follow and understand what the text is about. A reader can understand a text if he is familiar with the text type (Alderson, 2002).

METHOD

According to Ary (2010, p. 457) interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences

people have and the meaning they make of them rather than to test hypotheses. In this research, the researcher will use open question.

According to Ahish (2019) an open question is likely to receive a long answer. Although any question can receive a long answer, open questions deliberately seek for longer answer. It means questions differ from other types of questions used in interview in a way that open questions may produce unexpected results, which can make the research more original and valuable.

Meanwhile, according to Setiyadi (2006, p. 246) triangulation is the combination of two method or more in collecting the data is quite complex, the use of single method in collecting the qualitative data is often considered not enough. So, the researcher will use interview and documents. In this case, the researcher uses the attached interview which is a interview present in such a way that the respondent is asked to answer according to the questions.

RESULTS AND DISCUSSION

“After collecting data, the researcher tried to reduce the data used in this research those were documents and interview. Therefore, the data reduction was interview with the 5 students that the students chose purposively based on the low scores of reading text. The data display in the form on documents of the score of students’ reading text and interview were about difficulties that students faced and what kind of strategies were used in descriptive text. After finding some data, both from the results of research in the form of interview and documents heets, the researcher analyzed existing findings and modify existing theories then build new theories and explain the implications of the research results about students’ difficulties of descriptive reading text and the strategies used of reading descriptive text for tenth grade students. In the data reduction it had been explained that there are some data used by researcher, namely interviews and documents. Based on the data findings the students mentioned that reading descriptive text could be hard because the students do not really understand how to pronounce the words also the meaning in every word, it means some students still have difficulties in reading descriptive text. To overcome the difficulties some students, use some media or tools to get

the information more detail through Google, YouTube and Google Translate to get the specific information such as the students watching videos on YouTube related to the material given by the teacher. It is supported by Coiro (2011, p. 355) learning are broadly conceived to include information presented via one or more elements such as hyperlinks, animation, images, video and audio within an online networked system or internet that is continually expanding and, thus, largely unbounded. There are a lot of ways learning descriptive text using internet learning that students or teachers can apply in classroom.

CONCLUSION

Based on the result finding, the researcher concluded that the following are the difficulties faced by tenth grade students of Santivit Songkhla School in 2021/2022. Students find it is difficult to concentrate while reading text, understanding the meaning and underline important words. Especially, in descriptive text which has a lot of vocabulary that must be understood, it is difficult for the students to use presents tense and find the information in the text because students have lack of vocabulary. The strategies built by students to overcome their difficulties are by forming

discussion groups to discuss the text and do assignment together. Furthermore,

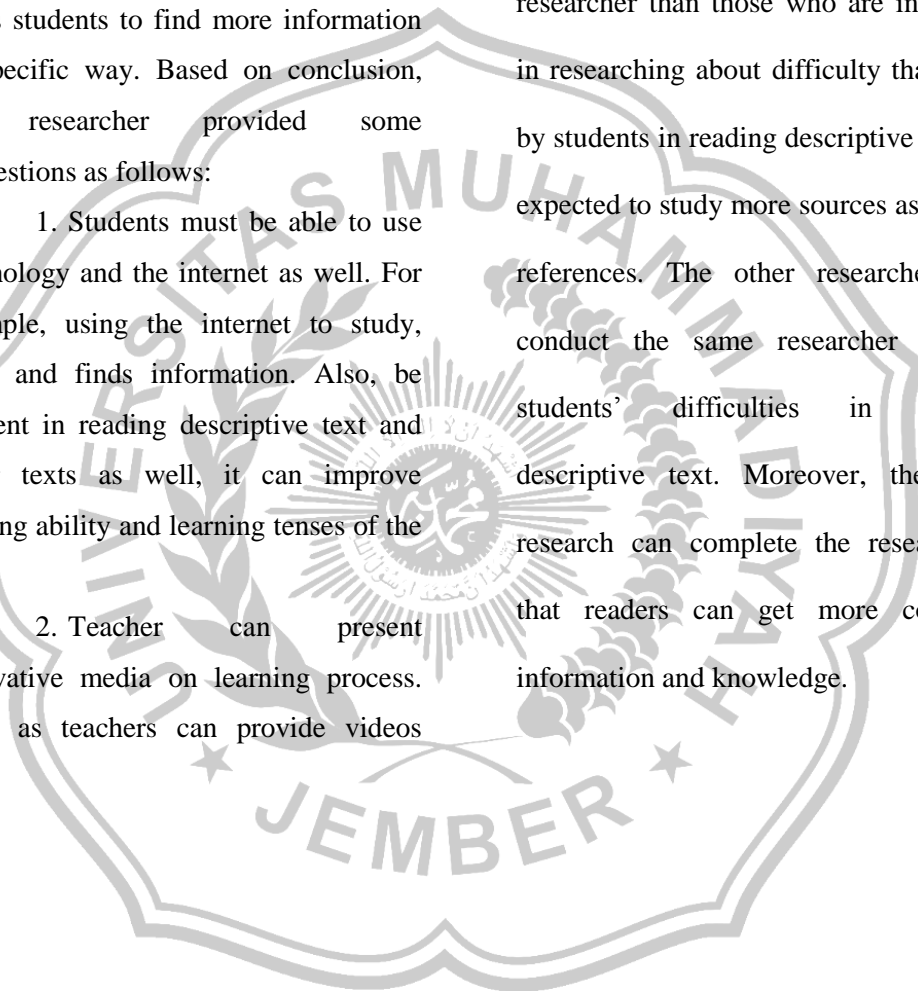
concentrating and scanning in reading help students comprehend the text quickly. Last but not least, the effective strategy students use is by reading is using internet, by using the internet it helps students to find more information in specific way. Based on conclusion, the researcher provided some suggestions as follows:

1. Students must be able to use technology and the internet as well. For example, using the internet to study, read, and finds information. Also, be diligent in reading descriptive text and other texts as well, it can improve reading ability and learning tenses of the text.

2. Teacher can present innovative media on learning process. Such as teachers can provide videos

relate to text to make students more understand and active in reading online class. Then, teacher formed discussion group for the students to discuss the assignment given by the teacher.

3. As for some suggestions that need to be considered for the other researcher than those who are interested in researching about difficulty that faced by students in reading descriptive text are expected to study more sources as well as references. The other researcher may conduct the same researcher that is students' difficulties in reading descriptive text. Moreover, the other research can complete the research so that readers can get more complete information and knowledge.



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