

An Analysis of Students' Difficulties in Reading Comprehension of Descriptive Text

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ABSTRACT

This study aims to explain the kind of difficult aspect in reading comprehension of the descriptive text faced by the students at eighth grade of SMPN 1 Sintoga. The method applied was descriptive quantitative, where the test and questionnaire were used as the instrument of the data. The sample of this study was VIII 2 chosen by using a simple random sampling technique. The test consisted of 30 question items divided into five types of questions: topic, main idea, word reference, location information, reference. Index difficulty and percentage were used to analyze the data. The result of the test showed that the majority of the eighth-grade students of SMPN 1 Sintoga found difficulties including answering topic 76%, main idea 72%, word reference 79%, location information 62%, and reference 80%. The kind of difficult aspect that encountered by the students of SMPN 1 Sintoga was finding main idea questions because the located main idea was difficult to find. As the result, kind of the difficult aspect faced by was in achieving the inference for reading comprehension test.

Keywords: *Difficulties; Reading Comprehension; Descriptive Text*

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INTRODUCTION

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text. It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences. (Grabe & Stoller, 2013)

Reading comprehension also can improve vocabulary and writing skill. There are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information (Nuttal in Butarbutar, 2021). These aspects are regarded as difficulties that the students encounter in comprehending the text. In reading, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition and so forth. Descriptive text is one of genre of text should be taught to students of Junior High School especially in eighth graders. Comprehension is an active process and the reader must interact and be engage with the text for it work.

Obviously, comprehension is the main goal of reading. According to Cain, quoted by (Wood & Connelly, 2009) say that, reading comprehension is a dynamic and interactive

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process. To comprehend the text, the reader needs to identify each word and retrieve its meaning. To make meaningful sentences combining information with syntactic knowledge and integrating the meaning of each sentence to form a state representation of the descriptive text. Comprehension occurs in real-time, and the meaning given to the word or sentence is influenced by the representation of the text that has been shaped so far based on meaning (Wood & Connelly, 2009). According to (Putri Helmina, 2017) when they use a reading strategy, they will be able to cracks the problems in vocabulary with the specific strategy and it helps their reading comprehension problems. It means that they are event lack of vocabulary and do not have any strategy to solve their reading comprehension problem on the text (Putri Helmina, 2017).

However, reading comprehension is critically dependent on the reader's fluency in identifying printed words, as reflected in the reader's accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression (Richardson, 2010). Fluent reading depends heavily on a great deal of practice in reading, spelling and writing. It also depends on reading and reading material at an appropriate level of difficulty (William, 2009).

According to Cain in (Zagoto, 2020), reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. It means that reading comprehension is the ability to read text, process, and comprehend its meaning. An individual ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences. It means that reading comprehension is the ability to read text, process, and understand its meaning. An individual ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences (Prihatini, 2022). According to Loli and Dilla (2021) reading comprehension is the act of understanding the text in increasing the students ability in reading the text. In reading skills, the students learn more types of text such as descriptive text, recount text, narrative text, report text and procedure text (Lolli and Dilla, 2021).

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

According to Cohen (2000), the components of reading comprehension are as follow. First, the recognition of words and phrase of similar and opposing meaning. Second, the identifying or locating information. Third, the discriminating of elements or features within context: the analysis of elements within a structure and of the relationship among them- e.g., causal, sequential, chronological. Fourth, the interpreting of complex ideas, action, events and relationship. Fifth, inferring- the deriving of conclusions and predicting the continuation, Sixth, synthesis. The last evaluation (Cohen, 1994). Descriptive text is usually also used to help reader develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc. In the other word, descriptive text presented the idea by providing detail about characteristic of people, place and thing.

According to Hammond cited in (Mursyid, 1992) the generic structures of descriptive text are identification, and description. Identification identifies phenomenon to be described. Description describes parts, qualities, characteristics, etc. (Mursyid, 1992) Identification has a function to identify the phenomenon to be described. In this part, identification will give the general information about the object wants to describe. The description describes parts, qualities, characteristic of the object. It means that when we are writing descriptive text, those

parts should be involved and stated because they are a basic thing in descriptive text. The first one we have to state the identity of the text as a thing that we want to describe. Then, state the description of a characteristic of the place, person or thing that we want to describe.

SMPN 1 Sintoga is one of Junior High School in Pariaman. As a formal school, this school uses 2013 curriculum as a guide in learning process that include reading subject and in order to accomplish students' needs toward reading. School based curriculum 2013 provides reading as one of the skills in English mastery that must be taught and learned in junior high school. English is taught twice a week with duration of time 40 minutes for one meeting. It means that they have to learn English 160 minutes in a week and Curriculum 2013 of English Study scores in School Based Curriculum. For reading at second grade students of junior level school, the competency standard is to understand the meaning of short functional essay of descriptive text in content of daily life and to access knowledge. There are some texts for Junior High School that should be taught by the teacher. According to syllabus 2020/2021 as the basic stated for second grade of SMPN 1 Sintoga is that students are expected to be able to comprehend narrative text, descriptive text.

Based on writer's preliminary study observation on January 5th 2021 at SMPN 1 Sintoga, it shows that most of the students still have problems and the difficulties in their English especially in reading comprehension. The writer found that some of the students could not understand about the content of reading text, identify the generic structure, language feature, it means that the students still got many difficulties in reading activity and comprehended an English text that makes them slower in doing task given by the teacher. Finally they were not able to get Total Minimal Persage (KKM) that is ≥ 75 .

In addition, their reading comprehension is still far from expectations of the curriculum. This case can be seen in the following symptoms: the teacher had been taught descriptive text in the class, but most of the students have not been able to understand the content being taught. Some of the students are not able to find the meaning of unfamiliar words in the text. Some of the students do not know how to identify the main idea of the text. Some of students are not able to identify information from the text. Some of the students are not able to identify the generic structure in the descriptive text. Some of the students are not able to identify the language feature in descriptive text. Moreover, they are lack of ability to understand text reading because they do not know how to apply some reading skills and they do not have the ability to understand, such as; inability to scan, skimming, guessing meaning from context, and other students are not able to understand the message of the text and they will fail in answering questions related to the text.

Furthermore, the complain that is frequently found is the teachers' ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So many students are not interest in Reading. They sometimes cannot get the main idea from the text, they were confused to get idea when predicting the picture and from the text. They also lazy to read because no variation of the text by the teacher and the text too difficult for them.

Meanwhile, the students cannot get the general and specific information. They have not truly mastered reading fluently. When students who are struggling to read words and focuses so hard on just saying word correctly, they are not focusing on what they are reading. Students who have cognitive disabilities, working memory problems, and difficulties with making inference are also likely to have comprehension difficulties. An example of a student would be a student with autism. This student's cognitive abilities may make reading comprehension a difficulties task.

The students must reach the aspects of reading comprehension where the students should be able to find the main idea, making inference, and knowing the supporting details. The previous study showed that the students got difficulties to determine main idea and answer questions based on the text. The students also lazy in reading it because the reading is

so difficult to understand or the reading makes bored. More importantly, the students could comprehend the idea easier and reached optimal in reading.

METHOD

This was a descriptive quantitative study. The quantitative research is a kind of research that collects the data in the form of number. A research is called as quantitative because of the data of the research uses numeric and using statistics analysis (Sugiyono, 2018). A descriptive study determines and report as is and involves collecting data to test hypotheses or to answer questions about the current status of research subject. The population of this study was the students grade VIII of SMPN1 Sintoga. There were 5 classes from the eighth grade in this school, so they were the population of this study. The total of the five classes was 148 students. The researcher used a simple random sampling in taking sample. There were five classes of eighth grade students in SMPN 1 Sintoga and the researcher chose one class, that was VIII.2 class. There were 30 students in the classroom. The researcher chosen this class in English subject that has studied about descriptive text.

The instruments were used in this research were test and questionnaire. In this research, the researcher collected data by using reading comprehension test. The researcher gave the reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students can answer test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not. In order to get data, the researcher conducted a test which consist of 30 multiple choice questions. The six aspects of reading comprehension were topic, main idea, word reference, location information, and inference. The questionnaire was used as the instrument. Spreading questionnaire to the students was a way to get more concrete data students' factor difficulty in reading comprehension. Questionnaire was one of the ways to know the factor difficulties faced by students in reading comprehension. In this case, the form of questionnaire was closed with alternative answer that would be chosen by the students. The item has five options on a scale to collected data.

FINDINGS AND DISCUSSION

Data Description

The purpose of this research was to find the kind of difficult factors of students' in comprehending a descriptive text at SMPN 1 Sintoga. The researcher wanted to know the kind of difficulties faced by the students in comprehending descriptive text. The data of this research was taken from the reading test (multiple choices) and questionnaire. The test was given to class VIII 2 of SMPN 1 Sintoga consisted of 30 students. The researcher gave the questionnaire and reading test to the students about descriptive text. The researcher gave descriptive text based on the topic that students have learned. Questionnaire was used to obtain data about the factors that caused students difficulties in reading comprehension in the eighth grade of SMPN 1 Sintoga and the other one was reading test to provide data on the most difficult component of reading text face by the students.

a. Factor of Students' Difficulties in Reading Comprehension Descriptive Text

The factors of students' difficulties faced by students in reading comprehension of descriptive text were classified into five sub variables; language, topics or genre, comprehension task, negative expectation, vocabulary, and reading strategies. The

researcher gave score to questionnaire used Likert Scale in scoring the students' answers. In the Likert Scale there were some answer SL (always) the scoring for SL was five, SR (often) the scoring for SR was four, KD (sometimes) the scoring KD was three, for JR (seldom) the scoring JR was two, the last TP (never) the scoring was one. And percentage the students answered of questionnaire by using Sugiyono's formula:

1) Language

In language factor of difficulties, there were 6 items of questionnaire. The first item was responded by 10 students as always, 17 students responded as often, 3 students responded as sometimes, and none of students responded as seldom and never. The second item of language factor, there were 6 students responded as always, 18 students responded to often, 5 students responded to sometimes and 1 student responded to seldom. In the third item, there were 6 students responded to always, 18 students responded to often, and 6 students responded to sometimes. In the item number 4, 6 students responded as always, 22 students responded to often, and 2 students responded to sometimes. Item number 5, there was 1 student responded as always, 7 students responded as often, 7 students responded as sometimes, 8 students responded as seldom, and 7 students responded as never. In the item number 6, there were 2 students responded as often, 13 students responded to sometimes, 11 students responded as seldom, and 4 students responded as never. For clearer description, the data were presented to the table below:

Table 1. Factor of Difficulty in Language

Number of Item	Responses				
	Always	Often	Sometimes	Seldom	Never
1	10	17	3	0	0
2	6	18	5	1	0
3	6	18	6	0	0
4	6	22	2	0	0
5	1	7	7	8	7
6	0	2	13	11	4

2) Topic and Genre

Topic and genre consisted of two number of items of the questionnaire from number 7 to number 8. The item number 7 was responded by 4 students as always, 8 students responded as often, 13 students responded as sometimes, 4 students responded as seldom, and 1 student responded as never. In item number 8, there was 1 student responded as always, 21 students responded as often, 4 students responded as sometimes, 3 students responded as seldom and 1 student responded as never. For clearer description, the data was presented to the table below:

Table 2. Factor of Difficulty in Topic and Genre

Number of Item	Responses				
	Always	Often	Sometimes	Seldom	Never
7	4	8	13	4	1
8	1	21	4	3	1

3) Comprehension Task

Comprehension task consisted of 7 items from number 9 until number 15. Item number 9 was responded by 2 students as always, 12 students responded as often, 12 students responded as sometimes, and four students responded as seldom. Item number 10 was responded by 2 students as always, 12 students responded as often, 11 students responded as sometimes, and 5 students responded as seldom. For item number 11, 3 students responded as always, 12 students responded as often, 8 students responded as sometimes, and 7 students responded as seldom. Item number 12 was responded by 1 student as always, 11 students responded as often, 11 students responded as sometimes, and 7 students responded as seldom. Item number 13 was responded by 6 students as always, 13 students responded as often, 7 students responded as sometimes, and 4 students responded as seldom. Item number 14 was responded by 9 students as always, 10 students responded as often, 8 students responded as sometimes and 3 students responded as seldom. In the item number 15, there were 3 students responded as always, 13 students responded as often, 9 students responded as sometimes and 5 students responded as seldom. For clearer description, the data were presented to the table below:

Table 3. Factor of Difficulty in Comprehension Task

Number of Item	Responses				
	Always	Often	Sometimes	Seldom	Never
9	2	12	12	4	0
10	2	12	11	5	0
11	3	12	8	7	0
12	1	11	11	7	0
13	6	13	7	4	0
14	9	10	8	3	0
15	3	13	9	5	0

4) Negative Expectation

Negative expectation consisted of 2 numbers of item from number 16 to 17. Item number 16 was responded by 3 students as always, 15 students responded as often, 7 students responded as sometimes, and 5 students responded as seldom. Item number 17 was responded by 3 students as always, 9 students as often, 13 students as sometimes, and 4 students as seldom. For clearer description, the data was presented to the table below:

Table 4. Factor of Difficulty in Negative Expectation

Number of Item	Responses				
	Always	Often	Sometimes	Seldom	Never
16	3	15	7	5	0
17	3	9	13	4	0

5) Vocabulary

Vocabulary consisted of 2 numbers of item of questionnaire, for number 18 and 19. From the result of the data, it was found that, for number 18 was responded by 4 students as always, 10 students responded as often, 10 students responded as sometimes, and 6 students responded as seldom. For number 19, there were 6 students responded as always, 7 students responded as often, 12 students responded as sometimes, and 5

students responded as seldom. For clearer description, the data was presented to the table below:

Table 5. Factor of Difficulty in Vocabulary

Number of Item	Responses				
	Always	Often	Sometimes	Seldom	Never
18	4	10	10	6	0
19	6	7	12	5	0

6) Reading Strategies

The next factor was reading strategies which consisted of 4 statement from number 20 to 23. Item number 20 was responded by 5 students as always, 8 students responded as often, 12 students responded as sometimes and 5 students responded as seldom. Item number 21 was responded by 5 students as always, 9 students responded as often, 12 students responded as sometimes, and 4 students responded as seldom. Item number 22 was responded by 6 students as always, 9 students as often, 11 students as sometimes, and 4 students as seldom. For the last item, it was responded by 7 students as always, 12 students as often, 7 students as sometimes and 4 students as seldom. For clearer description, the data was presented to the table below:

Table 6. Factor of Difficulty in Reading Strategies

Number of Item	Responses				
	Always	Often	Sometimes	Seldom	Never
20	5	8	12	5	0
21	5	9	12	4	0
22	6	9	11	4	0
23	9	12	7	4	0

Data Analysis

a) Kind Difficult Component of Students in Reading Comprehension Descriptive Text

Finding of the research conducted by the researcher focuses in the difficulties faced by the students in reading comprehension. The following table presents the frequency of the students' answer and score in reading comprehension test.

To find which types of question items are difficult for the students, the question items were divided into five types that are topic, main idea, word reference, location information, inference questions.

1) Topic

The researcher created five questions for finding topic of the passage. The question items for getting the topic are questions 3, 6, 10, 14 and 24.

Table 7. The calculation of the percentage of difficult in topics.

No	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for topic difficulty
1	3	26	86%	76 %

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2	6	23	76%
3	10	24	80%
4	14	24	80%
5	24	27	90%

The result reveals that 26 students (86%) answered question number 3 incorrectly. It shows that questions categorized difficult. Furthermore, it is 23 students (76%) answered question number 6 incorrectly. It means that it is categorized difficult. Moreover, 24 students, (80%) of the students answered question number 10 incorrectly. It means that it is categorized as a difficult aspect. Question number 14 answered by 24 students (80%). It means that it is categorized as difficult aspect. Question number 24 answered by 27 students (90%). It means that it is categorized as a difficult aspect.

Based on the calculation of percentage of the difficulties, it was found that the difficult item percentage for this type of question only 76% out of five questions item. It means that the questions are categorized difficult for students in topic.

2) Main Idea

The researcher created four questions for finding main idea of the passage. The question items for getting the main idea are questions 8, 17, 23, 26

Table 8. The calculation of the percentage of difficult in main idea

No	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for main idea difficulty
1	8	26	86%	72%
2	17	25	83%	
3	23	24	80%	
4	26	28	93%	

The result reveals that 26 students (86%) answered question number 8 incorrectly. It shows that questions categorized difficult. Furthermore, it is 25 students (83%) answered question number 17 incorrectly. It means that it is categorized as a difficult aspect. Moreover, 24 students, (80%) of the students answered question number 23 incorrectly. It means that it is categorized as a difficult aspect. Question number 26 answered by 28 Students (93%). It means that it is categorized difficult. Based on the calculation of percentage of difficult, it found that the difficult item percentage for this type of question only 72 % out of four questions item. It means that the questions are categorized difficult for students in main idea.

3) Word Reference

The researcher created six questions for finding word reference of the passage. The question items for getting the word reference are questions 5, 9, 12, 21, 22, 27

Table 9. The calculation of the percentage of difficult in word reference

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No	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for word reference difficulty
1	5	26	86%	79%
2	9	24	80%	
3	12	24	80%	
4	21	28	93%	
5	22	29	96%	
6	27	30	100%	

The result reveals that 26 students (86%) answered question number 5 incorrectly. It shows that questions were categorized as a difficult aspect. Furthermore, it is 24 students (80%) answered question number 9 incorrectly. It means that it is categorized a difficult aspect. Moreover, 24 students, (80%) of the students answered question number 12 incorrectly. It means that it is categorized as a difficult aspect. Question number 21 answered by 28 Students (93%). It means that it is categorized as a difficult. The aspect Question number 22 answered by 29 Students (96%). It means that it is categorized as a difficult aspect. Question number 27 answered by 30 Students (100%). It means that it is categorize difficult. Based on the calculation of percentage of difficult, it found that the difficult item percentage for this type of question only 79% out of six questions item. It means that the questions are categorized difficult for students in word reference.

4) Location Information

The researcher created nine questions for finding location of information of the passage. The question items for getting the location information are questions 1, 2, 4, 7, 11, 13, 16, 25 and 29

Table 10. The calculation of the percentage of difficult in location information

No	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for location information difficulty
1	1	25	83%	62%
2	2	26	86%	
3	4	26	86%	
4	7	28	93%	
5	11	27	90%	
6	13	27	90%	
7	16	29	96%	
8	25	29	96%	

9	29	29	96%
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The result reveals that 25 students (83%) answered question number 1 incorrectly. It shows that questions categorized difficult. Furthermore, it is 26 students (86%) answered question number 2 incorrectly. It means that it is categorized difficult. Moreover, 26 students, (86%) of the students answered question number 4 incorrectly. It means that it categorized as a difficult aspect. Question number 7 answered by 28 Students (93%). It means that it is categorized as a difficult aspect. Question number 11 answered by 27 Students (90%). It means that it is categorized as a difficult aspect. Question number 13 answered by 29 Students (96%). It means that it is categorized difficult. Question number 16 answered by 29 Students (96%). It means that it is categorized difficult. Question number 25 answered by 29 Students (96%). It means that it is categorized as a difficult aspect. Question number 29 answered by 29 Students (96%). It means that it is categorized difficult. Based on the calculation of percentage of difficult, it found that the difficult item percentage for this type of question only 62% out of nine questions item. It means that the questions are categorized fair for students in location information.

5) Inference

The researcher created five questions for finding inference of the passage. The question items for getting the inference are questions 15, 18, 19, 20, 28 and 30

Table 11. The calculation of the percentage of difficult in inference

No	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for inference difficulty
1	15	22	73%	80%
2	18	24	80%	
3	19	24	80%	
4	20	17	56%	
5	28	25	83%	
6	30	24	80%	

The result reveals that 22 students (73%) answered question number 15 incorrectly. It shows that questions categorized difficult. Furthermore, it is 24 students (80%) answered question number 18 incorrectly. It means that it is categorized difficult. Moreover, 24 students, (80%) of the students answered question number 19 incorrectly. It means that it is categorized difficult. Question number 20 answered by 17 Students (56%). It means that it categorized as a fair aspect. Question number 28 answered by 25 Students (83%). It means that it is categorized difficult. Question number 30 answered by 24 Students (80%). It means that it is categorized as a difficult aspect. Based on the calculation of percentage of difficult, it found that the difficult item percentage for this type of question only 80% out of six questions item. It means that the questions are categorized difficult for students in inference.

Table 12. The calculation of index difficulty for each question item

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Question item number	The number of students who got correct answer (B)	Index difficulty (P)	Level of difficulty
1	5	0.16	Difficult
2	4	0.13	Difficult
3	4	0.13	Difficult
4	4	0.13	Difficult
5	4	0.13	Difficult
6	7	0.23	Difficult
7	2	0.06	Difficult
8	4	0.13	Difficult
9	6	0.2	Difficult
10	6	0.2	Difficult
11	3	0.1	Difficult
12	6	0.2	Difficult
13	3	0.1	Difficult
14	6	0.2	Difficult
15	8	0.26	Difficult
16	1	0.03	Difficult
17	5	0.16	Difficult
18	6	0.2	Difficult
19	6	0.2	Difficult
20	3	0.1	Difficult
21	2	0.06	Difficult
22	1	0.03	Difficult
23	6	0.2	Difficult
24	3	0.1	Difficult
25	1	0.03	Difficult
26	2	0.06	Difficult
27	0	0	Difficult
28	5	0.16	Difficult

29	1	0.03	Difficult
30	6	0.2	Difficult

In order to simplify the distribution of the percentage of difficulty item in reading comprehension text questions, the researcher present the percentage of the difficulty item in the following chart.

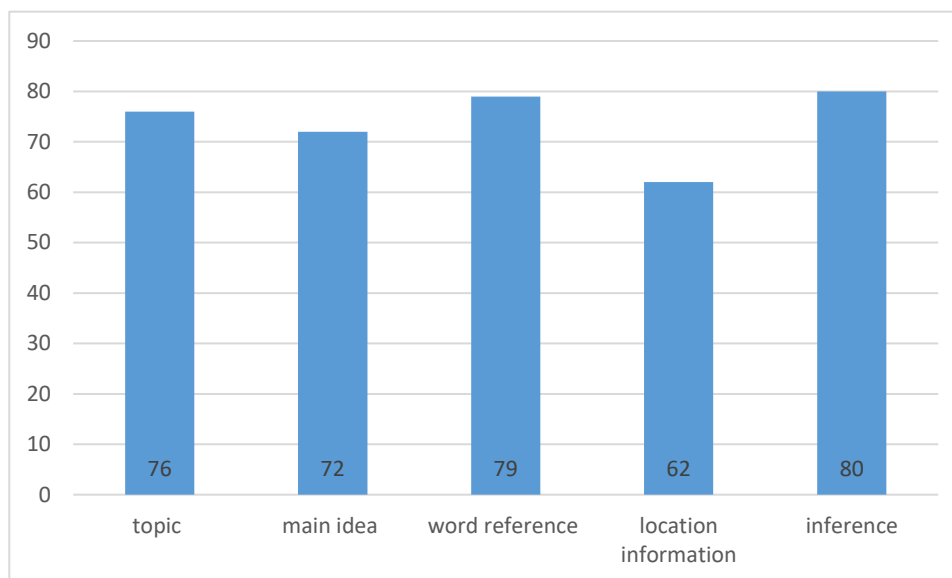


Figure 1. Chart of the percentage of difficulty items of reading comprehension

Based on the percentage of difficult item in the chart above, the researcher summarizes those four types categorized as difficult types with the percentage of difficult item above 70 %. Those the question types are reading for topic, main idea, word reference, inference. Moreover, inference for 80% is the most difficult question type which the percentage of difficult item. Meanwhile, location information is considered as fair types with the percentage 62%. Moreover, based on the calculation of index difficulty of each question item it is found that there are all question items categorized as difficult question. The question item number 3, 6, 10, 14, and 24 are making topics. The students found difficulty to answer this type of question as the percentage of difficulty item for this question was 76%. Furthermore, for main idea questions, most of the question items of this type are considered as difficult question for the students. Moreover, the percentage of difficulty item of this type is 72%. Based on the percentage of all difficulty item presented in table 4.4, main idea question is the most difficult question for the students.

The test item number 5, 9, 12, 21, and 27 are word reference questions. Three question items of five questions are categorized difficult question. Word reference question is considered as difficult question for the students since the percentage of difficulty item for this question is 79%. The test item number 1, 2, 4, 7, 11, 13, 16, 25 and 29 are location information questions. Three question items of nine questions are categorized fair question. Word reference question is considered as difficult question for the students since the percentage of difficulty item for this question is 62%. The question item number 5, 18, 19, 20, 28, and 30 are making inference questions. The students found difficulty to answer this type of question as the percentage of difficulty item for this question is 80%. The students need to look and use context clue in the

passage since the answer of making inference question is not directly stated within the passage in order the students could not answer the inference question correctly.

From the factor difficulties faced by the students' in reading comprehension descriptive text are: in language, students often faced the difficulties longer words will be more difficult to understand than shorter text, often students difficult in Longer text impacted on difficulty in absorbing information, often students difficult in Longer text impact on difficulties in finding main idea, often students difficult in Not capturing the factual information effect on understanding difficulties, seldom students difficult in Unable to conclude the text effect on understanding difficulties, and sometimes students difficult in Unable to find the relationship among the text impact on understanding difficulties.

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

In comprehension task, sometimes students difficult in type of task chosen by teacher is less helpful in understanding the skill, often students difficult in finding key idea is challenging, often students difficult in Some texts are poorly written or too difficult so it is difficult to comprehend it, sometimes students difficult in the order of paragraph is not always obvious, often students difficult in finding main idea is difficult especially reading text written on their level, often students difficult in students confused what the main idea or where the main idea is located, often students difficult in It is difficult to find out the conclusion of text because the meaning of the text is not available. When the teacher gives assignment and chooses Comprehension Task to do, sometimes this type of task is less helpful for students in understanding their skills. It's more likely to test it. By testing there will be no right way to achieve student improvement. Moreover, there are several types of comprehension questions

Firstly, determining main idea has crucial role in reading, the more students know it, the easier it is to read a text. (Faudah,2018) Finding the key idea can be challenging at times, as the main idea is frequently confused with the topic or with specific aspects that may be highlighted in the reading passage. Furthermore, some texts are poorly written, while others are too difficult. According to (V. J. Caiozzo, F. Haddad, S. Lee, M. Baker et al., 2019) Students should be aware that the order of a paragraph is not always obvious. Moreover, students are difficult to determine the main idea. This is particularly true when the material they are reading is written on their instructional grade level. This is because the main idea is a complex task requiring the ability to make multiple classifications and higher-level inferences. The students may get confused to see what the main idea of a passage is, and where the main idea is located (Ekorini, 2020).

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

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

The fourth is inferences. In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. In order to make conclusions, students must practice combining cues from the text with their prior knowledge. It means that the text's clues will assist pupils in making assumptions and drawing conclusions. In order for them to be able to respond to the questions. These inquiries are frequently phrased in one of the following ways: "Based on the text, we can conclude that.", "It can be inferred from the passage...", "what the meaning of the statement above?". Due to the meaning of the statement is not mentioned on the text, it can be difficult for pupils to determine the text's conclusion.

The last is vocabulary. It is known that reading with limited vocabulary is challenging which makes students do not understand completely what text is about (Faudah, 2018). Inadequate language knowledge could be the cause of a lack of understanding. This suggests that reading comprehension and vocabulary knowledge have a strong relationship. Therefore, students must have a sufficient vocabulary to comprehend material. EFL students who developed a habit of dislike for the foreign language tend to have many difficulties in understanding reading materials related to the language (Al-Jarrah & Ismail, 2018) (Hamzah, 2018). In Toher side, the problem might come up from the grammatical side of a word which is related to vocabulary. The different grammatical form of a word known as inflections was one of causes of students' difficulties in learning vocabulary. have difficulties in pronouncing the words, how to write and spell, how to use in grammatical pattern correctly.

In negative expectation, often students difficult in before reading text, student know they will not be able to understand the text, sometimes students difficult in students are frustrated and lose motivation. Students before reading the text, they already have negative expectations. They feel they will not understand because it is too difficult. Students are frustrated and lose motivation. Furthermore, the students who lack of reading strategies often feel difficulties in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test. There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test

In vocabulary, sometimes students difficult in adequate language knowledge could be the cause of lack of understanding, sometimes students difficult in vocabulary are also one of the obstacles for the students to get the meaning of text. In reading strategies, sometimes students difficult in lack of reading strategies often feel

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

From the discussion above, some difficulties faced by the second-year students of SMPN 1 Sintoga in reading comprehension test are difficulty in answering topic questions, difficulty in answering main idea and difficulty in answering word reference questions. Location information and inference. The kind of difficult aspect encountered by the second-grade students in reading comprehension is finding inference questions.

CONCLUSIONS

The kind difficulties component faced by the students are difficulty in answering topic (76%), main idea (72%), word reference (79%), location information (62%). Therefore, the kind difficult aspect faced by the first-grade students is reading for getting inference (80%). As the result, kind of the students had difficulty in achieving the inference for reading comprehension test. The difficult factors faced by the students in this study students always have difficulties in language, topic and genre, comprehension task, negative expectation, vocabulary, and reading strategies. Based on the students' responses in questionnaire, they got difficulties in understanding language students often faced the difficulties. Topic and genre sometimes students difficult, comprehension tasks sometimes students difficult, negative expectation often students difficult, vocabulary sometimes students difficult, and reading strategies sometimes students difficult.

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